

School ERP - 2019

Building Profile - Building

County

WESTCHESTER

Local Education Agency (LEA)

GREENBURGH ELEVEN UFSD

Building Name

GREENBURGH ELEVEN ELEMENTARY SCHOOL

Address

1 ECHO HILLS - BETHUNE BLDG #36
DOBBS FERRY 10522

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Building Profile - Contact Information

Building Contact Information

Office Name	Phone number
Principal	914-693-8500 xt. 244
Lead Teacher	914-693-8500 xt. 296

District Contact Information

Department/Office Name	Phone number
Superintendent	914-693-8500 ext 223
Director of Finance and Grants Administration	914-693-8500 ext 210

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Building Profile - Floor Plans and Area Maps

Building Floor Plans and Area Maps

Upload building floor plans, maps or images of school grounds and local road maps. File names should describe the content of the file, i.e. joneschoolfloorplan.pdf.

Google maps and other available software provide easy tools for satellite images of school grounds and surrounding areas.

Maximum file size is 5 MB, only .pdf files are accepted.

Building Level Floor Plans

Second Floor Design Plan.pdf

First Floor Design Plan.pdf

Ground Floor Design Plan.pdf

The Children's Village Campus Map2017.pdf

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Building Profile - External Building Contact Information

In an Emergency Call 9-1-1

Emergency Responder Non-emergency Numbers

	Phone number
State Police	914-769-2600
Sheriff's Dept.	(No Response)
Local Police	914-693-5500
Fire Dept	914-693-5500
EMS	914-693-5500

Other Important Contact Numbers

(Utilities, poison control, suicide hotline, additional police or fire etc.)

Agency/Business Name	Phone number
Community Affairs	914-693-5500

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Building Profile - Incident Command System Roles

Incident Command System Roles

Name	ICS Role	Office number	Cell Number
Elton Thompson	Incident Commander	914-693-8500 xt. 244	310-482-8959
Monica Carman	Liaison Officer	914-693-8500 xt. 296	914-3182726
Audrey Taylor	Recorder/Documentation	914-693-8500 xt. 242	914-9481448
Cathy Macri	Staff Services	914-693-8500 xt. 318	914-391-3730
Rosa Wearing	Student Services	914-693-8500	914-309-5221
Timothy Carver	Safety Officer	914-693-8500 xt. 377	646-320-5939
Elizabeth DeCoteau	Medical Services	914-693-8500 xt. 282	917-345-5786
Dawn Angevine-Quas	Parent Information and Reunification	914-693-8500 xt 308	914-424-1461
Tara Ritchie	Internal Communication	914-693-8500 xt. 294	914-843-4195
Marie Keenan	External Communication	914-693-8500 xt. 305	914-755-6114
Anthony Gyetua-Danquah	Public Information Officer	914-693-8500 xt. 223	914-471-3968
Emmanuel Glasu	Finance & Administration Section Chief	914-693-8500 xt 210	516-263-3614

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Building Profile - Building Level Emergency Response Team

Building Level Emergency Response Team

Name	Title	Office number	Cell Number
Elton Thompson	Principal	914-693-8500 xt. 244	310-482-8959
Monica Carman	Lead Teacher	914-693-8500 xt.296	914-318-2726
Audrey Taylor	Building Secretary	914-693-8500 xt.242	914-948-1448
Cathy Macri	Teacher	914-693-8500 xt.318	914-391*3730
Augustina Escobales	Parent Group	718-588-6678	646-489-7812
Rosa Wearing	School Monitor	914-693-8500	914-309-5221
Timothy Carver	Security	914-693-8500 xt.377	646-320-5939
Tara Richie	Guidance Counselor	914-693-8500 xt.294	914-843-4195
Marie Keenan	School Psychologist	914-693-8500 xt.305	914-755-6114

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Building Profile - Emergency Response Team

Emergency Response Team

Name	Title	Office number	Cell Number
Elton Thompson	Principal	914-693-8500 xt. 244	310-482-8959
Monica Carman	Lead Teacher	914-693-8500 xt. 296	914-318-2726
Audrey Taylor	Building Secretary	914-693-8500 xt. 242	914-948-1448
Cathy Macri	Teacher	914-693-8500 xt. 318	914-391-3730
Rosa Wearing	School Monitor	914-693-8500	914-309-5221
Timothy Carver	Security Officer	914-693-8500 xt. 377	646-320-5939
Elizabeth DeCoteau	Teacher	914-693-8500 xt. 282	917-345-5786
Dawn Angevine-Quas	Teacher	914-693-8500 xt. 308	914-424-1461
Tara Ritchie	Guidance Counselor	914-693-8500 xt. 294	914-843-4195
Marie Keenan	School Psychologist	914-693-8500 xt. 305	914-755-6114
Vicente Muniz	Maintenance	914-693-8500	914-406-6037

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Building Profile - Post Incident Response Team

Post Incident Response Team

Name	Title	Office number	Cell Number
Anthony Gyetua-Danquah	Superintendent	914-693-8500 xt. 233	914-471-3968
Emmanuel Glasu	Director of Finance	914-693-8500 xt. 210	516-263-3614
Elton Thompson	Principal	914-693-8500 xt. 244	310-482-8959
Monica Carman	Lead Teacher	914-693-8500 xt. 296	914-318-2726
Tara Richie	Guidance Counselor	914-693-8500 xt. 294	914-843-4195
Valerie Fulton-Stanley	Guidance Counslor	914-693-8500 xt. 306	845-480-0960
Marie Keenan	School Psychologist	914-693-8500 xt. 305	914-755-6114
Sharon Heitner	School Psychologist	914-693-8500 xt. 252	845-517-9392
Angelo Pozzuto	school Psychologist	914-693-8500 xt. 284	917-574-5041
Cathy Scapeotta	School Psychologist	914-693-8500 xt. 229	914-420-6288
Marina Cunha	Speech/ENL Teacher	914-693-8500	914-439-3310
Audrey Taylor	Building Secretary	914-693-8500 xt. 242	914-948-1448
Pamela Budd	District Secretary	914-693-8500 xt. 222	914-751-9660
Vicente Muniz	Maintenance	914-693-8500	914-406-6037

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Building Profile - Additional Building Personnel

Additional Building Personnel

Name	Title	Office number	Cell Number
(No Response)	(No Response)	(No Response)	(No Response)

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Campus Profile - Campus Profile

Campus Profile**Number of buildings on campus**

1

Non-school building description(s)

The only building the District occupies is the Bethune Building Number 36 on the Campus of Children's Village. Every other building shown on the Children's Village campus is a non-school building.

Other Campus Characteristics

Greenburgh Eleven is located on the campus of Children's Village is a residential treatment facility located in Dobbs Ferry in Westchester County, serving a student population with significant academic and behavioral challenges. A large number of our students come from New York City and are part of the Non-Secure Placement program operated by Children's Village. Some of these students have been remanded by the juvenile justice system and are placed for only seven to twelve months. Enrollment at Greenburgh Eleven often follows significant periods of truancy and academic failure in community schools. The most recent admissions statistics from The Children's Village confirm the pathology in students' lives. From January to June 2016, 77% of children admitted to the agency had histories of juvenile delinquency, 67% had histories of substance abuse, 27% had histories of physical abuse, 25% had histories of psychiatric hospitalization, and 37% had histories of neglect. Others have histories including runaway behavior (42%), sexual abuse (15%), gang association (21%), fire play (12%), weapons (37%), court designation as a person in need of supervision (PINS) (21%), and suicidal behavior (19%). In addition, 31% of children admitted to the residential treatment center have one or more parents who were substance abusers, 27% had a parent with a history of imprisonment, 10% had a parent with a history of psychiatric care and 25% had a parent with a history of domestic violence. Included among the primary referral diagnoses for students into residential care were conduct disorders (35%), disruptive disorders (35%), adjustment disorders (2%), depressive disorders (2%), and psychotic disorders (2%). It is clear from students' personal and family histories that increased efforts are needed to prevent and reduce violence.

Surrounding Area

Children's Village is located in Dobbs Ferry on a hill surrounded by woodland on the Northern side.

Access Routes

There are two separate entrances; State highway on the Eastern entrance is Sawmill River Parkway. The other entrance is from Walgrove Ave to the western entrance.

School ERP - 2019Functional Annexes - Introduction

Introduction

Functional annexes focus on critical operational functions and the courses of action developed to carry them out. As the building level emergency response team assesses the school's needs, it may need to prepare additional or different annexes. Included with each annex are issues the planning team should consider as it develops procedures for these functions. While these are some of the most important issues, they are not meant to constitute an exhaustive list. Not all of the annexes are required, if your team decides one of the provided annexes does not fit their school's need simply leave that annex blank.

While these functions should be described separately, it is important to remember that many functions will occur consecutively. For example, a shelter-in-place during an emergency may be implemented but, if the building is damaged, the school may then initiate an evacuation.

Often, multiple functions will also be performed concurrently. For example, during an evacuation, once students are safely out of the building, the accounting for students, staff, and guests function will begin. The evacuation function, however, will still be in effect as staff or first responders work to locate and evacuate any persons not accounted for.

While functions build upon one another and overlap, it is not necessary to repeat a course of action in one functional annex if it appears in a second functional annex. For example, though an evacuation may lead to reunification, it is not necessary to list a course of action for reunification within the Evacuation Annex.

School ERP - 2019

Functional Annexes - Shelter In Place

Shelter In Place**Purpose**

This annex focuses on courses of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

Shelter in Place Annex**Shelter-in-Place****Purpose**

A Shelter-in-Place annex describes courses of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

Actions**Initiate Shelter-in-Place**

- **Shelter-in-Place** will be announced by intercom, Public Address (P.A.) System, or otherwise with instructions on how to proceed. **(DO NOT USE CODES, CARDS or COLORS)**

Consider using language similar to this in your announcement:

- **YOUR ATTENTION PLEASE.**
- **THERE IS A SITUATION REQUIRING YOU TO SHELTER-IN- PLACE.**
- **PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS.**
- *Provide specific incident instructions*

Instructions

- Use clear, concise language to provide direction to the school based on the situation.
- If there is a situation requiring students and staff to move away from windows and doors (such as a weather emergency), they should be instructed to move to the interior of the room or relocate to an interior hallway or room. Students in temporary classrooms or outside of the main building for any reason should be instructed to move into the main school building.
- If the situation is not a threat to the exterior of the building, student's in-between classes or outside of their classroom for other reasons should be instructed to return to their class.

Additional Considerations for Shelter-In-Place

The Building Level Safety Team should consider the following when reviewing the current plan or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response.

Procedures for the following should be included:

- Turn off utilities and ventilation systems (heating, ventilation and air conditioning) if appropriate.
- Prepare to shelter-in-place for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc. Activate Annex (es) appropriate to respond to the situation.
- Notify all concerned parties when the Shelter-in-Place is lifted.

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Functional Annexes - Hold in Place

Hold in Place**Definition**

This annex focuses on courses of action when students and staff are required to remain in place for an expected short duration incident, such as a fight, medical emergency, or maintenance issue.

Hold in Place Annex**Hold-in-Place****Purpose**

If there is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue or medical emergency that requires students and staff movement be limited, a “Hold-in-Place” may be initiated. This is intended to keep students and staff out of the affected area until the situation can be rectified.

Actions**Initiate Hold-in-Place**

- **Hold-in-Place** will be announced by intercom, Public Address (P.A.) System, or otherwise with instructions on how to proceed. **(DO NOT USE CODES, COLORS OR CARDS)**

Consider using language similar to this in your announcement:

- **YOUR ATTENTION PLEASE.**
- **THERE IS A SITUATION REQUIRING YOU TO HOLD IN PLACE.**
- **PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS.**
- *Provide specific incident instructions*

Instructions

- Use clear, concise language to provide direction to the school based on the situation.

Execute Hold-in-Place

- Students in hallways, bathrooms or other common areas will return to their classroom. If the Hold-in-Place is announced between class periods, students will return to their previous class to await instructions. If the route is blocked, students will go to the nearest classroom and advise the teacher that they are unable to get to their class and await instructions.
- All available staff members will assist in maintaining order and accounting for students. Remain in position until further instruction is given or remaining in place compromises safety.

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Functional Annexes - Evacuation

Evacuation

Purpose

This annex focuses on the courses of action that schools will execute to evacuate school buildings and grounds. Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.

Evacuation Annex

Evacuation

Purpose

This annex focuses on the courses of action that the school will execute to evacuate school buildings and grounds. Included are school policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites, required per 8 NYCRR Section 155.17 (e)(2)(i).

Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.

Actions

Initiate Evacuation

- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm and/or by a Public Address (P.A.) System or bullhorn.

Consider using language similar to this in your announcement:

- **YOUR ATTENTION PLEASE.**
- **WE NEED TO EVACUATE THE BUILDING.**
- **TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA.**
- **TEACHERS TAKE YOUR CLASS ROSTER**
- **TAKE ATTENDENCE WHEN SAFE TO DO SO**

- Call or designate another to immediately call public safety (911) (police, fire and emergency responders) to give notice that the school has been evacuated.

- Notify appropriate district staff that an evacuation of the school has occurred.

- Communicate changes in evacuation routes if primary routes are unusable.

- Activate Annex(es) appropriate to respond to the situation.

Designate staff with assigned radios and/or cell phones to assist in evacuation procedures.

On-site evacuation assembly areas

Evacuating from	Evacuating to
Bethune Building # 36	Lanza Activities Center # 13
Bethune Building # 36	Playing Field

Off-site evacuation locations

Location Name	Address	Contact Name	Contact Number
Dobbs Ferry High School	505 Broadway, Dobbs Ferry, NY. 10522	Dr. Lisa Brady	914-693-1500

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Functional Annexes - Lockout

Lockout**Purpose**

This annex focuses on the courses of action schools will execute to secure school buildings and grounds during incidents that pose an imminent concern outside of the school. The primary objective of a lockout is to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger.

Lockout Annex**Lockout****Purpose**

This annex describes the courses of action the school will execute to secure school buildings and grounds during incidents that pose an imminent concern outside of the school. The primary objective of a lockout is to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger.

Actions**Initiate Lockout**

- **Lockout** will be announced by intercom, Public Address (P.A.) System, or otherwise.

(DO NOT USE CODES, COLORS OR CARDS)

Consider using language similar to this in your announcement:

- **YOUR ATTENTION PLEASE.**
- **THERE IS A SITUATION REQUIRING THE SCHOOL TO LOCKOUT.**
- **ALL OUTDOOR ACTIVITIES ARE CANCELLED.**
- **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.

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Functional Annexes - Lockdown

Lockdown**Purpose**

This annex focuses on the courses of action schools will execute to secure school buildings during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students, and visitors are secured in rooms away from immediate danger.

Lockdown Annex**Lockdown****Purpose**

This annex describes the courses of action schools will execute to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students and visitors are secured in rooms away from immediate danger.

A Lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy. Executing a Lockdown should involve barricading the door, hiding from view, remaining silent and readying a plan of evacuation as a last resort.

Actions**Initiate Lockdown**

- Where possible a **Lockdown** will be announced by intercom, Public Address (P.A.) System, or otherwise. **(DO NOT USE CODES, COLORS OR CARDS)**
- Contact 911
- In events where an immediate threat to life safety is recognized (such as a person armed with a gun in the hallway) any faculty or staff shall raise the alarm and initiate a lockdown.

Lockdown must be immediate and deliberate, the announcement of a lockdown shall be as follows:

LOCKDOWN! - LOCKDOWN! - LOCKDOWN!

Execute Lockdown

- **IF SAFE**, immediately gather students from hallways and areas near your room into classroom or office. This includes common areas and restrooms immediately adjacent to your classroom.
- Lock your door(s) and have students/staff move to the designated safe area of the room, ****REMAIN SILENT****
- **Leave lights on and blinds as they are. Do not cover door window.**
- Teachers should position themselves in a location that gives them an advantage to manage their classroom effectively, and take the following action during a lockdown:
 - Do not allow anyone, under any circumstance, to leave your secured area.
 - Do not answer or communicate through your door or classroom phone.
 - Silence cell phones and limit use to only relay pertinent information to 911, (i.e., description/location of active shooter/victim injuries).
 - Do not respond to fire alarm unless actual signs of fire are observed. Doing so could compromise the safety of those already secured.
 - Document and attend to any injuries to the best of your ability.
 - Take attendance and include additions and missing students' last known location.
 - Do not respond to Public Address (P.A.) system or other announcements.
 - If an intruder enters the classroom, use **WHATEVER** means necessary to protect yourself and the students. You must be prepared to fight for your life and use physical force or possibly deadly force to stop the intruder.
- Potential tactics include:
 - Moving about the room to lessen accuracy.
 - Throwing items (books, computers, phones, etc.) to create confusion.
 - Assaulting the shooter/intruder – use whatever objects you have in the classroom as a weapon such as blunt force objects (fire extinguishers, chairs, etc.) to incapacitate the intruder – **FIGHT!**
 - Tell students to get out anyway possible – **RUN!**
- Staff/students participating in any outdoor activity upon the initiation of a lockdown should seek a safe location away from the building. Call 911 and report your situation including location and number of students.
- Procedures should be in place to re-direct buses in the event of a lockdown.

LOCKDOWN WILL ONLY END WHEN YOU ARE PHYSICALLY RELEASED FROM YOUR ROOM OR SECURED AREA BY LAW ENFORCEMENT.

School ERP - 2019

Functional Annexes - Lockdown

Lockdown rally points

Lockdown rally point description
Lanza Activities Center

School ERP - 2019**Functional Annexes - Crime Scene Management**

Crime Scene Management**Purpose**

This annex outlines procedures for securing and restricting access to crime scenes in order to preserve evidence in cases of violent crimes on school property.

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. Before those professionals arrive, it is important that the crime scene remain as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence. These procedures were developed around the RESPOND acronym, which was designed to aid in remembering the steps to securing crime scenes and evidence.

Crime Scene Annex**Crime Scene Management****Purpose**

This annex outlines procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property as required in 8 NYCRR Section 155.17 (e)(2)(viii).

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. Before those professionals arrive, it is important that the crime scene remains as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence. These procedures were developed around the RESPOND acronym, which was designed to aid in remembering the steps to securing crime scenes and evidence.

Actions**Respond**

- Ensure your personal safety first, then if possible, formulate a plan and make mental notes.

Evaluate

- Evaluate the severity of the situation, call 911 if appropriate.
- Identify involved parties.
- Be aware of weapons, hazards, and potential evidence.
- Don't touch anything unless absolutely necessary to preserve safety.

Secure

- Clear away, uninvolved people.
- Establish a perimeter that prevents people from entering the potential crime scene.

Protect

- Safeguard the scene – limit and document any people entering the area.
- Don't use phones or bathrooms within the crime scene area.
- Don't eat, drink or smoke in the crime scene area.

Observe

- Write down your observations as soon as is safe to do so.
- Record detailed information – don't rely on your memory.
- Notes will aid first responders upon arrival and could be utilized in court.

Notify

- Call 911 if not already called or police are not on the scene.

Document

- Take good notes - such as time, date, people at the scene, weather, doors open or closed, lights on or off and the position of furniture.
- Be prepared to provide your notes and information to police.

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Functional Annexes - Communications

Communications

Purpose

The Communications and Warning annex includes communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders), as well as the communication of emergency protocols before an emergency and communication after an emergency.

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Functional Annexes - Communications

Communications Annex**Communications****Purpose**

This annex includes communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders, required under 8 NYCRR Section 155.17 (e)(2) (iv), as well as the communication of emergency protocols before an emergency and communication after an emergency. Additionally, procedures shall be included for emergency notification of persons in a parental relation (8 NYCRR Section 155.17 (e)(2)(i).

The School ERP must include policies and procedures governing school incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school community, and the media. Templates for statements/press releases to the media, a detailed communications plan, including standard procedures and protocols, should be developed and made available in advance of an incident.

Templates for statements/press releases, the communication plan and media contacts at the major television, Internet, and radio stations are maintained by [insert position] and located [identify manner kept: hard copy and/or electronic and location: in the main office and/or some other safe and readily available place].

Types of Communications**Communication between School and Emergency Responders**

The school will contact and maintain communications with emergency responders during an incident. The School Incident Commander will transfer command to the appropriate emergency responder who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The Incident Commander will use the communication platform [and/or other means] described in the School ERP to notify the principal/designee of the school's status and needs. The school and emergency responders will coordinate the release of information to ensure that information is consistent, accurate and timely.

Internal Communications

The school has identified a school spokesperson or public information officer (PIO) who will be responsible to [add additional duties, as appropriate]:

- Help create policies and plans for communicating emergency information internally and to the public.
- Follow the communications policies and procedures established by the school.
- Help establish alternative means to provide information in the event of a failure of power, phone or other lines of communication.
- Develop materials for use in media briefings.
- Act as the contact for emergency responders and assist in the coordination of media communications.

Communication between School Officials and Staff Members

School personnel will be notified when an incident occurs and kept informed as additional information becomes available. They will also be informed as plans for management of the incident evolve (keep staff informed to the greatest degree possible). The following methods of communication may be utilized to disseminate information internally when appropriate:

- Telephone Tree: A telephone tree is a simple, widely used system for notifying staff of an incident when they are not at school.
- Text-Messaging System/E-mail System: A text-messaging or e-mail system is available to provide those who are registered to receive messages with updates during an incident.
- Mobile Device Applications.
- Morning Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- End-of-Day Faculty Meeting: As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.
- [Insert a description if the school utilizes these or other methods of communications with staff.]

Communication between School Officials and Students

Communication of emergency information between school officials will primarily take place through the school's public address system or face-to-face between faculty and students. Other methods of communication with students may include the following:

- Text-Messaging System/E-mail System: A text-messaging or e-mail system is available to provide those who are registered to receive messages with updates during an incident.
- Mobile Device Applications.
- the school will utilize the k-12 alert system to communicate to parents and staff in all emergency situations,

External Communications

School officials must communicate with the larger school community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media and the community at large will require clear and concise messages from the school about the incident. This will include what is being done and the safety of the children and staff.

Communication with Parents

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Functional Annexes - Communications

- Before an incident occurs, the school will:
- Inform parents about how to access alerts and incident information.
- Inform parents that the school has developed an ERP, its purpose and its objectives. **Detailed response tactics should not be shared if they will impede the safe response to an incident.**
- Information will be included in [describe your school’s method, i.e. school newsletter, presentation delivered at Back-to-School event, etc.].
- Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- In the event of an incident, the school will:
- Disseminate information [identify means such as via text messages, e-mail, radio announcements, hot-line, etc.] to inform parents about what is known to have happened.
- Implement a plan to manage phone calls and parents who arrive at the school.
- Describe how the school and school district are handling the situation.
- Provide a phone number, web site address or recorded hotline where parents can receive updated incident information.
- Inform parents and students when and where school will resume.
- After an incident, school administrators will schedule and attend an open question-and-answer meeting for parents/guardians as soon as possible.

Communication with the Media

In the event of an incident, the School Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), will coordinate with the public information officer and/or participate in a joint information effort to [list should be customized by school]:

- Establish a media site and reception area away from the school and any established Incident Command Post, Evacuation site or Reunification site.
- Determine a media location for low impact events (such as a water main break) and high impact events (such as an active shooter incident) when media interviews at the school would be deemed impracticable due to the nature and severity of the incident.
- Low Impact events can be handled at the School District Central Offices or similar type facilities as the number of media outlets and duration of media coverage can be expected to be low.
- High Impact events can be handled at a community center, park or other facilities that are of appropriate size to accommodate a large number of media outlets for an extended duration. DO NOT use government facilities (fire stations, etc.) as this will interfere with government administration and operations.

Pre-designated Media sites

Alternate Location		Address and description
LOW IMPACT	LANZA ACTIVITIES CENTER	one Echo Hills, Dobbs Ferry, NY 10522
HIGH IMPACT	DOBBS FERRY HIGH SCHOOL	Broadway, Dobbs Ferry, NY 10522

- Provide regular updates to the media and the school community.
- Once Incident Command is transferred to emergency response authorities, so too will PIO functions be transferred to the ICS PIO.
- **Provide only information that has been approved to be released by the Incident Commander in charge of the scene.**
- Monitor the release of information and correct misinformation. Coordinate messages with the Incident Commander or PIO.

School ERP - 2019**Functional Annexes - Public Health, Medical, and Mental Health**

Public Health, Medical, and Mental Health Annex**Purpose**

This annex describes the courses of action that the school will implement to address emergency medical (e.g., first aid), public health, and mental health counseling issues. Schools should coordinate these efforts with the appropriate emergency medical services, public health, mental health, law enforcement, fire department, and emergency management representatives.

Public Health, Medical, and Mental Health Annex**Medical and Mental Health Emergency Annex****Purpose**

This annex describes the courses of action that the school will implement to address emergency medical (e.g. first aid) and mental health counseling issues. Schools should coordinate these efforts with appropriate emergency medical services, law enforcement, fire department and emergency management representatives. 8 NYCRR Section 155.17 (e)(2)(vi) requires the coordination of the ERP with the statewide plan for disaster mental health services. The details of how this coordination is accomplished should be documented within this annex. Schools should consider contacting their county Director of Mental Health and Community Services for information on services available for addressing mental health issues in an emergency.

Actions

Insert here your school policy and procedures for responding to a medical emergency.

The Building Level School Safety Team should consider the following when reviewing current or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response. Procedures for the following should be included:

- Instructions on where emergency medical supplies (e.g. first aid kits, AEDs) are located and who is responsible for purchasing and maintaining these materials.
- Assessment of staff skills for responding to a medical emergency, such as first aid or CPR. Complete the Post Incident Response Team table in Appendix C with appropriate staff.
- Procedures on sharing and reporting information about unusual situations, if warranted.
- Addressing the immediate, short, and long-term counseling needs of students, staff and families.
- Location where counseling and psychological first aid will be provided.
- A plan to have counselors available to assist students if necessary.

School ERP - 2019

Functional Annexes - Accounting for All Persons

Accounting for All Persons

Purpose

This annex focuses on developing courses of action to account for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

Accounting for All Persons Annex

Accounting for All Persons

Purpose

This annex focuses on developing courses of action to account for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

Actions

Insert here your school policy and procedures for accounting for all persons.

The Building level Safety Team should consider the following when reviewing current or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response. Procedures for the following should be included:

- Taking attendance and reporting to the Incident Commander when class relocates inside the building or an evacuation takes place.
- Reporting to the Incident Commander when a student, staff member, or guest cannot be located.
- Dismissal of students if they have been relocated in the building.

School ERP - 2019

Functional Annexes - Family Reunification

Reunification

Purpose

The Family Reunification annex details how students will be reunited with their families or guardians.

Family Reunification

Reunification

Purpose

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

Actions

Designate Reunification Site

- Use the table below to designate Primary and Secondary Reunification sites.

Pre-designated Reunification Sites

Location		Address	Name and Phone Number
PRIMARY	Dobbs Ferry High School	505 Broadway, Dobbs Ferry, NY. 10522	Elton Thompson 914-693-8500
SECONDARY	Mercy College	555 Broadway, Dobbs Ferry, NY. 10522	Elton Thompson 914-693-8500

The Building Level School Safety Team should consider the following when reviewing current or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response. Procedures for the following should be included:

- Transporting students following an evacuation to the reunification site(s) (See Evacuation Annex).
- Notifying a contact person at the relocation site(s) to prepare for the arrival of students.
- Designating a Reunification Coordinator.
- Activating Annex(es) appropriate to respond to the situation.
- Designating a holding area for arriving students and staff away from waiting family members.
- Designating an adult report area for parents/guardians to sign-in and to check identification.
- Establishing a student release area. Students will be escorted to meet their parent/guardian and sign out.
- Establishing a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private and away from other parents. The School Psychologist or other designee, will coordinate this activity with emergency response personnel.
- Staging media area away from the reunification site and notify the PIO of the location.
- Keeping evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Releasing students to authorized persons after checking proof of identity and signing a student release form.
- Instructing parents/guardians to leave the site to make room for others once they have signed out their student.
- Arriving faculty and staff will provide a list of evacuated students to the reunification site staff immediately upon arrival.
- Providing for the Special needs students who may be significantly impacted by the stress of the incident and additional support staff may be required to support these students.
- Following the instructions of the Reunification Coordinator or designated staff and/or assist in staffing the site.
- Maintaining current student and staff emergency information that details special needs, such as medical or custody issues.

School ERP - 2019

Functional Annexes - Security

Security Annex**Purpose**

This annex focuses on the courses of action that schools will implement on a routine, ongoing basis to secure the school from criminal threats originating from both inside and outside the school. This includes efforts done in conjunction with law enforcement personnel.

Our Building-level Emergency Response Team would consider the following when reviewing current or developing new procedures. This is not an exhaustive list, each Team should consider the relevancy of the items below for their specific school situation.

- How agreements with law enforcement agencies address the daily role of law enforcement officers in and around school.
- How to make sure the building is physically secure (including implementation of Crime Prevention through Environmental Design [CPTED]).
- How to get students to and from school safely (including traffic control and pedestrian safety).
- How to keep prohibited items out of school.
- How to respond to threats identified by the behavioral threat assessment team.
- How information will be shared with law enforcement officers or other responders (keeping in mind any requirements or limitations of applicable privacy laws, including the Family Educational Rights and Privacy Act of 1974 [FERPA], the Health Insurance Portability and Accountability Act of 1996 [HIPAA], and civil rights and other laws. More information on FERPA and HIPAA can be found in “A Closer Look, Information Sharing”.)

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Threat/Hazard Specific Annexes - Introduction

Introduction

Threat- and Hazard-Specific Annexes

The Threat- and Hazard-specific annexes describe the courses of action unique to particular threats and hazards. Courses of action already outlined in a Functional annex need not be repeated in a Hazard-Specific annex. Schools will develop these based on the prioritized list of hazards determined in the assessment process. As planning teams develop courses of action for threats and hazards, they should consider the federal, state, and local regulations or mandates that often apply to specific hazards.

If there is a Functional annex that applies to one of the threat or hazard annexes, the latter will include it by reference. For example, if a course of action for an active shooter involves lockdown, and there is a lockdown annex, reference the lockdown annex in your courses of action, but do not repeat all of the information.

In addition to the list of threats and hazards two example annexes have been included to demonstrate how annexes should be organized. This is not a required format, if your Building Level Emergency Response Team has already developed procedures for specific threats and hazards you can copy and paste those into the table provided in the section titled "Insert Threat/Hazard Annexes".

Threat and Hazard Types and Examples

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

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Threat/Hazard Specific Annexes - Example Bomb Threat Annex

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Threat/Hazard Specific Annexes - Insert Threat/Hazard Annexes

Threat and Hazard Specific Annexes

Group 1

Name of Threat or Hazard Annex

Active Shooter Threat

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Threat/Hazard Specific Annexes - Insert Threat/Hazard Annexes

Response Procedures**Active Shooter Threat****Purpose**

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school property in the event of an active shooter on school grounds or in the school building.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to an active shooter on school grounds or in the school building.

An active shooter or armed assailant on school property involves one or more individuals acting with the intent to cause physical harm and/or death to students and staff. Such intruders may possess a gun, a knife, a bomb or other harmful device. An active shooter will result in law enforcement responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of and cooperate with law enforcement. The school is a crime scene and will require a thorough search and processing.

Core Functions

In the event of an active shooter, schools will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression and to keep students safe.

Functional Annexes That May Be Activated

Functional annexes that may be activated in the event of an active shooter on campus may include the following:

- Lockdown
- Evacuation
- Accounting for All Persons
- Reunification
- Communications
- Medical Emergency

Activating the Emergency Response Plan

The first individual(s) to hear or witness shots fired or recognize the potential for an active shooter should activate the ERP immediately, taking the necessary response actions to keep everyone safe. Notifications to the main office and to 911 should be made if possible.

Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Determine what procedures should be activated depending on the location and nature of the shooter.
- Issue instructions, e.g. lockdown or evacuation depending on the situation.
- Notify law enforcement, provide location and description of the shooter if possible.
- Notify schools buses to not enter the school grounds.
- Activate Communications Annex.
- Coordinate with emergency responders at the command post; provide site map and keys.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes.

Staff Actions

- Use Extreme Caution
- Implement the appropriate response procedure to keep students safe, including taking cover for protection from bullets.
- Make appropriate notifications, provide description and location of the shooter if possible.
- When law enforcement arrives, ensure everyone puts items down, raises their hands and spreads their fingers, keeps hands visible at all times, avoids making quick movements and avoids pointing, screaming or yelling.
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes.