



DISTRICT-WIDE SAFETY & EMERGENCY MANAGEMENT PLAN

UPDATED JANUARY 1, 2017

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INTRODUCTION

Emergencies in schools are defined as undesirable events that occur and have the potential to cause injury or illness to members of our school community or disrupt the orderly educational process. They range from acts of bullying or harassment to catastrophic natural or man-made events. Emergency management is the discipline of dealing with and avoiding risks. It is a discipline that involves preparing for an emergency situation or disaster before it occurs as well as supporting and rebuilding from the emergency after natural or human-made disasters have occurred.

Emergency management in our schools is the continuous process by which our staff, students, administrators, parents, school groups, emergency responders and our community manages hazards in an effort to avoid or ameliorate the impact of disasters resulting from hazards. Preventive measures and good planning will reduce the likelihood that emergencies will occur and allow us to address those that do in an expeditious and effective manner.

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

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

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

SECTION I SAFETY AND EMERGENCY MANAGEMENT PLANNING GUIDELINES

BACKGROUND

The Bedford Central School District Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Bedford Central School District School Board and under the direction of Superintendent of schools, a District Emergency Response Team (DERT) will be utilized for the purpose of emergency management within the district. The DERT shall include, but is not limited to, teacher(s), administrators, school safety personnel and other school and community personnel as deemed necessary.

This DERT shall also serve as District-wide School Safety Team, and include a representative(s) of the school board parent organization(s) and other school and community personnel as deemed necessary. The duties of the committee shall include the development, review, and update of the District-wide Safety and Emergency Management Plan in compliance with Commissioner of Education Regulation 155.13.

SUPERINTENDENT'S DIRECTIVE

The Superintendent of Schools will serve as the District's Chief Emergency Officer (CEO) and be responsible for coordinating communication between school staff and emergency responders. The CEO will also require each building principal to maintain a Building-level Emergency Response Plan in compliance with Commissioner of Education Regulation 155.13. Each plan should be updated annually with the assistance of the School Emergency Response Team (SERT). The plan shall provide for lockdown, lockout, sheltering, evacuation, early dismissal, fire and other emergency planning and notification (when necessary) to students and staff, annual drills and exercises, and coordination with local and county emergency preparedness administrators. These plans shall be submitted to the District's Emergency Planning Committee for annual approval and incorporation into the overall District-wide Safety and Emergency Management Plan.

A. CONCEPTS OF OPERATION

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

All will follow the Emergency Management protocols and practices outlined in the National Incident Management System (NIMS) and will practice Incident Command System (ICS) techniques to better manage these events.

B. PLANS REVIEW

1. The District-wide Safety and Emergency Management Plan shall be monitored and maintained by the District-wide School Safety Team and reviewed annually on or before September 1st of each year. A copy of the plan will be available at the district office and on the District website.
2. Building-level Emergency Response Plans shall be confidential and not subject to disclosure under Article 6 of Public Officers Law or any other provision of law in accordance with Education Law Section 2801-a.
3. Full copies of the District-wide Safety and Emergency Management Plan and any amendments will be submitted to the New York State Education Department on or before September 1st of each year and within 30 days of adopted revisions.
4. The District-wide Plan must be formally adopted by the Board of Education whenever changes, other than simply updating contact information, are made to the plan. Pursuant to Commissioner's Regulation, Section 155.17(e)(3), this plan will be made available for public comment at least 30 days prior to its adoption.
5. Building-level Emergency Response Plans will be supplied to the New York State Police, County Police and all local police departments covering the District, by October 15th of each year or within 30 days of adoption.

SECTION II PLANNING FOR AND DEALING WITH DANGEROUS BEHAVIOR

A. EARLY DETECTION OF POTENTIALLY DANGEROUS BEHAVIOR

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

1. A summary of the District's Code of Conduct is provided to all students in the district at the start of every school year to ensure that all students understand acceptable behavior in a school setting. The Code of Conduct delineates, among other behavior, lack of tolerance for bullying, violence and harassment.
2. A "plain language" summary of the Code of Conduct is mailed or emailed to all parents/guardians of students in the District at the start of each school year, and is disseminated at the time of registration thereafter.
3. All new employees will be provided with a copy of the Code of Conduct at the time of hire. All teachers and other staff members will be provided with a copy of the Code of Conduct annually.
4. Efforts are made on the building level in each of the District's schools to identify, prevent, and resolve potentially dangerous behavior at the earliest possible stage. Child Study Teams or their equivalents meet regularly in each building in order to work with classroom staff in identifying and preventing potentially dangerous behavior. Guidance counselors, school psychologists, school social workers, nurses, outside agencies (as appropriate), administrators, teachers, parents/guardians and students are involved in this process.
5. District students at all grade levels participate in instruction guided by evidence-based violence prevention/intervention programs. Elements of these programs support students in identifying potentially violent or problematic situations with peers and in developing strategies to address these such as reporting to an adult.
6. Secondary health curricula incorporate information regarding emotional health, the impact of drugs and alcohol on an individual's behavior, and on responsible decision-making.
7. Each of District's school psychologists/social workers facilitates counseling groups for identified students around issues related to poor social skills development, anger management, and good decision-making.
8. Certified and non-certified staff members working with students who have been identified by the Committee on Special Education as being at-risk for engaging in violent behaviors receive annual training in crisis prevention and intervention. Further, these staff members benefit from technical assistance within the context of the instructional setting across the year.

9. The District works in collaboration with building-level and district-wide PTAs to offer parents/guardians information regarding early-warning signs of potentially dangerous and/or violent behavior, as well as a forum to discuss specific parental concerns.

B. PREVENTION AND INTERVENTION STRATEGIES

1. Training for school staff working in an incident-control capacity may include:
 - a. individual and group de-escalation techniques,
 - b. non-violent conflict resolution skills and
 - c. mediation
2. The District may provide de-escalation techniques and non-violent conflict resolution training to other staff annually. It is recommended that each building have some staff trained in non-violent conflict resolution.
3. Trainings are available during staff training sessions, or on conference days.
4. Procedures relating to building security including utilization of staff and security equipment may include:
 - a. Surveillance Cameras
 - b. Door-lock (buzzer) entry systems
 - c. Portable Radios
 - d. Alarm Systems
 - e. Keypad or swipe entry systems
 - f. Single Point of Entry

The District will continue investigating other security equipment and measures to keep building safety and security current.

STRATEGIES TO IMPROVE COMMUNICATION AMONG STUDENTS AND BETWEEN STUDENTS AND STAFF MEMBERS AND REPORTING POTENTIALLY VIOLENT INCIDENTS

Each of the schools within the district provides a wealth of school safety related initiatives. These programs include peer mediation, bullying prevention, conflict resolution, social skills development, anger management and components of character education. Students are involved in a wide variety of safety activities through both their classes as well as through work with guidance counselors, social workers, and school psychologists.

In addition, each school has a wide range of programs that impact school safety. The District has a character education program that complies with Project S.A.V.E.

Students, staff, parents and others will be educated about the importance of reporting threats or acts of violence and the procedures of reporting. See Appendix 4 – Incident Report Forms

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

- Each school has designated a reporting process (the principal of each school is listed in Appendix 1.)
- Students are educated to report threats and acts of violence to staff members.
- Staff members are required to report all student referrals to the administration for investigation.
- Staff training programs meet S.A.V.E. requirements. Instruction on issues of school safety needs to be provided to all employees each year.

Training can/should include but is not limited to:

- de-escalation training
- warning signals for violence and mental health concerns
- non-violent conflict resolution
- emergency response team training
- social skill development
- character education
- social emotional learning

The programs listed on the following page are offered throughout the Bedford Central School District at each grade level listed:

Program:

Elementary Schools	Middle School	High School
Peer Mediation	Peer Mediation	Advisory
Homework Clubs (ESOL)	Buddy Program	Sexual Harassment Training
Response to Intervention Teams	Project Adventure	PRIDE
Here's Looking at You/Health	After-School Programs	Safety Monitor Training
Behavior Guidebook	Theme Days	Choice Behavior Program
Buddy Program	Town Meetings	Alternative Education Programs
Good/Bad Touches	Community Building Units	Autism Speaks
Project Adventure (4 th & 5 th)	Family U	
Teacher Resource Teams	Character Ed – PBIS	
Enrichment Programs	RTI Team Meetings	
Author Visits	Positive Behavior Intervention	
Lunch Bunch – Psychologists	Advisory Home Base	
Character Ed Program	Project Achieve	
PBIS	Advisory/DEAR	
Stranger Danger	Sticks n' Stones	
Olweus	No Name Calling Week	
	Assemblies/Smoke Out, Halfway	

TEACHER/STAFF INTERACTION

One of the core pieces of providing a safe environment is the relationship that adults in the schools have with the students. Another is collegial relationships among adults within the school. The adults play a significant role in influencing the climate of the schools by modeling positive interpersonal behavior, providing support to students, intervening when crises arise, and acting in a proactive way to avoid potential problems.

The following programs and activities support adults' positive influence and interactions with students:

Elementary Schools	Middle School	High School
Town Meetings	Site-based Committee	Youth to Youth
Grade Level Meetings	Team Meetings	Group Guidance
Subject Area Meetings	Ropes Course	Student/Faculty Events
Site-based Committee	Student Government	Safety Monitor
Faculty Branches	Faculty Branches	Faculty Branches
Faculty Gatherings	"Almost Anything Goes"	Faculty Gatherings
Homework Club	Club & Sports	Site-based Committee
Lunch Groups	Response to Intervention	Advisory
Response to Intervention	Quality of Life Committee	Lip Sync
Climate Action Meeting	Sports Day	Response to Intervention
Teacher Mentors		Clubs & Sports

PEER INVOLVEMENT

Peer involvement is an essential component to the safety of all students. It can facilitate a connection with the school community, thereby also improving the culture and pride of the school. Peer involvement affords an opportunity to understand and respect individual differences and it reduces the potential for negative interactions between students.

The following programs, activities and systems are in place to encourage peer involvement and connect students to school:

Elementary Schools

- Peer Mediation
- Behavior codes
- Friendship groups
- Lunch groups
- Town meetings
- Kindergarten Buddies
- Kids on the Block
- Buddy Program
- Open to Challenge
- K.I.I.T. Committee

Middle School

- Peer Mediation
- Intramurals
- Student Government
- PHAT-tutoring
- After-school clubs
- Buddy program
- Modified Sports
- Youth in Action

High School

- Wellness Day
- Big Brother/Big Sister
- Safe Rides
- Peer Tutoring
- Student Government
- Family U
- Multi-cultural Week
- Youth to Youth
- Orientation Guides
- Principal's Student Council
- Advisory

MENTAL HEALTH SUPPORT

Students' emotional well-being is the foundation for behavioral and academic success. Students' emotional difficulties can lead to feelings of alienation and isolation, potential academic failure, violent behaviors, and can cause community discord. Mental health professionals are essential to provide strategies and other interventions to facilitate and monitor students' emotional well-being. The presence of mental health professionals in school buildings also provides immediate help when a crisis occurs and ensures a safe environment.

The following activities involve the mental health professionals and the programs in which they can be a help to students:

Elementary Schools	Middle School	High School
Response to Intervention Team	Response to Intervention Team	Response to Intervention Team
Teacher Resource Team	Teacher Resource Team	Teacher Resource Team
Counseling	Counseling	Counseling
Special “needs” groups	Special “needs” groups	Special “needs” groups
Collaboration/consultation	Collaboration/consultation	Collaboration/consultation
Functional behavior assessments	Functional behavior assessments	Functional behavior
Class presentations/wkshps	Class presentations/wkshps	Class presentations/wkshps
Behavior intervention plan	Behavior intervention plan	Behavior intervention plan
Community Network Agencies	Community Network Agencies	Community Network Agencies
	RTI Weekly Meetings	Student Assistance Council

PARENT/FAMILY/COMMUNITY INVOLVEMENT

Research indicates that an effective partnership between a school, its families, and the community results in both higher student academic performance and enhanced social development, both essential elements for a safe school.

The following programs and activities promote parent, family and community involvement in the schools:

<u>Elementary Schools</u>	<u>Middle School</u>	<u>High School</u>
Class trips	6 th grade parent orientation	Back-to-School Night
Class parents	Parenting programs-6 th grade	Parent Association meetings
Parents in enrichment program	Back-to-School Night	Parent/Teacher conferences
Kindergarten parent orientation	Parent/Teacher conferences	Special Interest Groups
Back-to-School Night	Parent Association meetings	Principal’s web newsletters
Parent/Teacher conferences	Principal’s notices	Freshmen Parents’ Night
Open House	Principal/teacher newsletters	Sophomore Parents’ Night
School newsletters	Orientations	Junior Parents’ Night
Classroom info/newsletters	Senior Citizen Brunch	Senior Parents’ Night
Ice-Cream Social	8 th Grade Cabaret	Freshmen Orientation
Family Picnic Day	Annual musical	Project Welcome
Family Fun Night	Family U	
Winter Dance	PAALMS	
Class Celebration Participation	CEF	
Parent Association meetings	FOMA	
	FLMSA	
	Art Show	

C. RESPONDING TO ACTS OF VIOLENCE AND IMPLIED OR DIRECT THREATS

1. Students are required to inform school staff about any direct or indirect threat of violence or actual act of violence to themselves, others or school property.
2. Staff members are required to immediately inform the Principal or his / her designee of any direct or indirect threat of violence or actual act of violence to students, themselves, others or property. The Principal or her/his designee decides whether or not to utilize the building's trained clinician(s) in an effort to de-escalate or defuse the situation.
3. Parents and visitors are encouraged to tell school staff about any indirect or direct threats of violence or actual act of violence towards students, themselves, others or property.
4. After considering the specificity/generality of the threat or severity of the violent act, the Principal or her/his designee will decide whether or not to immediately contact the Superintendent of Schools or the Assistant Superintendent to advise them of the threat, get help to determine the level of threat or report the violent act. The Principal will have the discretion to report minor incidents to the Superintendent verbally and/or in memorandum form after the situation has been resolved.
5. The Principal or her/his designee will also decide whether or not to contact law enforcement personnel. **Threats or actions placing students, staff and others in imminent danger require an immediate LOCKDOWN protocol followed by a call to the police and the District Superintendent.** Violent offenses defined in the S.A.V.E. regulations will also require the involvement of the police. See Appendix 4 for report forms.
6. The principal, and/or her/his designee then determine the appropriateness of directing the School Emergency Response Team to be activated.
7. The School Emergency Response Team (SERT) consisting of trained staff and school personnel may assist with an Evacuation, Lockout, Shelter – In – Place, Fire or Early Dismissal and will follow the appropriate protocol (see appendixes for further information). The Incident Command System (ICS) under the National Incident Management System (NIMS) should be followed as closely as possible to ensure good coordination between the building level teams, district leadership and responding agencies.

8. If the threat of violence or danger is imminent, a Lockdown may be utilized. A Lockdown is time sensitive and therefore may be requested by any school staff member based on the incident and timely need for the Lockdown. During the Lockdown all school staff, students and visitors (including all SERT members) are required to Lockdown in the nearest appropriate classroom or office and await further instruction.
9. Procedures for contacting parents, guardians and persons in parental relation to students in event of a violent incident or early dismissal are spelled out by each building.
10. Aggressively dangerous and violent students should only be restrained by qualified staff. Police should be called when necessary to remove these students. Violent adults are to be reported to the building administrator immediately and the police called. Violent adults are only to be removed by police.
11. The building administrator will investigate reported threats and reported acts of violence and will make the determination of disciplinary measure consistent with the District's Code of Conduct. Chronic offenders may require a behavior intervention plan, close monitoring, and police involvement.
12. School administrators must keep records of serious threats and acts of violence and report them annually to the state.

D. RESPONSE PROTOCOLS

1. Should the incident involve a single building, at the discretion of the District Emergency Response Team's (DERT) leader in consultation with that building's facilitator/principal, staff / SERT's from the District's other school buildings may be called to support the School Emergency Response Team in that building.
2. Should the incident involve multiple buildings, at the discretion of the District Emergency Response Team's (DERT) leader, in consultation with building principals/facilitators, additional mental health support from the Westchester County Crisis Team and local area hospitals may be solicited to support the Emergency Response Teams in the affected building(s).
3. In any case, a "debriefing", or post-incident analysis, will be facilitated by the District Emergency Response Team. This process will include a review of the actual incident, the Team's response to the incident, and post-traumatic incident debriefing.
4. District clinicians (or, mental health professionals from outside agencies if they have been involved) will provide on-going as-needed support to the Team members, and will monitor post-traumatic stress symptoms in team members. As appropriate, team members may be provided with a referral to EAP and/or with information regarding private mental health providers in the area.

NOTIFICATION AND ACTIVATION (INTERNAL & EXTERNAL COMMUNICATIONS)

CONTACTING LAW ENFORCEMENT/EMERGENCY SERVICES

Local law enforcement personnel and emergency services can be contacted by district or building administrators, or their designees, in the event of a violent incident. District and building administrators maintain lists of published and confidential telephone numbers to use in a variety of emergencies.

INFORMING ALL EDUCATIONAL AGENCIES WITHIN SCHOOL DISTRICT

When an act of violence or an emergency is identified the district's Emergency Response Team (see Appendix #2) will gather to identify appropriate steps for notification to schools. Individual available team members will be assigned specific educational agencies to contact, and provide an appropriate message to disseminate. Messages to schools will be transmitted in a redundant manner through:

- Telephone
- Fax
- E-mail
- Two-way radio
- District couriers if other attempts fail

Receivers of the message will be required to immediately contact Central Command to assure they have received the correct message. Building-level Emergency Response Teams will be instructed to put their appropriate emergency response plan measures into action.

AUTOMATED E-MAIL & VOICE NOTIFICATION SYSTEM

The district will be contacted about weather emergencies, County emergencies, and other emergencies by:

- NOAA Weather Radio
- Putnam/Northern Westchester BOCES
- Emergency Alert System
- Fleet Weather Advisory Service

INFORMING PARENTS AND GUARDIANS

In the event of an emergency the district will notify parents and guardians about the emergency, and any specific steps they should take through any one or more of the following communication vehicles:

Radio Stations

- WHUD 100.7 FM
- WFAS 1230 AM and 94.3 FM
- WLAD 98.3 FM and 850 AM

Television Stations

- News-12
- Cable TV channel 18
- FIOS Cable TV channel 1982

Building-level Phone Trees

- Key PTA contacts through telephone and e-mails

Automated Notification System

- Automated Voice and E-mail messaging system
 - To be used for notifying students' families and Bedford faculty for any emergency message or weather related message needed to be transmitted while school is in session or not in session

RESPONSE TO EMERGENCY INCIDENT AT THE INDIAN POINT NUCLEAR POWER PLANT

While the schools in the Bedford Central School District are not located in the 10-mile Emergency Planning Zone (EPZ) for the Indian Point Power Plant, the District-wide Safety Team has determined that this document must include planning for an incident at that plant. The Safety Team has determined that the primary concern and focused efforts of the district in the event of such an incident should be on the effective sheltering and evacuation of students.

Specific districts in the EPZ will have different responsibilities than those outside the EPZ. All school districts will be communicated with by the Regional Safety coordinator, Mike Sellet, from Putnam/Northern Westchester BOCES in the event of any unusual event or emergency at the Indian Point Power Plant. The Bedford Central School District shall bear the responsibility for adequately sheltering its students, according to its existing plans for sheltering students in other emergencies, and evacuating the students in an orderly fashion according to its existing evacuation plans.

Currently, the Fox Lane Campus is specified in the County Emergency Plan for Indian Point to act as a General Population Reception Center. This facility would receive evacuees from within the 10-mile EPZ. The Fox Lane High School currently contains emergency supplies, provided by the Red Cross and the County, to be used in the event of an emergency. The Fox Lane High School has been designated as a Red Cross reception center and congregate care facility not only in the event of an incident at the Indian Point Power Plant, but for any other major incident in the County of Westchester where a reception or congregate care center might be needed. The Red Cross and/or Westchester County Emergency Planning would contact the superintendent of schools in the event there was such a need for our facility. The district would have to work with the County and the Red Cross to determine whether the high school would have to be evacuated before any residents from other parts of the county were brought into the facility. If it did have to be evacuated the district would follow normal evacuation plans and ready the facility for Red Cross operation after full evacuation.

SECTION III EMERGENCY RESPONSE PLANNING:

A. EMERGENCY MANAGEMENT:

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

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

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

The Bedford Central School District Emergency Response Team should meet regularly throughout the year to conduct the following business:

1. Assess and review the District's Emergency Plan annually.
2. Make any necessary recommendations regarding Emergency Operations, Planning, Procedures, Protocols and the like.
3. Conduct training sessions as necessary.
4. Meet with, oversee and help guide the School Emergency Response Teams at each school as necessary.
5. Meet as needed with the District's Emergency Management Consultant to review Protocols and Procedures as well as receive training and instruction.
6. Meet with local government and emergency service organization officials to develop procedures for advice and assistance for emergency situations that exceed the expertise and/or resources of the district. These procedures may then be incorporated into the District's Emergency Management Plan.
7. Conduct any and all other business as deemed necessary.

B. DISTRICT EMERGENCY RESPONSE TEAM (DERT):

TEAM MEMBER:	DISTRICT PHONE:
Dr. Christopher Manno	(914) 241-6010
Dr. Joel Adelberg	(914) 241-6016
Angelo Rubbo	(914) 241-6018
Shawn Pitrulle	(914) 241-6015
Stacey Haynsworth	(914) 241-6014
Dr. Ed Escobar	(914) 241-6022
David Gee	(914) 241-6163
Phil Spagna	(914) 241-6132
Carole LaColla	(914) 241-6011
Christine O'Connor	(914) 241-6020

ADDITIONAL EMERGENCY NUMBERS:

Bedford Police Department	(914) 241-3111
Pound Ridge Police Department	(914) 764-4206
New York State Police	(914) 234-9292
Westchester County Police	(914) 864-7701
Bedford Fire Department	(914) 234-3133
Mt. Kisco Fire Department	(914) 666-3909
Pound Ridge Fire Department	(914) 764-5102
Westchester County Office of Emergency Management	(914) 864-5450
Poison Control	(212) 689-9014
	(800) 222-1222
FBI (White Plains Office)	(914)-989-6000
New York Region 2 EPA	(212)-637-5000

C. IDENTIFICATION OF POTENTIALLY DANGEROUS OR HAZARDOUS SITES:

Each school building administrator will ensure that areas of potential emergencies in and around his or her building are identified. The Director of School Facilities and Operations and building Head Custodians should assist with locating these areas, which may include electrical, gas, heating, ventilation, water supply and sewage systems locations and shut-offs. The District's Emergency Management Consultant as well as Local Fire Department, Police and EMS personnel may be asked to assist in these efforts. These locations will be listed in each Building Safety Plan and placed in building maps supplied to Police, Fire, EMS, and District personnel.

A. TYPICAL EMERGENCY SITUATIONS:

The District has procedures and trains for emergencies including but not limited to:

- Bomb Threats
- Building Collapse
- Civil Disturbance
- Earthquakes
- Explosion
- Fire
- Floods
- Hazardous Materials and Radiological Incidents
- High Winds
- Hostage Situations
- Intruders (Armed/Un-armed)
- Kidnapped/Missing Students
- School Bus Accidents
- Suicide
- Suspicious Packages
- Severe Weather
- Tornadoes
- Weapons Possession

E. POTENTIAL EMERGENCY SITES:

BUILDING:

USE(S):

Bedford Central School District
District Offices

Command Center
Public Information Center
Communications Center

Fox Lane High School

Shelter-in-Place
Staging Area(s)
Alternate Command Center

Fox Lane Middle School

Shelter-in-Place
Staging Area(s)
Alternate Command Center

Mt. Kisco Elementary School

Shelter-in-Place
Staging Area(s)
Alternate Command Center

Bedford Village Elementary School

Shelter-in-Place
Staging Area(s)
Alternate Command Center

Bedford Village Elementary School

Shelter-in-Place
Staging Area(s)
Alternate Command Center

West Patent Elementary School

Shelter-in-Place
Staging Area(s)
Alternate Command Center

F. POTENTIAL NEARBY HAZARDOUS LOCATIONS:

Refer to building specific plan.

G. EMERGENCY MANAGEMENT PLANS:

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

H. DISTRICT COMMAND POST (DCP):

Unless otherwise specified, The DCP will be located in the District Offices. If necessary, the command post may be moved to an alternate site including the transportation facility and even non district-owned buildings.

I. PERIODIC DRILLS AND EXERCISES FOR STUDENTS AND STAFF:

DRILLS AND EXERCISES:

The District will conduct Emergency Management drills and exercises annually including, but not limited to:

FIRE AND LOCKDOWN DRILLS: Fire and Lockdown Drills will be conducted during school days in each school within the District with staff and students twelve (12) times annually (September – June). The first eight (8) drills are conducted prior to December 31st of each school year. Eight of all such drills shall be fire evacuation drills. Four of all such required drills shall be lockdown drills. The appropriate Fire Department may, upon mutual agreement with the District, participate in some or all of the drills and offer feedback regarding effective building evacuation in the event of a fire. The appropriate Police Department may upon mutual agreement with the District, participate in some or all of the lockdowns drills and offer feedback regarding the effectiveness of these drills. Drills shall be conducted at different times of the school day with at least one of the eight required evacuation drills occurring during a mass gathering event such as lunch or assemblies.

EARLY DISMISSAL DRILL: The District will conduct an Early Dismissal drill annually wherein students are dismissed early from each school. Parents will be notified of these drills well in advance. Transportation Officials and District staff may also take place in conducting and evaluation of this drill.

SHELTER-IN-PLACE DRILLS: Each school in the District will conduct at least one (1) Shelter-in-Place Drill annually utilizing Shelter-in-Place protocols. The appropriate Police Department may upon mutual agreement with the District, participate in some or all of the drills and offer feedback regarding the effectiveness of these drills.

STAFF DEVELOPMENT TRAINING:

All general staff will receive training on district-wide procedures as well as specific procedures contained within their respective building-level emergency response plan. This training shall occur prior to September 15th of each school year or within 30 days of joining the district.

The District will provide advanced training for each School Emergency Response Team (SERT) and District-wide Emergency Response Team (DERT) annually. The training will include practices and procedures to educate, evaluate, update and review all emergency management protocols and procedures the teams perform including, but not limited to Lockdown, Lockout, Evacuation, Shelter-In-Place, Early Dismissal and Fire. The District may involve local emergency responders as well to participate in this training.

Training may include but is not limited to:

- De-escalation training
- Warning signals for violence and mental health concerns
- Non-violent conflict resolution
- Emergency response team training
- Social skill development
- Character education
- Social, emotional learning

SECTION IV SAFETY AND BUILDING SECURITY PROCEDURES:

A. PROACTIVE BUILDING SECURITY MEASURES

1. The Bedford Central School District uses a single point of entry system. All doors are locked except the main entrance. Signs are in place directing visitors to sign-in at the reception desk at each school. Main doors are controlled by remote “buzzer” entry during normal school hours.
2. All schools have greeters/monitors just inside the entrance to each school in the district. Greeters ensure visitor sign-in procedures and help supervise building traffic flow. The monitors are under the supervision of the building principals.
3. Staff wear visible identification badges
4. Visitors are required to sign in and wear identification.
5. Visitors access is limited to specific locations

B. POLICE AGENCIES

The Bedford Central School District falls within the response of the following police departments.

<u>Agency</u>	<u>Contact</u>	<u>Phone Number</u>
Bedford Police Department		(914) 241-3111
Mt. Kisco Police Department		(914) 241-1101
Pound Ridge Police Department		(914) 764-4206

SECTION V COMMUNICATION WITH LOCAL AUTHORITIES:

A. OBTAINING ASSISTANCE FROM GOVERNMENT OFFICIALS

1. The Bedford Central School District continues to work closely with local police, fire, EMS, and governmental agencies to obtain assistance during emergencies. Representatives helped in the development of this plan, have assisted in emergency situation drills and provided technical assistance. Providers have given approval to the Bedford schools to rely on local personnel, resources and facilities in emergency situations. Our plan provides for accessing emergency mental health services from Putnam Northern Westchester BOCES, county and regional mental health agencies in the event of an emergency or violent incident.

2. List of Assisting Governmental Agencies
 1. Bedford Police Department
 2. Bedford Fire Department
 3. Bedford Hills Fire Department
 4. Westchester County Police Department
 5. Mt. Kisco Fire Department
 6. Pound Ridge Police Department
 7. Pound Ridge Fire Department

3. The arrangements for obtaining assistance during emergencies from local and county emergency organizations, agencies, government officials responsible for implementation of Article 2-B of the Executive Law have been made and are referenced in Appendix 2 and listed in this **District Safety and Emergency Management Plan**. Key officials in local and county government who can help develop emergency plans and assist in emergencies are also included.

B. PARTICIPATING IN UNIFIED COMMAND UNDER ICS PRINCIPLES

ASSIGNMENT OF RESPONSIBILITIES

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

- ❖ **Incident Commander** – Responsible for the direction of the building response in a building-level emergency (Building Administrator/designee).
- ❖ **Public Information Officer** – Compiles and releases information to the news media.
- ❖ **Safety Officer** – Monitors the response in an attempt to prevent injuries from occurring to both those involved in the incident and those trying to resolve it.
- ❖ **Liaison** – Represents the District by working with responding agencies (law enforcement, fire department, EMS, utilities, etc.) and other school districts that may be involved in the incident.
- ❖ **Incident Log** – Keeps a written log of all incident events and updates appropriate command post personnel on significant developments.
- ❖ **Operations** – responsible for directing the implementation of action plans and strategies for incident resolution.
- ❖ **Logistics** – Responsible for providing all resources (personnel, equipment, facilities and services) required for incident resolution.
- ❖ **Planning/Intelligence** – Responsible for collecting, evaluating and disseminating the information needed to measure the size, scope and seriousness of an incident and to plan a response.
- ❖ **Administration/Finance** – Responsible for all cost and financial matters related to the incident.

APPENDIX 1 - LISTING OF SCHOOL BUILDINGS

BEFORD HILLS ELEMENTARY SCHOOL

123 Babbitt Road
Bedford Hills, NY 10507

BEDFORD VILLAGE ELEMENTARY SCHOOL

45 Court Street
Bedford, NY 10506

MT. KISCO ELEMENTARY SCHOOL

47 West Hyatt Avenue
Bedford, NY 10549

POUND RIDGE ELEMENTARY SCHOOL

7 Pound Ridge Road
Pound Ridge, NY 10576

WEST PATENT ELEMENTARY SCHOOL

80 West Patent Road
Bedford Hills, NY 10507

FOX LANE MIDDLE SCHOOL

632 South Bedford Road
Route 172
Bedford, NY 10506

FOX LANE HIGH SCHOOL

632 South Bedford Road
Route 172
Bedford, NY 10506

APPENDIX 2 - DISTRICT RESOURCES

Superintendent, Dr. Christopher Manno	(914) 241-6010
Assistant Supt for Business, Angelo Rubbo	(914) 241-6018
Int. Director of PPS & Special Ed, Dr. Ed Escobar	(914) 241-6022
Int. Director of Building & Grounds, Shawn Pitrulle	(914) 241-6015
Director of Technology, David Gee	(914) 241-6163
Bedford Hills Elementary Principal, Zbynek Gold	(914) 864-3484
Bedford Village Elementary Principal, Karen Eldon	(914) 864-3485
Int. Mt. Kisco Elementary School Principal, Kweon Stambaugh	(914) 864-3486
Pound Ridge Elementary School Principal, Randy Lichtenwalner	(914) 864-3844
West Patent Elementary Principal, Vera Berezowsky	(914) 864-3489
Int. Fox Lane Middle School Principal, Sue Ostrofsky	(914) 864-3483
Int. Fox Lane High School Principal, James Donnelly	(914) 864-3482

ADDITIONAL RESOURCES

Temple Shaaray Tefila located at 89 Baldwin Road, Bedford Corners, NY 10549
Can accommodate 1,200-1,300 students

St. Patrick's School located at 483 Old Post Road, Bedford, NY, 10506
Can accommodate 1,200 students

Bedford Presbyterian Church located at 44 Village Green, Bedford, NY, 10506
Can accommodate 1,500 students

Cisqua School located at 325 West Patent Road, Mount Kisco, NY, 10549
Can accommodate 1,200 students

St. Francis of Assisi Church, 2 Green Street, Mount Kisco, NY, 10549
Can accommodate 880 students

APPENDIX 3 – BUILDING-LEVEL EMERGENCY RESPONSE PLANS

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

APPENDIX 4 – MEMORANDA OF UNDERSTANDING

The following (if applicable) are Memoranda of Understanding relevant to implementation of the District-wide School Safety Plan and, where appropriate, Building-level Emergency Response Plans.