

# 2021-2022 Building Safety Plan

411 Wales Avenue

Neighborhood Charter School Bronx

Dream Charter School

District-Wide and Building Level School Safety Plan

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# General Information

Address Information	
Street Address:	411 Wales Avenue
City/State/Zip:	Bronx, NY 10454

Building Council		
School	Person	Primary Contact Information
Neighborhood Charter School	Lindsay Malanga	Main Phone 646-701-7117 Fax Number 917-725-9023
Dream Charter School	Damil Canales	Main Phone (347) 573-9388 Fax Number
Civic 411 Wales Corporation D/B/A Civic Builders, Inc.	Audeliz Pollock	Main Phone 212-571-7265 Fax Number xxx-xxx-xxx



## INTRODUCTION

Emergencies in schools must be addressed in an expeditious and effective manner. Schools are at risk of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law.

Project SAVE is a comprehensive planning effort that addresses prevention, response and recovery with respect to a variety of emergencies in schools.

Charter schools are considered districts in and of themselves. Therefore, even as just one school with just one building, we are required to have both District and Building Level Project SAVE School Safety Plans. This document is 411 Wales combined District-wide and Building-Level Project SAVE School Safety Plans (the "Plan").

411 Wales Avenue (the Facility) has two (2) schools - Neighborhood Charters School - Bronx (NCS) and American Dream Charter School (DREAM Mott Haven) - occupying the Facility, the Building-Level Safety Plan is in coordination with occupying schools' School Safety Teams. As the Safety Plan is amended, modified, or reinstated all constituencies will have full access for input.

The Neighborhood Charter School Bronx supports the SAVE Legislation and is engaged in a robust planning process to create a School Safety Plan for the 2020 - 2021 school year. Our plan development process includes meetings with Dream Charter School (with whom we share a building), local police, security, school faculty and staff, and students to request participation in creating the plan, and feedback in reviewing the final plan. All constituencies will have full access for input.

The NCSB and DREAM Mott Haven Safety Team developed the Safety Plan detailed below.

Our goals in creating and implementing our School SAVE Safety Plan are:

- To create an atmosphere and set of practices that prevent violence or unsafe conditions
- To create/implement a plan that will minimize the effects of serious violent incidents and emergencies
- To have an effective response plan for all predictable safety concern situations
- To produce a document that can be used as the basis for informing and training all school constituencies in regard to keeping our school safe.

Plans will be produced for the following multi-hazard situations:

1. Medical emergency
2. Shooting
3. Bomb threat
4. Building Collapse/Explosion
5. Chemical Spill or Natural/Propane Gas Leak
6. Fire Safety/Fire/Evacuation Drills
7. Shelter-In
8. Lockdown Drills
9. Missing Student Protocol
10. Rapid Dismissal

# Building Information

<b>Address Information</b>	
Street Address: 411 Wales Avenue	
City/State/Zip: Bronx, NY 10454	

How many floors does the building have that are used for instructional or administrative purposes?	<b>2</b>
All Public Schools should be prepared to Host other Public School in the event of an emergency requiring relocation. "Common areas" can be used for these purposes. The capacity of the common areas identified in this building are shown below: Cafeteria(s): <b>220 TBD PA Permit</b> Auditorium(s): <b>N/A</b> Gymnasium(s): <b>334 TBD PA Permit</b> Other: <b>N/A</b>	
Where is the electrical control panel in the building?	<b>Cellar</b>
Where is the gas/oil shutoff in the building?	<b>128B</b>
Where is the water shutoff in the building?	<b>128B</b>
Where is the Fire Alarm Control Panel in the building?	<b>NCS Lobby</b>
Does this building have a panic button?	<b>NO</b>
Where is the Panic Button located?	<b>N/A</b>
Does this building have a Classroom Call Switch?	<b>No</b>
Where is the remote control panel for electromagnetic locks in the building?	<b>NCS Main Entrance (Admin Office)</b>
Does this building have a basement?	<b>Yes</b>
Does this building have a fully functioning sprinkler system in both classrooms and corridors?	<b>Yes</b>
Does this building have a sub-basement?	<b>No</b>
Where are the chemicals/controlled substances used in the science lab stored?	<b>N/A</b>
Who is responsible for laboratory safety, including storage and maintenance of chemicals and laboratory equipment?	<b>N/A</b>
Does this building have central air conditioning?	<b>Yes</b>
Does this building have a ventilation system?	<b>Yes</b>
If yes, what type of ventilation system is it?	<b>Roof Top Unit (RTU)</b>
If yes, where are the shut-off controls located?	<b>Roof</b>
What is the storage location for hazardous materials that are often used by school custodians (e.g., bleaches; combustible cleaning materials)?	<b>127 &amp; 230C</b>



## RISK REDUCTION/ INTERVENTION STRATEGIES

### Prevention/Intervention Strategies

NCSB and DREAM Mott Haven believe strongly in the wisdom of implementing violence prevention and intervention protocols as a primary means of ensuring student/school safety. These protocols take the form of Program Initiatives, Training/Drills/Exercises, School Security Policies and Procedures, and Maintenance of Educational Agency contact information as per the below:

NCSB and DREAM Mott Haven create a positive, safe learning environment for students by implementing a community service program and by creating school schedules that minimize potential for conflicts or altercations.

### Training, Drills and Exercises

- As part of plan development, the Safety Team will review emergency response plans with security professionals and administrators from other schools to ensure their feasibility and thoroughness.
- The Safety Team will conduct ‘table top’ exercises – playing through the execution of each multi-hazard plan using an actual school and neighborhood layout diagram.
  - The Safety Team is made up of:
    - Principal
    - Assistant Principal
    - Director of Operations
    - Security/Safety Agent
    - School Nurse
- NCSB/DREAM Mott Haven review the detail of its Safety Plans with all faculty and staff prior to school opening, ensuring all are clear on all roles and responsibilities as well as logistics. Staff will sign off on having reviewed and understood School Safety Plans.
- NCSB/DREAM Mott Haven review all emergency response plans with students within the first 2 weeks of school, to ensure all students understand expectations for their action/behavior and that of the entire school community.
- NCSB/DREAM Mott Haven conduct the mandated actual safety (fire and intruder alert) drills as follows: two intruder alert drills, one in December and one in February. These drills will be conducted in coordination with local emergency response and preparedness officials, as follows:
  - The School will schedule the dates and times of drills with local officials.

### **Implementation of School Security**

School Safety/Security roles at NCSB are expected to be as follows:

- School Security – NCSB Main Office

During the school day a security officer will be located at the lobby and will patrol halls at regular hours.

### **Vital Education Agency Information**

An updated School Staff contact list (with cell phone numbers) will be maintained by the main office staff and placed within the school's main offices. This binder will also contain: a list of all local emergency contact names and numbers (police, fire, hospital, Board Members, and local officials), Emergency Contact Information for all school staff, and a sheet with the demographics of the school (number of students, number of staff, organization chart for the school). Next to that binder will be a 'Student Emergency Contact Binder' with Emergency Contact sheets for each student.

## **RESPONSE**

### **Notification and Activation (Internal and External Communications)**

Upon the occurrence of violent incident, building leadership will contact the appropriate local law enforcement officials. A list of local law enforcement officials and contact information will be maintained in the School "Emergency/Safety" Binder in the Main Office.

In the event of disaster or violent act, as necessary the Leadership will also notify all staff via all call page if immediate communication is required, or via conducting an emergency staff meeting if the situation does not require immediate communication.

As necessary, the School will notify parents of a violent incident or early dismissal through use of the One Call System and/or email/ and/or an Advisory phone chain (faculty member calls all parents within their Advisory). Parent contact information will be maintained on Student Emergency Contact forms, and with a school-wide email group.

Note – Families will be instructed in the Family/Student Handbook as to where to find update information and contact numbers for the school in the event of any emergency situation.

## Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies

(see Multi-Hazard Plans)

### Protective Action Options

Situation	Plan
School Cancellation	Monitor situation that may warrant school cancellation (Principal) Make cancellation determination Inform Families/Students Inform Staff Inform Board As necessary, inform other parties (e.g. shared building)
Early Dismissal	Monitor situation that may warrant early dismissal (Principal) Make early dismissal determination Agree time to send early dismissal signal (intercom) Contact Transportation providers and make required arrangements Inform Families/Students Inform Staff Retain appropriate school personnel on site until all students have been returned home/picked up
Evacuation (before, during and after school hours)	Determine level of threat Contact Transportation providers and provisionally make required arrangements Clear all evacuation routes and sites Evacuate staff and students to pre-arranged evacuation site
	Account for all students and staff populations. Report any missing persons to the Site Director Make determination regarding early dismissal If dismiss early, contact families/transportation providers for pick up Ensure adult/continued school supervision/security Retain appropriate school personnel on site until all students have been returned home/picked up

<p>Movement to Sheltering Sites</p>	<p>Determine level of threat</p> <p>Confirm sheltering location, depending on nature of incident</p> <p>Evacuate staff and students to pre-arranged sheltering site</p> <p>Account for all students and staff populations. Report any missing persons to Academic Dean</p> <p>Make determination regarding early dismissal</p> <p>If dismiss early, contact families/transportation providers for pick up</p> <p>Ensure adult/continued school supervision/security</p> <p>Retain appropriate school personnel on site until all students have been returned home/picked up</p>
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**RECOVERY**

**Disaster Mental Health Services**

Disaster Mental Health Resources will be coordinated directly by NCSB/DREAM Mott Haven (acting as District) in support of Post-Incident Response Teams.

After the recovery stage of any incident, the NCSB School Safety Team will conduct an internal Post Mortem that will include re-evaluations of violence prevention and school safety activities as appropriate to improve our plan. Updates to the Safety Plan will be made as appropriate.

## ***Relocation Sites***

Short-term relocation sites should provide shelter to students and staff and allow for easy communication with Borough Safety Directors and other external supports. Short-term Relocation Sites should be able to serve the instructional and educational needs of the relocating school for approximately one week.

The principal or designee as identified in the safety plan “chain of command” is responsible for all students and staff at the relocation site. The principal or designee as identified in the safety plan “chain of command” is responsible for all students and staff at the relocation site.

The primary and secondary relocation sites should be in close proximity to the main school site. In an emergency that affects the school’s entire neighborhood or a larger area, the primary and secondary location may be rendered unusable. In such cases, the third, “out of area” location should be used.

In situations where relocations may extend past one week (known as long term relocation) the [School leader/authorizer] will determine an appropriate relocation site that may not be listed in the safety plan to accommodate the needs of multiple schools. As a result, this may also occur when an emergency requires the simultaneous relocation of multiple schools that have identified the same relocation site. Principals will be informed of the long-term relocation site.

### ***Building Response Teams Building Response Teams – NCS***

The Building Response Team (BRT) should consist of a BRT Leader and at least five additional staff volunteers who form the building's core emergency response group. This school's Building Response Team includes:

<b>Name</b>	<b>Role</b>	<b>Telephone</b>
Salih Abdur	<b>BRT Leader</b>	917-473-7528
Sammy Camacho	<b>Recorder</b>	917-473-7528
Massiel Rodriguez	<b>Assembly Point Coordinator</b>	917-473-7528
Edwin Edouard	<b>After-School Emergency Officer</b>	917-473-7528
Edwin Edouard	<b>After-School Incident Assessor</b>	917-473-7528
Johanna Rodriguez	<b>Recorder</b>	917-473-7528
	<b>BRT Member</b>	
	<b>After-School Recorder</b>	
	<b>After-School Assembly Point Coordinator</b>	
	<b>Incident Assessor</b>	
	<b>After-School Special Needs Coordinator</b>	
Jennifer Manning	<b>Special Needs Coordinator</b>	
	<b>Emergency Officer</b>	917-473-7528

## ***Building Response Teams - DREAM Mott Haven***

The Building Response Team (BRT) should consist of a BRT Leader and at least five additional staff volunteers who form the building's core emergency response group. This school's Building Response Team includes:

<b>Name</b>	<b>Role</b>	<b>Telephone</b>
	<b>BRT Leader</b>	
	<b>Recorder</b>	
	<b>Assembly Point Coordinator</b>	
	<b>After-School Emergency Officer</b>	
	<b>After-School Incident Assessor</b>	
	<b>Recorder</b>	
	<b>BRT Member</b>	
	<b>After-School Recorder</b>	
	<b>After-School Assembly Point Coordinator</b>	
	<b>Incident Assessor</b>	
	<b>After-School Special Needs Coordinator</b>	
	<b>Special Needs Coordinator</b>	
	<b>Emergency Officer</b>	

## ***Emergency Communications/Command Post***

For emergency situations where the Building Response Team (BRT) is activated, a command post must be established. This includes times when a building/school may need to Lockdown, Shelter-in, or Evacuate. The command center is the single location where all principals will report to gather and disseminate information to the members of the Building Response Team. The BRT Leader will obtain updates from activated BRT members and provide information to all principals so that a single decision can be made to ensure the safety of all staff and students.

All buildings will identify a Primary location as well as an Alternate location to be used as a command center.

These locations should have specific equipment and materials readily available. This includes; floor plans; bullhorns; radios; batteries and chargers; and working telephones. In cases where an evacuation is necessary the command center will need to be established outside the perimeter of the school site, in close proximity to the building at a location that will not interfere with first responders performing emergency operations. The external command center should be located in a location that can allow for schools to communicate with first responders.

# Medical Emergency Response Information

## ***Health Protocols***

Health information should be reviewed by a nurse, administrative staff, or other trained staff, in consultation with medical professionals. The person at your school (may be same as above) who is responsible for reviewing information about health conditions and consulting with medical professionals, as appropriate, is:

School	Title
<b>NCS</b>	<b>Director of Operations</b>
<b>DREAM Mott Haven</b>	<b>Director of Operations</b>

## ***AED (Automated External Defibrillator) Procedures***

According to New York State Education Law Section 917, all public schools must provide and maintain AED equipment at strategic locations to ensure access for use during medical emergencies. Whenever public-school facilities are used for school-sponsored or school-approved curricular or extracurricular events or activities and whenever a school-sponsored athletic contest is held at any location, school officials and administrators must ensure the presence of at least one AED/CPR certified staff volunteer. Where a school-sponsored competitive athletic event is held at a site other than a public school facility, school officials shall assure that AED equipment is provided on-site.

Public school facilities are deemed “public access defibrillation (PAD) sites” and are subject to the requirements and limitations of this definition. Schools are required to post a list of the locations of each AED unit at their main entrance. Ensure your AED location poster is posted at the school’s main entrance and is easily visible. You may print your AED location poster from the Department of Education’s AED vendor Emergency Skills, Inc.’s (ESI) web site <http://doe.emergencyskills.com/mainpage.php>.

Please note you will need to be logged in to your school’s profile to do this as each AED poster is customized per school.

## ***Emergency Situations, Procedures and School Community Notifications***

The key to handling a crisis, disaster or emergency at the school level is to have plans and protocols in place that are regularly practiced by administrators, staff and students.

This section outlines protocols intended to guide administrators and staff in maintaining calm and order during an emergency. The identified examples reflect the types of events that can or may occur in schools. This list is not intended to be exhaustive.

### ***Notifications to the School Community***

After a serious incident has occurred (especially any time a General Response Protocol action has been taken), school officials may need to consider notifying families of what occurred. Notifications must be approved by your legal counsel and executive director before sending to families.

### **911 Protocols**

**Can 911 be dialed from any phone in the building(s) included on this plan?**

**Yes**

**Dialing prefix:**

**N/A**

## **Shooting (OUTSIDE OF THE SCHOOL)**

NOTIFY Principal/designee, Borough Safety Director and the School Security Guard or Supervisor.

Follow the GRP protocol for Shelter-In, as outlined in previous section.

CONTACT:

- 911 – Be prepared to provide:
- Emergency Information Center / Communications Control Center, 718-935-3210
- BRT Leader (who should activate the BRT)

Decisions to Shelter-In should be made by Principals/BRT Leader in consultation with SSD.

Note: in some cases the Shelter-In may require the assigned BRT members to report to their assigned exit doors. The Incident Assessor should report to all posts and ensure that BRT members have the required equipment.

Floor Wardens should be deployed to each floor to assist in the Shelter-In, and assist in assessing conditions throughout the building to determine if an internal relocation of some classes is required.

If determined in conjunction with first responders, Evacuate the premises following routes outlined in [Section 7, Emergency Assignments, Egresses, and Relocation Sites].

If the building cannot be re-entered, evacuated students and staff with attendance information are to be sent to the Evacuation Location as identified in [Section 7, Emergency Assignments, Egresses, and Relocation Sites].

Office of Pupil Transportation must be notified for those children who take the bus home.

The BRT Leader should work with first responders to identify the location, number and extent of injured persons. If the victim is part of the school community (staff or student), retrieve the victims' information with home contact numbers and make notifications as necessary.

School Security Guard / Principal will provide respective Supervisors and arriving agencies with vital information.

For those children who are picked up from school, the parents/guardians need to be advised of the situation and staff should remain at the evacuated school to direct the parents/guardians to the Evacuation Location for pickup.

## ***Bomb Threat***

**IF YOU OBSERVE A SUSPICIOUS PACKAGE, DO NOT TOUCH IT. ALL BOMB THREATS**

**All communications by LAND LINE or IN PERSON ONLY (No radio or cell phone transmissions).**

- CALL 911 and EIC, (718) 935-3210.
- Provide the following information: Your **NAME** and **TELEPHONE NUMBER, ADDRESS** of the school/facility, **DESCRIPTION** of the threat, and **LOCATION** of bomb inside the building (if known).
- Follow instructions provided by the 911 operator.
- TURN off all **RADIOS, WIRELESS DEVICES, CELL PHONES, BLACKBERRIES**, etc. Such devices **MAY** cause a bomb to detonate.

### **BOMB THREAT BY PHONE**

- CHECK caller ID to see if there is a number and note down.
- KEEP the caller **ON THE LINE** as long as possible (Do not hang up on the caller).
- LISTEN CAREFULLY, be polite and SHOW INTEREST.
- Try to KEEP the caller talking so that you can gather more information.
- ASK the following questions:
  - WHEN is the bomb going to explode?
  - WHERE is the bomb right now?
  - WHAT does the bomb LOOK like?
  - What KIND of bomb is it?
  - WHERE are you CALLING FROM?
  - WHY did you place the bomb?
- STAY ATTENTIVE to the following:
  - BACKGROUND sounds and other identifying information on caller's location
  - Voice Characteristics & Speech Patterns
- Try to WRITE DOWN or record the conversation. (Use BOMB THREAT CHECKLIST on next page.)
- Write down the exact TIME the call was received and the LENGTH of the call.
- Dial \*69 (return call) or \*57 (caller ID).

### **BOMB THREAT BY LETTER, E-MAIL, VOICEMAIL, FAX, GRAFFITI**

- PRESERVE threat evidence; do NOT delete or erase.
- Do NOT handle the item and isolate if possible.
- MAINTAIN crime scene. Do not clean anything around the area.

### **NOTIFY**

- IN PERSON or on a LAND LINE ONLY, notify Principal or BRT Leader and School Security Guard or Supervisor, and EIC (No radio or cell phone transmissions). ALERT them to the situation and the phone call that was made to 911, and PROVIDE a description of the threat.
- If evacuation is necessary follow GRP Protocols for evacuation and the procedures as shown in [Section 7, Emergency Assignments, Egresses, and Relocation Sites], and assist as necessary.

- In cases where a reported/suspected explosive device is found, the ranking NYPD member at the scene is in command. S/he will consult with ranking Fire Officer and other City Officials, if present, to determine if further evacuation is required or if emergency action taken should be expanded or curtailed.
- If evacuation is not necessary, initiate the procedures for a Soft Lockdown and assist first responders with a search of the building, if requested. No one is to re-enter the building/affected area without authorization from appropriate agency.
- If building cannot be re-entered, Transportation Operator must be notified for those children who take the bus home. For those children who are picked up from school, parents/guardians need to be called and advised of the situation; staff should remain at the evacuated school to direct the parents/guardians to the Evacuation Location for pickup.

## **FOLLOW UP**

- VERIFY that the Principal notified the EIC.
- OBTAIN written statements from all witnesses and deliver to Principal only if approval is given by NYPD Incident Commander.
- ENSURE that the Bomb Threat Checklist from SSP is filled out.

## ***Fire/Evacuation Emergency***

### **CONTACT**

- 911
- Principal (notifies the Borough Safety Director)
- Emergency Information Center, (718) 935-3210
- BRT Leader (activates the Building Response Team)
- Custodial Engineer

### **PULL FIRE ALARM**

#### **ASSESS**

- Stay AWARE and ALERT.

#### **NOTIFY**

- NOTIFY Principal or BRT Leader, and Custodial Engineer of the LOCATION and EXTENT of the emergency situation.

#### **ACTIONS TO TAKE**

- ASSESS safety of egress routes.
- If primary egress contains smoke, do not use.
- Feel door with back of hand and if hot, do NOT open.
- Follow GRP for Evacuation and the procedures as defined in [Section 7, Emergency Assignments, Egresses, and Relocation Sites]. An alarm must be sounded and all students and staff must be evacuated when an emergency arises or is suspected. The decision must be made immediately; investigation of the emergency should be made after everyone has safely left the building.
- Close fire doors and other doors to contain fire.
- Direct people to evacuate away from fire and smoke.
- The Principal or BRT Leader should assign a BRT member to join a custodial staff member to direct first responders to the scene.
  
- Prepare for EARLY DISMISSAL or TRANSPORTATION OF STUDENTS, if necessary. The decision to evacuate will be made only by the Principal/BRT Leader in consultation with NYPD SSD. No one is to re-enter

- the building without authorization from appropriate agency.
- If the building cannot be re-entered, evacuated students and staff with attendance information are to be sent to the Evacuation Location as identified in [Section 7, Emergency Assignments, Egresses, and Relocation Sites]. In addition, the Office of Pupil Transportation must be notified for those children who take the bus home. For those children who are picked up from school, the parents/guardians need to be called and advised of the situation and staff should remain at the evacuated school to direct the parents/guardians to the Evacuation Location for pickup.

#### **FOLLOW-UP**

- CONFIRM that the Principal has updated the Emergency Information Center.
- When fire is extinguished, recharge all used fire extinguishers immediately.

### ***Fire Safety & Fire/Evacuation Drills***

All school staff should receive an annual orientation session concerning fire safety at the beginning of each year. By the end of this session, participants should:

- Know appropriate methods of transmitting an alarm, including telephones, fire alarm boxes in the school building, and street fire alarm boxes. (Pull-lever stations for the interior alarms are at various locations in the school building, generally near stairs or exits; these interior alarms do not transmit a signal to the Fire Department.);
- Know the location and proper use of fire alarm signal boxes, fire extinguishers, and other fire-fighting apparatus;
- Understand regulations regarding flammable materials, stage settings, decorations, electrical equipment, chemical substances in laboratories, and other potential fire hazards; and,
- Know fire exit drills and evacuation plans.

#### **Fire/Evacuation Drills**

Frequent unannounced drills, implemented with proper leadership and discipline, help ensure safe evacuation in an actual emergency. Drills should be planned in advance, and fire safety/evacuation information should be posted conspicuously throughout the building.

##### **1. Purpose**

- The purpose of fire/evacuation drills is to instruct and train students and staff in emergency evacuation procedures so that they might leave the school building in the shortest time possible and without panic in the event of an actual emergency. On hearing the fire signal (three gongs, four times), pupils (under the leadership of teachers and other school staff) must go to the street without delay.

##### **2. Frequency and Monitoring**

- AS REQUIRED BY STATE LAW, THE PRINCIPAL SHALL HOLD EMERGENCY DRILLS NO LESS THAN TWELVE TIMES IN EACH SCHOOL YEAR, EIGHT OF WHICH SHALL BE HELD PRIOR TO DECEMBER 31. OF THE REQUIRED TWELVE EMERGENCY DRILLS THAT MUST BE CONDUCTED, FOUR DRILLS MUST BE LOCKDOWN DRILLS AND THE REMAINING EIGHT MUST BE EVACUATION DRILLS. Neglect by a Principal, or other person in charge, to comply with the above requirements is a misdemeanor punishable by a fine and/or imprisonment.
- In buildings with fire escapes, at least four of the drills shall include the use of such escapes.
- In buildings in which summer school is conducted, at least **two additional fire/evacuation drills** shall be conducted, one of which shall be held the first week of summer school.
- A record and evaluation of each fire/evacuation drill shall be maintained. All drill reports completed by Principals are to be entered in the **DOE online Fire/Evacuation Drill** data entry page within 48 hours of the commencement of the drill.

##### **3. Guidelines**

- All students and staff in the school must obey fire drill signals and regulations.
- Equal emphasis should be placed on evacuating the school in a quick and orderly fashion. No running or

horseplay shall be tolerated.

- Fire/Evacuation drills shall be conducted under varying circumstances at varying hours and at unannounced times to simulate actual emergency conditions. (For example, one exit should be blocked by closing off the exit area during the fire drill.)
- Ringing the fire bell is the usual signal for a drill. However, staff and students should be aware of alternate procedures in case of malfunctioning of the bell system. Alternate signals, such as classroom bells, public address announcements, hand bells or messengers, may be used.
- Instructions involving fire/evacuation drills and evacuation paths to be used shall be posted in every classroom, auditorium, and cafeteria. (Note: Fire/Evacuation Drill Posters may be ordered in packages of twenty-five from the Division of Contracts and Purchasing online catalog four times per year -- choose item #11252590007 on the FAMIS portal.)
- Details of the school's fire drill/evacuation plan should include the current number of students in holding rooms. Holding rooms are designated areas where physically handicapped students and staff wait for the Fire Department. The Fire Department will provide means of egress, when necessary. The fire drill is not complete until all students are out of the building or in holding rooms. Holding rooms must be left unlocked during occupancy.
- Teachers shall bring attendance information with them to ensure the safe evacuation of all students.

## ***Missing Student Protocol and Responding to Door Alarms***

In order to ensure a safe learning environment, it is important that all staff members are familiar with the **Missing Student Protocol and the Response to Door Alarms Document** which provide guidance on the steps that must be taken when a student is reported lost or missing, and when a door alarm is activated. Both documents describe when it is appropriate to activate these protocols. In addition, the elementary school staff should be familiar with the protocol that must be followed when an elementary school student is observed leaving the school building or school grounds without authorization.

### **Using the Missing Student Protocol**

This protocol **must** immediately be followed when a student has been reported missing, the student's whereabouts cannot be confirmed, and there is concern for the student's safety or well-being. Schools must be prepared to initiate a soft-lockdown **AND** assign staff to secure the exit doors in an effort to prevent the student from leaving the building.

The Missing Student Protocol is not always an appropriate response and therefore should not be activated for every situation where a child leaves class or a school building without authorization (i.e. cutting), as the DOE has existing procedures to address these situations. Regardless of whether the protocol is activated, parents must be informed whenever a student leaves a school building without authorization.

In determining whether to activate the protocol, the following shall apply:

The protocol must be activated if the whereabouts of the following students cannot be immediately confirmed:

- All students in Grades K-5
- Any student who has a known physical or emotional condition, or a cognitive disability which interferes with his or her ability to travel independently and interact with the community

In all other situations, schools must consider a number of relevant factors in determining whether the situation requires the activation of the protocol, including:

- Whether the student has a prior history of leaving the building
- Whether the student is dealing with a crisis/trauma or is otherwise vulnerable
- Whether the student's parent has informed the school of a prior commitment or appointment that requires the student to leave early
- Whether the age and/or maturity of the student is a cause for concern regarding the student's well-being



**Missing Student Checklist**

School: \_\_\_\_\_

Student's Name: \_\_\_\_\_

Date of Incident: \_\_\_\_\_

Time Student Went Missing: \_\_\_\_\_

Student ID (OSIS) #: \_\_\_\_\_

Student DOB: \_\_\_\_\_

Student Ethnicity: \_\_\_\_\_

Special Needs Classification (if applicable): \_\_\_\_\_

Does the student use OPT Bus or Public Transportation: \_\_\_\_\_

Description of Student (include clothing and any distinguishing characteristics):

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NOTIFICATION (in order)	NAME OF PERSON NOTIFIED	TIME NOTIFIED
Principal / BRT Leader		
Safety Administrator		
School Safety Division		
Superintendent / Field Support Center Director		
Other (Who?)		

Student known as a wanderer/runner?	YES	NO	
Is the student verbal?	YES	NO	If yes, what language?: _____
Was 911 called?	YES	NO	If yes, which precinct responded?: _____
Parent notified?	YES	NO	If yes, who responded?: _____
School Safety notified?	YES	NO	If yes, which agent?: _____
Video Surveillance on site? EIC notified?	YES	NO	
EIC notified?	YES	NO	If yes, time of report?: _____
Medical issues?	YES	NO	If yes, please specify: _____

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## Reunification Planning Guide

There may be times when an emergency will require an evacuation and relocation to another building. When this occurs, dismissal procedures must be conducted in a safe and organized fashion by using procedures to account for all students who have been reunified with their families. Advanced planning, through the use of the Reunification Planning Guide, will result in a successful reunification. Various factors must be considered during a relocation which include the number of people being reunited, the available space at the relocation/reunification site, and the appropriate security personnel that may be required. During these emergencies, school officials must work with staff and School Security Guards who respond to the relocation site to assist.

### **Reunification at all relocation sites will require:**

- A minimum of four **pre-designated** rooms/ common spaces, or sections of the school yard (external only);
- A command post (established by the **host** building prior to the arrival of staff and students from the **relocation** building);
- Access to the medical office or an established medical station to facilitate basic first-aid if needed.
- Families must be informed in advance that identification will be required during the reunification process.

<p><b>1- The Family Staging Area:</b> Required staff (based on the size of the room and the number of parents): 1 Family Staging Area Coordinator (reporting to the Assembly Point Coordinator), 2-4 staff (to collect information), 1-2 School Security Guards.</p>	<p><b>2- The Student Staging Area:</b> Required staff: 1 Student Staging Area Coordinator (reporting to the Assembly Point Coordinator), all classroom teachers, 1-2 School Security Guards, adding additional agents as necessary based on the number of students in the staging area.</p>
<ul style="list-style-type: none"> <li>• This area must be separated from the student staging area.</li> <li>• This area must be supervised by staff and School Security Guards.</li> <li>• Families must complete <b>Part 1</b> of the Student Release Form, prior to being escorted to the Reunion Area.</li> </ul> <p><b>Parents must be escorted to the Reunion Area in small manageable groups (i.e. 1 staff member: 5 family members)</b></p>	<ul style="list-style-type: none"> <li>• Teachers are required to have their classroom evacuation folder including class rosters, daily attendance, and GRP assembly cards.</li> <li>• Students will remain with their class until they are reunited with a family member. Students must be escorted to the Reunion Area, restrooms, and medical areas by school staff.</li> <li>• Classroom teachers must remain with their assigned students until a runner arrives to call for specific students.</li> </ul> <p><b>All students who were absent from school must be reported to the Assembly Point Coordinator upon reaching the Student Staging Area.</b></p>
<p><b>3- The Reunion Area:</b> Required staff: 1 Reunion Area Coordinator (reporting to the Assembly Point Coordinator), 3-5 staff (to collect information), 4-5 runners, 3-5 School Security Guards.</p>	<p><b>4- The Counseling &amp; Medical Areas:</b> Required staff:  <b>Counseling Area:</b> Members of the school crisis team (number of staff to be determined based on need).  <b>Medical Area:</b> School nurse and health aide</p>
<ul style="list-style-type: none"> <li>• A family member completes/submits the Student Release Form with <b>Part 1</b> completed.</li> <li>• Identification is verified by staff to ensure that the individual is listed on school records. The staff member will complete <b>Part 2</b> of the Student Release Form.</li> </ul>	<ul style="list-style-type: none"> <li>• The Counseling Area must be identified upon arrival and used as needed.</li> <li>• Clinical staff (counselors, psychologists, etc.) will work with families and students who may need additional support before leaving the relocation site.</li> </ul>

<ul style="list-style-type: none"> <li>• The runner (school staff) is given the Student Release Form. When the student is retrieved, <b>Part 3</b> of the Student Release Form is completed by the runner.</li> <li>• The student is escorted to be safely reunited with their family, and <b>Part 4</b> of Student Release Form completed by staff.</li> </ul>	<ul style="list-style-type: none"> <li>• If necessary, the Counseling Area is where the family will receive information about their child if the child cannot be released to them.</li> <li>• If the Counseling Area is used, components of the school Crisis Plan must be used as appropriate.</li> </ul>
<p><b><i>Family members must sign for students in Part 4 of Student Release Form to take custody of their child.</i></b></p>	<ul style="list-style-type: none"> <li>• The medical area must be located near the host-school medical office.</li> </ul>

## Reunification Planning Guide

Area	Suggested Space Internal And External	Brief Description of Area	Internal Area Assigned	External Area when conducting at the home school
Command Post	Internal location: listed in the School Safety Plan at the relocation site. External location: listed in the School Safety Plan.	Location where critical information is shared among the Principals, Building Response Team Leaders (of all schools/buildings involved), and all DOE and First Responders who are at the scene. Refer to Command Post Card located on the Principals Portal to properly establish the Command Post.		
Student Staging Area	Internal: Gymnasium or Cafeteria External: corner of a schoolyard away from the reunion and parent staging area.	Area where students will be brought to await reunification. Students must remain with their assigned class and teacher so that accurate attendance can be taken. Students must remain engaged in appropriate activities during the staging process.		
Family Staging Area	Internal: Classroom External: Opposite corner of the school yard.	Area where families are directed to report to upon arrival at the relocation site. Staff must provide instructions regarding the reunification process and distribute the Student Release Form.		
Reunion Area	Internal: Room or office close to exit doors being used for egress after reunification. External: Well secured separate section of the school yard.	The area where families will take custody of their child.		
Counseling & Medical Areas	Internal: Classroom, Office that is not located near the family or student staging area or the reunion area. External: A well secured, separate corner that is not near the staging or reunion area.	Private area where families will be taken if they need additional time to speak/meet with counseling staff, or if reunification with their child may be delayed for any specific reason. This room is staffed with members of the crisis/clinical team. The medical area is a private area where medical assistance is provided including the administering of medicine to students requiring regular treatment for existing conditions.		

# STUDENT RELEASE FORM

## Use One Form For Each Child

<b>PART 1</b> Completed by family at The Family Staging Area	Student's Last Name _____ First Name _____  Class _____ Grade _____ Teacher (if known) _____  Name of Person Picking up Student _____  Relationship to student _____
<b>PART 2</b> Completed by staff at The Reunion Area	Is the person picking-up the student listed on Emergency Blue Card? (circle one) Yes      No  If no, list the name of the administrator who has authorized release _____  Name of staff who verified the identification of the person picking-up the child _____  School Staff Member's Signature _____
<b>PART 3</b> Completed by the runner at The Student Staging Area	Student Status (check appropriate status)  _____ Sent with Runner _____ Absent from School _____ In Medical Room  Other Notes: _____ _____ _____  Runner's Signature _____
<b>PART 4</b> Completed by staff and the family in The Reunion Area	<p style="text-align: center;"><b><u>THE PERSON LISTED IN PART 1 MUST BE THE SAME PERSON WHO IS LEAVING WITH THE CHILD.</u></b></p> Identification Verified Time _____ Print Staff Name _____  Signature of staff member who reunited the child with the family _____  ***** <b>I have been reunited with my child</b>  Parent/ Guardian Signature _____

### Fire Drill/Intruder Alert Dates

<b>Number</b>	<b>Date</b>	<b>Type</b>
<b>#1</b>	10/12/21	<b>Fire Drill</b>
<b>#2</b>	10/19/21	<b>Fire Drill</b>
<b>#3</b>	11/04/21	<b>Fire Drill</b>
<b>#4</b>	11/9/21	<b>Fire Drill</b>
<b>#5</b>	11/16/21	<b>Fire Drill</b>
<b>#6</b>	11/23/21	<b>Fire Drill</b>
<b>#7</b>	12/8/21	<b>Fire Drill</b>
<b>#8</b>	12/9/21	<b>Fire Drill</b>
<b>#9</b>	12/15/21	<b>Fire Drill</b>
<b>#10</b>	03/08/22	<b>Fire Drill</b>
<b>#11</b>	03/24/22	<b>Fire Drill</b>
<b>#12</b>	04/07/22	<b>Fire Drill</b>

<b>[REDACTED]</b>		
<b>#1</b>	02/16/22	<b>Intruder Alert</b>
<b>#2</b>	03/23/22	<b>Intruder Alert</b>







































