Hancock Central School



District-Wide School Safety Plan 2026-2027

Adopted June 12, 2006
Reviewed and Adopted by the BOE on 8/23/21
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HANCOCK CENTRAL SCHOOL

DISTRICT-WIDE SCHOOL SAFETY PLAN
PROJECT SAVE
(Safe Schools Against Violence in Education)

Commissioner's Regulation 155.17

INTRODUCTION

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a district-wide school safety plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts stand at risk from a wide variety 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 each school district and its schools.

The Hancock Central School herein referred to as "district" supports the SAVE Legislation. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. Purpose

This Hancock Central School District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. Upon the recommendation of the Superintendent of Schools, the Board of Education appointed a District-wide School Safety Team and charged it with the development and maintenance of the District-wide School Safety Plan.

B. Identification of School Teams

The Hancock Central School district has created a District-wide School Safety Team including the following positions:

School Board Member	Vicky Bogart
Student Member	TBD
Teacher	Rose Prescott and Patricia Gross
Administrator	Superintendent, MS/HS Principal, Elementary Principal
Parent	Amanda Berry
Fire Dept Member	TBD
School Safety Personnel	Director of Facilities, Maintenance and Transportation
Other School Personnel	School Nurse, Guidance Counselor, and Food Service Manager, School Counselor, School Resource Officer, DCMO BOCES Health and Safety Officer, BT BOCES IT Specialist, Hancock PD, Delaware County Sheriff, NYS Police,

C. Concept of Operations

- The District-wide School Safety Plan shall be directly linked to the individual Building-level Emergency Response Plans for each school building. This District-wide School Safety Plan will guide the development and implementation of individual Building Level Emergency Response Plans.

- In the event of an emergency or violent incident, the initial response will be by the Emergency Response Team.

- Upon the activation of the Building Level Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.

- Emergency response actions including Post-incident Response may be supplemented by County and State resources through existing protocols.

D. Plan Review and Public Comment

- This plan shall be reviewed and maintained by the District-wide School Safety Team and reviewed on an annual basis on or before July 1 of each year.

- Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan will be made available for public comment 30 days prior to its adoption. The district-wide and building-level plans must be formally adopted by the Board of Education after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties.

- While linked to the District-wide School Safety Plan, Building level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.

- Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. Building-level Emergency Response Plans will be supplied to both local and State Police within 30 days of adoption.

- Posted on the School District Website.

SECTION II: GENERAL EMERGENCY RESPONSE PLANNING

A. Identification of sites of potential emergency

The District has established the identification of potential sites and the internal and/or external hazards that may be present in them. These are developed in coordination with the local Emergency Management Office, Fire Department and law enforcement agencies.

Appendix 5 lists the district's sites and the potential emergencies at each site.

B. Actions in response to an emergency

Multi-Hazard Response

The district has identified the following general response actions to emergency situations. These actions include school cancellation, early dismissal, evacuation, and sheltering. The Building-level Emergency Response Plans include identification of specific procedures for each action depending upon the emergency.

Emergencies include, but are not limited to:

Threats of Violence	Intruder/Active Shooter
Hostage/Kidnapping	Explosion/Bomb Threat
Natural/Weather Related	Hazardous Material
Civil Disturbance	Biological
School Bus Accident	Radiological
Gas Leak	Epidemic
Medical Emergencies	Fire
Structural Damage	Building System Failure
Train Derailment	

Others as determined by the Building-level School Safety Team

As examples of the district's planning for response to these emergencies, specific response protocols for Hostage/Kidnapping, Intruder and Bomb Threats are included in this Plan in Appendix 7.

C. District resources and personnel available for use during an emergency

The district has committed the full inventory of its resources to be available for use during an emergency. These resources will be utilized in line with the Building-level Emergency Response Plans as deemed appropriate by the Incident Command Team.

Specific personnel and resources are identified in Appendix 5 of the Building-level Emergency Response Plans, and also included in Appendix 5 of this plan.

In the event of an emergency lockdown situation requiring an immediate law enforcement response, designated staff may also activate the building's lockdown emergency notification button(s). Activation of a lockdown button will automatically initiate the district's emergency notification protocol, including notification to law enforcement, emergency responders, and other designated personnel as configured within the system. The use of lockdown buttons is intended to expedite emergency response and shall supplement, not replace, direct communication with 911 and responding agencies whenever feasible.

The Incident Commander or designee will coordinate all communications with responding emergency services personnel and ensure that appropriate notifications are made in accordance with the Building Level Emergency Response Plan.

D. Procedures to coordinate the use of school district resources during emergencies

The district uses the Incident Command System model for emergency actions. The district-wide Incident Command Structure and membership is identified in Appendix 4 of this plan. For district-wide and building-level emergencies the Incident Commander will be the Superintendent or his designee.

In building-level emergencies, the administrator in charge or his/her designee will act as the initial Incident Commander. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building-level Emergency Response Plan. Building-level Incident Command staffs are identified in the Building-level Emergency Response Plans.

E. Annual multi-hazard school training for staff and students

The district will conduct annual training for both staff and students in school safety issues. District level training will be coordinated by the ***Superintendent*** and may consist of classroom activities, general assemblies, tabletop exercises, evacuation drills, lockdown drills, bus safety drills, or other appropriate actions to increase the awareness and preparedness of staff and students. Appendix 3 will include specific training modules at the various district sites.

Building level training will be coordinated by the Building level Emergency Response Teams.

Fire drills are conducted with the advice and assistance of the Hancock fire chief while other hazard drills are coordinated with the New York State Police, Delaware County Emergency Management Office and Delaware County Sheriff's department. Upon completion of the drills, evaluation sessions are held with all participating agencies and school officials participating in an evaluation of the process and conduct of the drill. Based upon this discussion, both this plan and the Building Level Plans may be revised to reflect observations collected.

F. **Hall Monitors and other school safety personnel**

Teaching staff members are asked to monitor hallways and other common areas (i.e. cafeterias, exterior recreation areas) during times of student occupancy. These staff members are given basic training in observation of students and basic security considerations including, but not limited to, visitor procedures, identification of basic threatening behavior and procedures to report potential problems during the opening day Superintendent's Day activities each year. Training in security topics is reinforced during subsequent Superintendent Conference Days during the school year.

G. Implementation of School Security

The following building security measures are taken at the district;

- SRO on campus while school is in session.
- Signs are posted indicating that parents and visitors must report to the district office and elementary office as the single point of entry to sign in.
- Visitors, faculty and staff are required to wear identification badges at all times.
- Staff are trained to challenge suspicious persons encountered in buildings.
- Building entrance security is maintained throughout the day, with SRO and custodial staff responsible for checking doors to make sure they are not propped open.
- SRO and Custodial staff are responsible for checking the perimeter of the buildings at regular intervals for suspicious activity.
- Two way radios are used by key personnel as needed.
- The services of canines to randomly search for drugs and/or weapons is available as needed.

SECTION III: RESPONDING TO THREATS AND ACTS OF VIOLENCE

A. Policies and procedures for responding to implied or direct threats of violence or acts of violence by students, teachers, other school personnel and visitors to the school

The district has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the act of violence and are included herein as Appendix 2 of this document and further detailed in the district's Code of Conduct. During development of the Code of Conduct, the committee considered adoption of a zero-tolerance policy toward acts of school violence and decided that such a policy is not appropriate at this time.

The Hancock Central School District has been involved with the United States Secret Service Threat Assessment program, having participated in training in this subject through seminars given by the Secret Service, the New York State Police and the Delaware-Chenango-Madison-Otsego BOCES. Appendix 8 of this document outlines the basics of threat assessment that is utilized at the Hancock Central School District in its attempt to deal appropriately with threats of violent action received by the district.

The District Incident Command Team, as shown in Appendix 4 of this document, will be mobilized to the fullest extent necessary to deal with the command and control of incidents at the District.

B. Response Protocols

The District recognizes that appropriate response to emergencies varies greatly depending upon the actual threat or act as well as the magnitude of such emergency. The Building Level Emergency Response Plans detail the appropriate response to such emergencies. These plans were developed with, but not restricted to the following protocols:

• Identification of decision makers	• Procedures to notify parents
• Plans to safeguard students and staff	• Procedures to notify media
• Procedures for transportation, if necessary	• Debriefing procedures

After taking these items into consideration, the district has developed specific protocols for response. These protocols are detailed in Appendix 6 of this document.

C. Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident

The district recognizes the importance of law enforcement involvement as quickly as possible at the outset of violent incidents. Law enforcement officials will be contacted at the direction of the Incident Commander in line with the Building Level Emergency Response Plan, and will be requested based upon the "closest response agency" concept to ensure that the response to the incident is as timely as possible.

In Delaware County, the county in which all Hancock Central School buildings are located, fire, emergency services, emergency management and law enforcement agencies are contacted by dialing 911.

In the event of an emergency lockdown situation requiring an immediate law enforcement response, designated staff may also activate the building's lockdown emergency notification button(s). Activation of a lockdown button will automatically initiate the district's emergency notification protocol, including notification to law enforcement, emergency responders, and other designated personnel as configured within the system. The use of lockdown buttons is intended to expedite emergency response and shall supplement, not replace, direct communication with 911 and responding agencies whenever feasible.

The Incident Commander or designee will coordinate all communications with responding emergency services personnel and ensure that appropriate notifications are made in accordance with the Building Level Emergency Response Plan.

D. Policies and procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal

The district will contact appropriate districts, parents, guardians or persons in parental relation to the students via media release, telephone contact or other appropriate means in the event of a violent incident or early dismissal. Conditions requiring such notification are detailed in the Building-level Emergency Response Plans, but in general, persons in parental

control will be contacted as soon as possible during the course of an emergency. Contact will be ordered by the Incident Commander and may utilize the district's staff in activating the telephone tree of the district.

E. Protective Action Options

The District recognizes that appropriate response to emergencies varies greatly. School cancellation, early dismissal, evacuation and sheltering are the protective action options that the Building-Level School Safety Teams, in cooperation with local emergency responders, have included in the Building-Level Emergency Response Plans. Appendix 6 describes the Protective Action Options.

SECTION IV: COMMUNICATION WITH OTHERS

A. Obtaining assistance during emergencies from emergency services organizations and local government agencies

During emergencies, local government agencies, including emergency services, can be obtained via the local emergency management office or through the local emergency communication center. As with all of Delaware County, emergency services are available by dialing 911. The 911 center coordinates response agencies using established protocols for emergency response for all agencies offering emergency services. The Incident Commander will authorize the procurement of these agencies.

B. Procedures for Obtaining Advice and Assistance from Local Government Officials

The district recognizes the importance of involving local and state officials in the development of emergency response planning. To this end, the Hancock Central School District works with these agencies as outlined below. The Incident Commander will contact the Delaware County Emergency Services Department in accordance with Article 2-B of the Executive Law- Disaster Preparedness for advice and assistance as required during an emergency.

Agency	Type of Assistance	How to Contact
Hancock Fire Department	Evacuation planning; Fire hazard identification; Fire safety education	911 center
Hancock Police Department	Hostage situations, Intruders, Bomb Threats, Suspicious packages,	(607) 637-3432
Delaware County Sheriff	Hostage situations, Intruders, Bomb Threats, Suspicious packages	(607) 427-0238
NYS Police	Hostage situations, Intruders, Bomb Threats, Suspicious packages, Incident Command System	(607) 561-7410

Delaware County EMO	Hazardous Materials Management, Weather related emergencies	(607) 832-5600
DCMO BOCES	Consult rules/regulations	

C. A system for informing all educational agencies within a school district of a disaster

The district will notify any appropriate educational agencies within its boundaries as well as adjacent to its boundaries in the case of a disaster that would affect any of these agencies. The Incident Commander will determine the extent of notification and delegate its delivery. Notification will be made via FAX, email or telephone.

D. The district will maintain certain information about each educational agency located in the school district

At a minimum, each Building-level Emergency Response Plan will include the following information:

- School population
- Number of staff,
- Transportation needs, and
- Telephone numbers of key officials of each such educational agency

Appendix 1 includes information as noted above.

SECTION V: PREVENTION AND INTERVENTION STRATEGIES

A. Policies and procedures for the dissemination of informative materials

The district is committed to the use of the interpersonal violence prevention education package for grades kindergarten through twelve, when available and where applicable.

Pamphlets and violence prevention information is distributed to staff members through email at various times during the year. Violence prevention brochures are made available to parents during open houses. Students are offered materials in interpersonal violence prevention as well as annual discussions during one period or more of class time in some subject areas.

B. Prevention and intervention strategies

The district continues to develop and investigate various strategies regarding violence prevention and intervention. Such strategies include annual training in violence prevention, intervention and identification techniques at Superintendent Conference Days, Project SAVE training for all staff members and other topics as may be defined during the year.

C. Strategies for improving communication among students, between students and staff and reporting of potentially violent incidents

The district recognizes that communication is a vital key in the prevention and intervention of violence in schools. As such, the district continues to develop and investigate various strategies regarding violence prevention and intervention. To that end, the district maintains or is exploring programs in the following areas:

Grade Level(s)	Program	Status
District	Annual Opening Day - Superintendent's Conference Day • DASA • Olweus (new staff would need training annually - maybe NTO? Marjorie Hull is a trainer) • In-kind DSS caseworker assistance as needed	
K-8	Erin's Law	
PreK-6	PBIS	
PreK-6	Second Step	
PreK-4	Morning Program	
	Others based on identified need	

Section VI- Recovery

A. District Support for Buildings

In the event of an occurrence, all the district's appropriate manpower and resources will be available and distributed where necessary. Mental health counseling, building security and restoration will be items of primary focus. Response and recovery will be a District goal.

Besides building security and restoration, the strategies will also include damage assessment, relocation and continuation of the educational process. A post-incident crisis response critique, the notes from the Incident Command Team and lessons learned will be assessed. Plans to mitigate the likelihood of occurrence or impact, if the incident does occur again, will be reviewed. If possible, efforts will be made to improve district facilities resulting in them being more resistant to suffering similar or worse damage.

B. Disaster Mental Health Services

The district understands how an emergency can have a major effect on the well being of students, staff and the community at large. The district will coordinate resources with Delaware County Mental Health Services and the Post–incident Crisis Response Team.

APPENDICES

Appendix 1:

School buildings covered by the district-wide school safety plan with addresses of buildings, and contact names and telephones numbers for building staff

Building Name	Address	Contact Name	Telephone Number
Jr. Sr. High School	67 Education Lane, Hancock, NY 13783	Lori Asquith Thomas Durkot	607 637-1301 607 637-1306
Elementary School	206 Wildcat Drive, Hancock, NY 13783	Thomas Durkot	607 637-1217

Population Statistics

Building Name	Number of Staff	Number of Students
Jr.-Sr. High School	**61**	**189**
Elementary School	**18**	**98**

Transportation needs:

The district maintains a fleet of 16 vehicles approved for student transportation, providing capacity for 658 passengers. The fleet composition is broken down as follows:

7- 66 passenger bus
6 - 28 passenger bus
1 - 20 passenger bus
1 - 4 passenger Tahoe
1 – 4 passenger Acadia

The Hancock Central School has adequate capacity to effectively transport 150% of it's current student population. Staff, if needed to be transported, will be transported by a pooling of private transportation vehicles on campus, or will be transported on district vehicles as space permits.

Appendix 2:

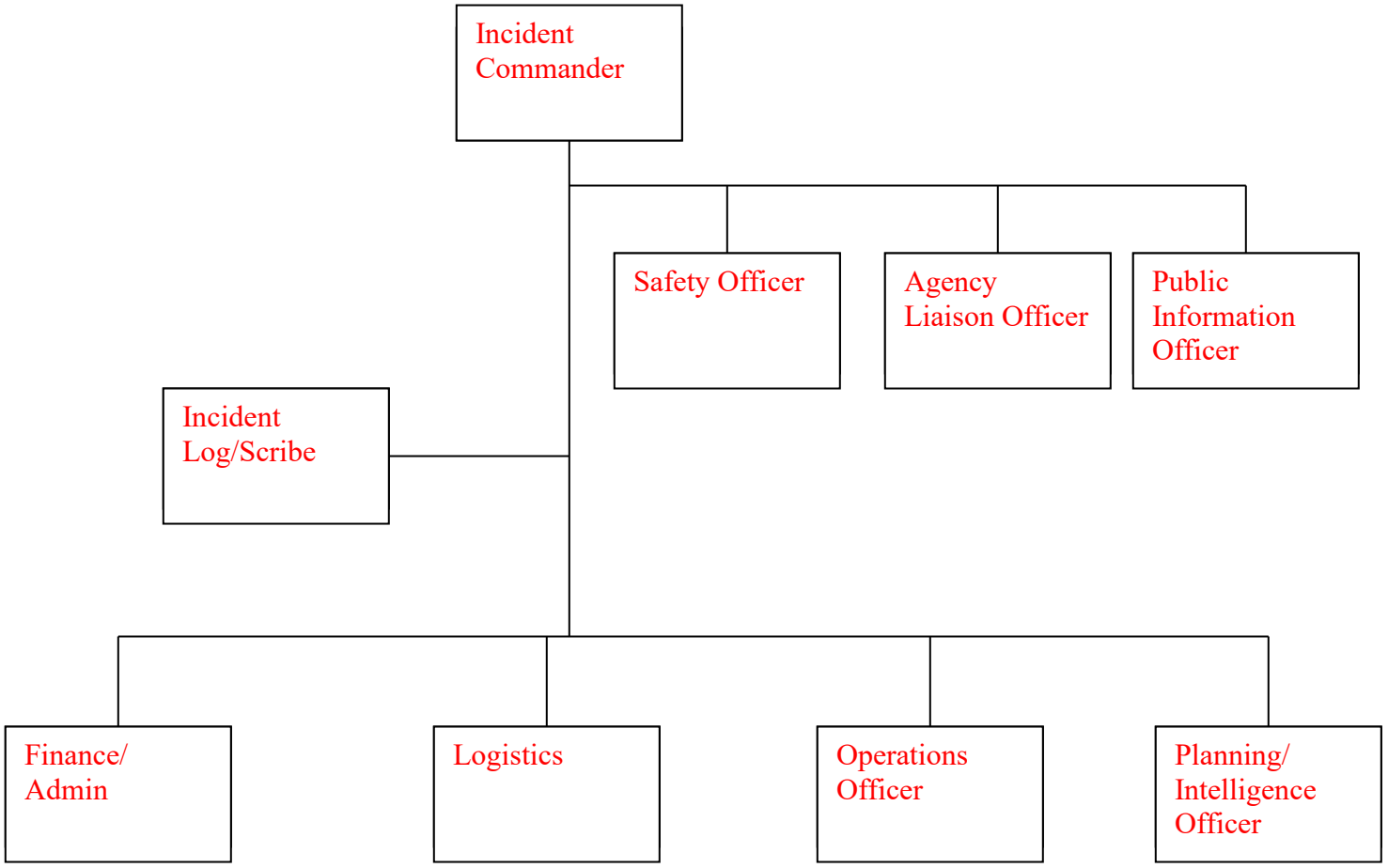
Annual multi-hazard school training for staff and students

The district will conduct annual training for both staff and students in school safety issues. District level training will be coordinated by the ***Superintendent*** and may consist of classroom activities, general assemblies, tabletop exercises, evacuation drills, lockdown drills, bus safety drills, or other appropriate actions to increase the awareness and preparedness of staff and students. Appendix 3 will include specific training modules at the various district sites.

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Appendix 3:
Hancock Central School District
District Incident Command Structure



Incident Commander- UPK-12 Principal
Safety Officer- Director of Facilities, Maintenance and Transportation
Agency Liaison Officer- Guidance Counselor
Public Information Officer- Superintendent
Incident Scribe- Guidance Secretary
Finance Officer- Superintendent
Logistics Officer- Director of Facilities, Maintenance and Transportation
Operations Officer- Assistant Principal
Planning/Intelligence Officer- School Resource Officer

Appendix 4:

Sites and potential emergencies

Site	Hazards
Jr.-Sr. High School 67 Education Lane, Hancock, NY 13783	Science Classrooms, Chemical Storeroom, O&M Storage, Wood Technology Shop, Kitchen, Boiler room, Route 17/Interstate 86, Old Bat factory, Delaware River, Railroad Tracks, Multiple Gas Stations
Elementary Building 206 Wildcat Drive, Hancock, NY 13783	O&M Storage, Kitchen, Boiler room, Route 17/Interstate 86, Delaware River

District Resources Available for use during an emergency

Buses- See Appendix 1
Portable Radios
AED's
Fire Extinguishers
Medical Equipment to include first aid kits, blankets, triage materials
Mats and Cots
Vehicles- In addition to transportation vehicles, the district maintains 4- 1-ton trucks, snowplowing equipment and tractors.

Secondary Red Cross Sheltering Center

Appendix 5:

PROTECTIVE ACTION OPTIONS

A. **Definitions of Protective Action Options**

Early Dismissal meets the need to return students to their home schools, home and family as rapidly as possible.

Evacuation to a safe place requires that a building's inhabitants get out and go somewhere else. Evacuation may mean only going outside, away from the building and waiting for the danger to pass. In some circumstances, however, the nature of the emergency may demand that staff and students be transported and housed temporarily in some other building (shelter).

Sheltering may be internal or external. During conditions when the roads are closed or outside travel is extremely hazardous, sheltering internal to our buildings may be necessary. For Weather related (tornado, hurricane, severe storm etc.) internal sheltering, areas within the buildings are used. These areas include rooms and halls without glass windows, doors, or skylights. Gymnasiums, cafeterias and other spaces with wide free span roofs are NOT used. When evacuation from one of our buildings is deemed appropriate, but early dismissal is not, sheltering in other buildings on campus is used.

B. Introduction

Upon notification of an emergency, the Incident Commander will:

- Immediately take charge
- Alert the District Superintendent and/or Director of Facilities
- Activate the Building-level Emergency Response Team

C. Procedures of Protective Action Options

School Cancellation

- Monitor the situation - by the District Superintendent/Incident Commander or Designee
- Make Determination –by the District Superintendent/Incident Commander or Designee
- Contact the local media

Early Dismissal

- Monitor the situation - by the District Superintendent/Incident Commander or Designee
- If conditions warrant, close school- by the District Superintendent/Incident Commander or Designee
- Contact Transportation Supervisor to arrange transportation
- Contact local media to inform parents of early dismissal
- Set up an information center so that parents may make inquiries as to the situation
- Retain appropriate district personnel until all students have been returned home

Evacuations (before, during and after school hours)

- Determine the level of threat-by the District Superintendent/Incident Commander or Designee
- Contact the transportation Supervisor to arrange transportation
- Clear all evacuation routes and sites prior to evacuation
- Evacuate all staff and students to pre-arranged evacuation sites
- Where appropriate, facilities personnel will sweep the building to insure that staff, students and visitors have been safely evacuated
- Establish a command post
- All non-instructional staff shall report to the command post for direction and duties
- Account for all student and staff population. Report any missing staff or students to the Building/Program Administrator
- Make determination regarding early dismissal- by the District Superintendent/Incident Commander or Designee
- If determination was made to dismiss early, contact local media to inform parents of early dismissal
- Ensure adult supervision or continued school supervision/security
- Set up an information center so that parents may make inquiries as to the situation
- Student/visitor driver's identification will be taken as the vehicle exits the parking area
- If persons of parental relation pick up their students, they must sign them out
- Retain appropriate district personnel until all students have been returned home

Sheltering sites (internal and external)

- Determine the level of threat- by the District Superintendent/Incident Commander or Designee
- Determine location of sheltering depending on nature of incident
- Contact the transportation Supervisor to arrange transportation to external site- if needed
- Transport by foot or vehicle to external sheltering site- if needed
- Where appropriate, facilities personnel will sweep the building to insure that staff, students, visitors have been safely evacuated
- Establish a command post
- Account for all students and staff. Report any missing staff to or students to the Building/Program Administrator
- Determine other occupants in the building
- Make appropriate arrangements for human needs
- Take appropriate safety precautions
- Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties
- If persons in parental relation pick up their students, they must sign them out
- Retain appropriate district personnel until all students have been returned home

Appendix 6:

Response Protocols to Specific Incidents

HOSTAGE SITUATION RESPONSE PROCEDURES

Definition

A hostage situation exists when an individual unlawfully restrains, confines, or holds one or more persons against their will and uses the threat of violence, force, or coercion to control them.

Staff Responsibilities

1. Recognize and Report

- Any staff member who becomes aware of a possible hostage situation shall immediately notify the School Resource Officer (SRO), main office, and building administrator.
- If safe to do so, provide the following information:
    - Exact location of the incident
    - Number of hostages, if known
    - Description of the individual(s) involved
    - Any known weapons
    - Injuries or medical concerns
    - Any immediate threats to students or staff

2. Activate Emergency Procedures

- The building administrator, SRO, or designee shall initiate the appropriate emergency response protocol in accordance with the school's Emergency Operations Plan.
- Staff shall follow all emergency instructions, including lockdown or other protective actions as directed.

3. Protect Students and Staff

- Move students and staff away from the affected area when it is safe to do so and when directed by emergency procedures.
- Secure classrooms and other occupied spaces in accordance with lockdown procedures.
- Maintain supervision of students and account for all individuals under your care.
- Do not enter the affected area.

4. Avoid Intervention

- Staff members shall not attempt to negotiate with, confront, disarm, or physically intervene with the individual involved unless necessary to protect themselves or others from imminent harm.
- Do not attempt to rescue hostages unless directed by law enforcement.

Administrator and SRO Responsibilities

5. Coordinate Emergency Response

- The SRO and/or building administrator shall immediately contact 911 if law enforcement has not already been notified.
- The SRO and/or building administrator shall provide responding agencies with all available information and assist with access to the facility.
- The building administrator shall notify the superintendent or designated district leadership as soon as practical.

6. Establish Incident Command

- Upon arrival, law enforcement will assume command of the hostage incident and direct tactical and operational decisions.
- School administrators and staff shall support law enforcement and follow all instructions.

7. Communications

- All communications with parents, guardians, media, and the public shall be coordinated through district administration and the designated Public Information Officer (PIO) or law enforcement.
- Staff should not release information or speculate about the incident.

Incident Resolution

8. Termination of the Emergency

- The hostage incident shall be considered resolved only when law enforcement declares the situation secure.
- Staff shall continue to follow directions from law enforcement and administration until normal operations are authorized to resume.

9. Recovery and Follow-Up

- Administration shall implement reunification procedures if necessary.
- Appropriate crisis counseling and mental health support shall be made available to students and staff.
- The incident shall be documented and reviewed to identify lessons learned and improve future emergency response procedures.

BOMB THREAT RESPONSE PROCEDURES

Definition

A bomb threat is any communication, written, verbal, electronic, or physical, that indicates an explosive device may be present on school property or at a school-sponsored activity.

Staff Responsibilities

1. Receive and Document the Threat

If a bomb threat is received by telephone:

- Remain calm and keep the caller on the line as long as it is safe and practical.
- Signal another staff member, if possible, to notify the School Resource Officer (SRO), main office, or building administrator while the call is in progress.
- Record the exact wording of the threat whenever possible.
- Ask questions such as:
    - Where is the device located?
    - When is it expected to detonate?
    - What does the device look like?
    - What type of device is it?
    - Why was it placed?
    - Who is making the threat?
- Note the following:
    - Caller's voice characteristics (male/female, estimated age, accent, speech patterns, emotional state)
    - Background noises
    - Time and duration of the call
    - Caller ID information, if available
- Preserve all written, electronic, voicemail, text, email, or social media threats and do not delete or alter them.

2. Immediately Report the Threat

- Notify the SRO, building administrator, and main office immediately.
- Do not discuss the threat with students, visitors, or unauthorized personnel.
- Do not use radios, cellular phones, or electronic devices in the immediate vicinity of a suspected explosive device if one has been identified.

3. Remain Alert

- Staff should be observant for suspicious packages, bags, containers, vehicles, or items that appear out of place.
- Do not touch, move, open, or investigate any suspicious object.
- Immediately report any related information to the SRO, administrator, or law enforcement.

Administrator and SRO Responsibilities

4. Assess and Notify

- The building administrator and SRO shall immediately assess the information received.
- The SRO and/or building administrator, or designee shall contact 911 and provide all available details.
- The building administrator shall notify the superintendent or designated district leadership.

5. Determine Protective Actions

- Decisions regarding evacuation, sheltering, lockdown, or other protective actions shall be made in consultation with the SRO and responding law enforcement agencies.
- The response should be based on the credibility, specificity, and nature of the threat, as well as guidance from emergency responders.
- Staff should not independently initiate an evacuation unless there is an immediate danger requiring urgent action.

6. Conduct Evacuation if Directed

If evacuation is ordered:

- Use established evacuation procedures and designated evacuation routes unless otherwise directed.
- Communicate the evacuation using plain language or established emergency response procedures.
- Avoid using terminology that may create unnecessary panic.
- Staff shall:
    - Escort students to designated assembly areas.
    - Maintain supervision and accountability.
    - Report missing, injured, or unaccounted-for individuals to administration or emergency responders.
- Keep students and staff away from parking lots, suspicious objects, and emergency response operations.
- Prevent unauthorized reentry into evacuated areas.

7. Support Emergency Responders

- Upon arrival, law enforcement and fire personnel will assume responsibility for evaluating the threat and directing response activities.
- The building administrator, SRO, or other designated district employee shall provide:
    - Building maps and floor plans
    - Access to surveillance systems, if available
    - Information regarding suspicious items or locations
    - Student and staff accountability information
- Emergency medical services should be requested as appropriate by responding agencies.

Communications

8. Internal and External Communications

- All communications with parents, guardians, media, and the public shall be coordinated through district administration and the designated Public Information Officer (PIO).
- Staff should not release information, post on social media, or speculate about the threat.

Incident Resolution

9. Reoccupation of the Building

- Students, staff, and visitors shall not reenter the building until law enforcement and/or fire officials have determined the facility is safe and authorized reentry.
- The building administrator will communicate reentry instructions and any operational adjustments.

10. Recovery and Follow-Up

- Administration shall document the incident and actions taken.
- Threat assessment procedures and any required investigations shall be completed in coordination with law enforcement.
- Mental health support and counseling resources shall be provided as needed.
- The incident shall be reviewed to identify lessons learned and improve future emergency preparedness.

Key Safety Reminders

- Treat every bomb threat as potentially credible until assessed by law enforcement.
- Do not touch or move suspicious items.
- Notify the SRO and administration immediately.
- Follow directions from law enforcement, fire officials, and school administration.
- Reentry is permitted only after the facility has been officially cleared by emergency responders.

INTRUDER RESPONSE PROCEDURES

Definition

An intruder is any unauthorized person on school property who cannot provide a legitimate reason for being present, refuses to comply with visitor procedures, or exhibits suspicious, disruptive, or threatening behavior.

Staff Responsibilities

1. Identify and Report

- Any staff member who observes an unauthorized individual should immediately notify the School Resource Officer (SRO) and the main office/building administrator.
- Provide the following information when possible:
    - Location of the individual
    - Physical description
    - Direction of travel
    - Observed behavior
    - Whether the individual appears threatening or possesses a weapon

2. Maintain Safety

- Do not physically confront, detain, or attempt to remove the individual unless necessary to protect yourself or others from immediate harm.
- Continue normal supervision of students while maintaining awareness of the individual's location, if it can be done safely.
- If the situation appears threatening, follow established school emergency procedures, including lockdown, secure, or shelter protocols as directed.

3. Notify Administration

- The building administrator or designee will coordinate the response with the SRO.
- If the SRO is not immediately available, the administrator will contact local law enforcement and provide all known information.

Administrator and SRO Responsibilities

4. Assess the Situation

- The SRO and/or administrator will assess the individual's purpose for being on campus and determine the level of risk.
- The individual should be approached only by trained personnel when it is safe to do so.

5. Manage the Intruder

- The SRO or administrator will direct the individual to comply with visitor procedures or leave school property if unauthorized.

- Staff should not participate in confronting or escorting the individual unless specifically directed by law enforcement or administration.

6. Escalate if Necessary

- If the individual refuses to comply, becomes disruptive, attempts to enter restricted areas, or poses a threat, the SRO or administrator will manage the situation as necessary and request law enforcement assistance immediately.
- Staff should continue to monitor the situation from a safe location and provide updates to responding personnel as requested.

7. Emergency Response

- If the intruder poses an immediate threat to students or staff, the administrator or SRO may initiate the appropriate emergency response protocol in accordance with the school's emergency response protocol.
- All staff shall follow emergency procedures and directions from administration, the SRO, or law enforcement.

Incident Resolution

- The incident will be considered resolved only when the SRO, law enforcement, or building administrator determines that the unauthorized individual no longer poses a risk to the school community.
- Following the incident, administration will document the event and conduct any necessary follow-up, communication, and review of procedures.

MISSING, ABDUCTED, OR KIDNAPPED PERSON RESPONSE PROCEDURES

Definition

A missing, abducted, or kidnapped person incident occurs when a student, staff member, or visitor cannot be located and there is reason to believe the individual may have been taken, lured, removed without authorization, or is otherwise missing and believed to be in danger.

Staff Responsibilities

1. Recognize and Report

- Any staff member who becomes aware that a student, staff member, or visitor is missing under suspicious circumstances shall immediately notify the School Resource Officer (SRO), building administrator, and main office.
- Provide all available information, including:
    - Name and description of the individual
    - Last known location and time seen
    - Names or descriptions of any associated individuals or vehicles
    - Direction of travel, if known
    - Any known safety concerns or threats

2. Verify and Preserve Information

- Quickly verify attendance, sign-out records, visitor logs, transportation records, and other relevant information.
- Preserve surveillance footage, electronic records, witness statements, and other evidence.
- Do not alter, delete, or discard any information that may assist the investigation.

3. Maintain Student and Staff Safety

- Continue supervision and accountability of students and staff.
- Follow directions from the SRO, administration, and law enforcement.

Administrator and SRO Responsibilities

4. Immediate Assessment

- The building administrator and SRO shall immediately assess the circumstances to determine whether the situation may involve an abduction, kidnapping, custodial interference, or other emergency.
- If the individual cannot be quickly located or circumstances indicate potential danger, law enforcement shall be notified immediately.

5. Notify Law Enforcement

- The SRO, building administrator, or designee shall contact 911 and provide:
    - The individual's identifying information
    - Time and location last seen

- Description of any suspect(s) or vehicle(s)
- Relevant custody information, if applicable
- Any known threats or risk factors

6. Coordinate Search and Response

- School personnel may assist with a systematic search of school property only when directed by administration, the SRO, or law enforcement.
- Searches should focus on securing and accounting for students and staff while preserving evidence.
- Law enforcement will direct any search or criminal investigation.

7. Notify District Leadership

- The building administrator shall notify the superintendent or designated district leadership as soon as practical.
- Administration shall maintain communication with law enforcement regarding developments.

Communications

8. Parent and Guardian Notification

- Notification of parents, guardians, spouses, or emergency contacts shall be coordinated with law enforcement to ensure the integrity of the investigation and the safety of the individual involved.
- In student cases, custody documentation and legal restrictions shall be reviewed before releasing information.

9. Media and Public Information

- All communications with the media and public shall be coordinated through district administration and the designated Public Information Officer (PIO) in consultation with law enforcement.
- Staff should not release information, speculate about circumstances, or post information on social media.

Incident Resolution

10. Termination of the Emergency

- The incident shall remain active until the SRO, school administration, or law enforcement determines the individual has been located or the emergency has otherwise been resolved.
- School administrators and staff shall continue to support law enforcement and follow official instructions throughout the investigation.

11. Recovery and Follow-Up

- Administration shall document all actions taken during the incident.
- Appropriate counseling, mental health, and support services shall be made available to affected students, staff, and families.
- The incident shall be reviewed to identify lessons learned and improve future response procedures.

Prevention and Preparedness

Student Accountability Procedures

Schools should maintain procedures to:

- Verify daily attendance promptly.
- Monitor student arrivals and departures.
- Document early dismissals and unscheduled releases.
- Verify the identity and authorization of individuals picking up students.
- Maintain accurate visitor management procedures.
- Train staff to recognize and report suspicious behavior or unauthorized attempts to remove students.

Key Safety Reminders

- Notify the SRO and administrator immediately when a possible abduction or kidnapping is suspected.
- Do not delay law enforcement notification while conducting extensive searches.
- Preserve evidence and document observations.
- Coordinate parent notifications with law enforcement.
- Follow the directions of the SRO, administration, and responding law enforcement agencies.

PANDEMIC RESPONSE

Response Action:

1. Determine magnitude, scope and impact of the pandemic.

2. Assemble HCSD Pandemic Response Team.

3. Consult outside advisors and experts.

4. Review the 2020-21 NYSED/DOH approved HCSD Comprehensive Pandemic Response/School Reopening Plan.

5. Act accordingly.

Appendix 7

THREAT ASSESSMENT AND THREAT MANAGEMENT PROCEDURES

Purpose

The school district is committed to maintaining a safe learning environment through the identification, assessment, and management of threats of violence. All threats—whether made by students, staff, parents, visitors, or individuals outside the school community—shall be taken seriously and evaluated using a multidisciplinary threat assessment process.

These procedures are based on current best practices recommended by the U.S. Secret Service Safe School Initiative: Implications for the Prevention of School Attacks in the United States (2002), and guidance from the National Threat Assessment Center (NTAC), as well as school safety principles emphasizing prevention, intervention, and threat management rather than solely disciplinary responses.

Guiding Principles

- All threats, threatening behaviors, and concerning communications will be taken seriously.
- There is no single profile of a person who may engage in targeted violence.
- Threat assessment is a fact-based process focused on behavior, circumstances, and risk factors.
- The goal is to identify, assess, and manage threats before violence occurs.
- Information sharing among school personnel, the School Resource Officer (SRO), mental health professionals, and law enforcement is critical to effective prevention.
- Threat assessment is an ongoing process that may require continued monitoring and intervention.

Reporting Concerning Behavior

Staff Responsibilities

Any staff member who observes, receives, or becomes aware of a threat, threatening behavior, concerning communication, or warning sign shall:

- Immediately notify the School Resource Officer (SRO), building administrator, or designated threat assessment team member.
- Report all threats, regardless of whether they appear serious, joking, vague, indirect, or conditional.
- Preserve any evidence, including:
    - Written notes
    - Emails

    - Text messages
    - Social media posts
    - Voicemails
    - Photographs
    - Witness statements
- Document observations and factual information as soon as possible.
- Avoid conducting independent investigations beyond gathering immediate safety information.

Initial Safety Assessment

Administrator and SRO Responsibilities

Upon receiving a report, the administrator and SRO shall:

Determine Immediate Risk

Assess whether there is evidence of an imminent threat, including:

- Possession or access to weapons
- Specific plans to harm others
- Identified targets
- Stated timelines
- Overt acts in furtherance of a plan
- Immediate safety concerns

Emergency Response

If an immediate threat exists:

- Contact 911 immediately.
- Implement appropriate emergency procedures, including lockdown, evacuation, secure, or shelter protocols as warranted.
- Follow the school's Emergency Operations Plan.
- Coordinate with responding law enforcement agencies.

Threat Assessment Team

Team Composition

The district shall maintain a multidisciplinary Threat Assessment Team that may include:

- Building administrator
- School Resource Officer (SRO)
- School counselor
- School psychologist
- School social worker
- Special education representative, when appropriate
- District administrator

- Other personnel as needed

The SRO serves as a key member of the team and assists in evaluating criminal concerns, access to weapons, community-based risk factors, and coordination with law enforcement.

Comprehensive Threat Assessment Process

Consistent with U.S. Secret Service recommendations, the team shall focus on understanding the individual, circumstances, and behavior rather than relying solely on the content of a threat.

The assessment should consider:

Concerning Behaviors

- Threats or violent statements
- Fascination with violence
- Leakage of intent to others
- Aggressive or escalating behavior
- Significant disciplinary issues
- Harassment or stalking behaviors
- Suicidal ideation or self-harm concerns
- Grievances or perceived injustices
- Social isolation or significant interpersonal conflicts

Planning Behaviors

- Researching attacks or weapons
- Identifying targets
- Surveillance of potential targets
- Acquiring weapons or materials
- Rehearsing or practicing violence
- Developing attack-related plans

Protective Factors

- Positive relationships with adults
- Mental health support
- Family support
- Willingness to accept assistance
- Engagement in school activities
- Conflict-resolution skills
- Access to community resources

Threat Classification

The Threat Assessment Team may classify concerns into risk levels to guide interventions.

Low Concern
Behavior indicates little evidence of intent to commit violence.

Examples may include:
- Poor judgment
- Angry or impulsive statements
- Situational conflicts without evidence of planning

Possible responses:
- Counseling support
- Parent notification
- Increased supervision
- Conflict resolution
- Behavioral interventions

Moderate Concern
Behavior indicates increased concern requiring intervention and monitoring.
Examples may include:
- Repeated threatening statements
- Escalating aggression
- Significant grievances
- Concerning communications
- Preliminary planning behaviors

Possible responses:
- Formal safety planning
- Mental health assessment
- Increased supervision
- Parent conferences
- Behavioral contracts
- Law enforcement consultation through the SRO
-

High Concern
Behavior indicates a substantial risk of targeted violence or significant escalation.
Examples may include:
- Specific threats
- Detailed planning
- Weapon acquisition
- Identified targets
- Significant attack-related behaviors

Possible responses:
- Immediate law enforcement intervention
- Emergency mental health evaluation
- Enhanced safety measures
- Emergency response activation
- Ongoing threat management and monitoring

Threat Management

Threat assessment does not end when a threat is categorized.

The Threat Assessment Team shall develop a management plan that may include:

- Counseling services
- Mental health referrals
- Family engagement
- Academic supports
- Behavioral interventions
- Safety planning
- Increased supervision
- Community resource referrals
- Ongoing monitoring and reassessment

The objective is to reduce risk and address underlying factors contributing to concerning behavior.

Documentation

The Threat Assessment Team shall:

- Maintain records of reported concerns.
- Document investigative steps.
- Record decisions and interventions.
- Monitor follow-up actions.
- Maintain confidentiality in accordance with applicable laws and district policies.

Communications

Parents and Guardians

Parents or guardians shall be notified when appropriate and consistent with safety and investigative needs.

Law Enforcement

The SRO and law enforcement shall be involved whenever:

- Criminal conduct may have occurred.
- Weapons are involved.
- There is evidence of an imminent threat.
- Community safety concerns exist.

Media Inquiries

All media communications shall be coordinated through district administration and designated (PIO) public information officer.

Incident Resolution and Follow-Up

A threat assessment case shall remain active until the Threat Assessment Team determines that:

- The risk has been adequately managed.
- Necessary interventions have been completed.
- Appropriate monitoring has occurred.
- Safety concerns have been resolved.

Following significant incidents, the district shall conduct a review of actions taken and identify opportunities for improvement.

Key Staff Reminders

- Report all threats and concerning behavior immediately.
- Notify the SRO and administrator without delay.
- Take all threats seriously until assessed.
- Focus on behaviors, circumstances, and warning signs rather than assumptions or profiles.
- Preserve evidence and document observations.
- Follow the directions of the Threat Assessment Team, administration, the SRO, and law enforcement.
- The goal of threat assessment is prevention, intervention, and protection of the school community before violence occurs.

Appendix 8:

Cardiac Emergency Response (Desha's Law)

The Hancock Central School District shall maintain and annually review a Cardiac Emergency Response Plan (CERP) to ensure preparedness for sudden cardiac arrest incidents occurring on school property and during school-sponsored activities. The CERP shall identify emergency response procedures, Automated External Defibrillator (AED) locations, trained responders, communication protocols, and coordination with emergency medical services. The District shall provide annual notification and training as appropriate to support effective implementation of the plan and compliance with New York State Education Law and applicable regulations.

Building Level Emergency Response Plan

Medical Emergencies

If a medical emergency exists, immediately contact the School Nurse (ext. 1310), Principal (ext. 1305), (SRO) School Resource Officer (via radio) or designee in the building to evaluate the situation, if possible, and request assistance.

Once the School Nurse has been notified, contact the Building Principal, SRO, designee, Head Teacher, or Superintendent, as appropriate.

Summon Emergency Medical Services (911) if deemed necessary by the School Nurse. If the School Nurse is unavailable, the decision to activate Emergency Medical Services (EMS) may be made by a trained staff member from the current list of Trained Safety, CPR, AED, and First Aid Personnel.

DO NOT MOVE A SERIOUSLY INJURED OR ILL PERSON UNLESS THERE IS AN IMMEDIATE LIFE-SAFETY HAZARD. Keep the person calm, warm, and comfortable. Remain with the victim until emergency responders arrive.

Remove students and other bystanders from the immediate area while maintaining appropriate supervision.

If the injured or ill person is a student, notify the parent/guardian or emergency contact as soon as practical. If the injured or ill person is an employee, notify the employee's designated emergency contact according to information maintained by the District.

If the injured person is an employee, complete the appropriate employee accident and injury documentation as directed by the Department Head or Supervisor. If the injured person is a student, complete the appropriate student injury documentation as directed by the School Nurse.

Sudden Cardiac Arrest Response (Desha's Law Compliance)

In accordance with New York State Education Law and the District's Cardiac Emergency Response Plan (CERP), all staff shall be prepared to recognize and respond to signs of sudden cardiac arrest.

Signs of sudden cardiac arrest may include:

- Sudden collapse
- Unresponsiveness
- Absence of normal breathing
- Gasping or abnormal breathing

If sudden cardiac arrest is suspected:

1. Immediately call 911 or direct another individual to do so.
2. Notify the School Nurse, School Resource Officer, and Building Administrator.
3. Send a staff member to retrieve the nearest Automated External Defibrillator (AED).
4. Begin CPR immediately if trained and it is safe to do so.
5. Apply the AED as soon as it becomes available and follow the device prompts.
6. Continue CPR and AED use until relieved by EMS personnel or the individual shows signs of recovery.

Automated External Defibrillators (AEDs)

The District shall maintain AEDs in accordance with its Cardiac Emergency Response Plan. AED locations shall be clearly identified and communicated to staff annually.

Building administrators shall ensure that:

- AEDs are readily accessible during the school day and at school-sponsored activities.
- AED locations are included in emergency response plans.
- AED inspections and maintenance are conducted according to manufacturer recommendations and District procedures.

Cardiac Emergency Response Team (CERT)

Each school building shall maintain a list of personnel trained in:

- CPR
- AED use
- First Aid
- Emergency response procedures

These personnel may be designated as members of the Building Cardiac Emergency Response Team and may assist during a medical emergency until EMS arrives.

Annual Training and Notification

An annual update of trained personnel, including CPR, AED, and First Aid certifications, shall be maintained by the head of each department and provided to building administration and the School Nurse.

The list shall include:

- Employee name
- Work location
- Extension or contact number
- Certification type
- Certification expiration date

Current lists shall be maintained in the main office, health office, gymnasium, athletic facilities, and other designated emergency response locations.

Staff shall receive annual notification of:

- AED locations
- Procedures for activating EMS
- The District's Cardiac Emergency Response Plan
- Procedures for responding to sudden cardiac arrest and other medical emergencies

Post-Incident Review

Following any cardiac emergency or other significant medical incident, the Building Administrator, School Nurse, and appropriate District personnel shall conduct a review of the response to identify opportunities for improvement, training needs, equipment concerns, and updates to the Cardiac Emergency Response Plan.

TIER 1 EXERCISE - Kindergarten – Grade 2

"GET A GROWN-UP"

Training Objective
Students learn to recognize that someone needs help and immediately notify an adult.

Scenario
A teacher or staff member pretends to become ill and sits or lays on the floor.

Student Responsibilities

Student Witness:
- Recognize that something is wrong.
- Do not touch or move the person.
- Immediately find a teacher or trusted adult.
- Clearly communicate:
    - Who needs help.
    - Where the emergency is located.

Other Students:
- Stay calm.
- Follow teacher directions.
- Move away from the emergency area.

Staff Responsibilities

Teacher:
- Observe student actions.
- Reinforce correct reporting behaviors.
- Explain why getting help quickly is important.

School Nurse:
- Explain how nurses and EMS help people.

Administrator:
- Observe exercise and document participation.

Evaluation Criteria
Students:
✓ Notify an adult immediately.
✓ Provide accurate location information.
✓ Remain calm and follow directions.

Debrief Questions
- What did you notice?
- Who did you tell?
- Why is it important to get help quickly?

TIER 2 EXERCISE - Grades 3-5

"REPORT AND RETRIEVE"

Training Objective
Students practice activating emergency assistance and helping adults.

Scenario

A volunteer "victim" collapses during recess or physical education.

Student Responsibilities
Primary Witness:
- Notify nearest adult immediately.
- Provide location and situation.

Secondary Witness:
- Direct responding adults to the scene.

Assigned Student Helper:
- Identify nearest AED location.
- Explain to adults where the AED is located.

Remaining Students:
- Move to designated safe area.
- Stay clear of responders.

Staff Responsibilities

Teacher:
- Assume incident command until relieved.
- Assign tasks.
- Supervise students.

Nurse:
- Simulate medical assessment.

Administrator:
- Simulate emergency communications.

Custodian/Safety Team:
- Demonstrate AED retrieval.

Evaluation Criteria
✓ Emergency reported within 30 seconds.
✓ Students remain calm.
✓ AED location correctly identified.
✓ Scene remains organized.

Debrief Questions

- Who should be notified first?
- Why is every minute important?
- Where is the closest AED?

TIER 3 EXERCISE - Grades 6-8

"CHAIN OF SURVIVAL"

Training Objective

Students understand and practice the steps of a cardiac emergency response.

Scenario

A student athlete collapses during gym class.

Student Responsibilities

Witness #1: Assess responsiveness.
Witness #2: Notify staff.
Witness #3: Call simulated 911.
Witness #4: Direct responders to scene.

Student Group:

- Clear area.
- Maintain privacy.
- Stay available for directions.

Staff Responsibilities

Teacher:

- Establish scene control.
- Activate emergency response plan.

Nurse:

- Assess victim.
- Direct care.

AED Responder:

- Retrieve AED.

Administrator:

- Manage communications.

Skills Demonstrated

- Calling 911
- Providing location information
- Directing EMS
- Understanding CPR and AED sequence

Evaluation Criteria

✓ Proper sequence followed.
✓ Clear communication.
✓ Students maintain safe perimeter.
✓ Response initiated rapidly.

Debrief Questions

- What was the first action?
- Who called 911?
- Why is the AED important?

TIER 4 EXERCISE - Grades 9-12

"STUDENT EMERGENCY RESPONSE TEAM"

Training Objective

Students practice realistic emergency response skills.

Scenario
A student collapses during athletic practice.

Student Responsibilities
Primary Responder:
- Check responsiveness.
- Alert others.

Caller:
- Call 911 (simulated).

AED Runner:
- Retrieve AED.

Crowd Manager:
- Clear scene.

Guide:
- Meet EMS.

CPR Team:
- Demonstrate Hands-Only CPR on manikin.

Staff Responsibilities
Coach:
- Assume Incident Command.

Athletic Trainer/Nurse:
- Direct patient care.

Administrator:
- Coordinate parent notification.

Security/Custodian:
- Secure scene and direct EMS.

Skills Demonstrated
- Scene assessment
- 911 communication
- Hands-Only CPR
- AED deployment
- EMS handoff

Evaluation Criteria
✓ CPR initiated within 2 minutes.
✓ AED arrives within 3 minutes.
✓ Roles clearly assigned.
✓ Accurate EMS information provided.

STAFF EXERCISE

BUILDING-WIDE CARDIAC EMERGENCY DRILL

Training Objective
Validate the school's Cardiac Emergency Response Plan.
Scenario

Staff member experiences sudden cardiac arrest during lunch period.

Staff Roles

Incident Commander (Administrator)
- Oversees response.
- Coordinates communications.

Medical Team (Nurse/AED Team)
- Assess victim.
- Initiate CPR.
- Apply AED.

911 Liaison
- Contact EMS.
- Maintain communication.

Student Accountability Coordinator
- Supervise students.
- Relocate classes if necessary.

Building Support Team
- Retrieve AED.
- Direct EMS.
- Secure scene.

Student Responsibilities

- Follow staff directions.
- Move to designated location.
- Remain calm.
- Do not interfere with responders.

Performance Benchmarks

AED arrives within 3 minutes.

CPR initiated within 2 minutes.

911 activated within 1 minute.

EMS routed directly to victim.

ATHLETIC VENUE EXERCISE

Training Objective
Validate venue-specific emergency plans.

Scenario
Student athlete collapses during competition.

Coach Responsibilities

- Immediate recognition.
- Activate venue emergency plan.
- Direct responders.

Athletic Trainer Responsibilities

- Patient assessment.
- CPR/AED implementation.

Student Athlete Responsibilities

- Alert adults immediately.
- Retrieve AED if directed.
- Clear scene.

Game Management Responsibilities

- Call EMS.
- Open access gates.
- Direct ambulance.

Performance Benchmarks

AED delivered to patient within 90 seconds.
CPR initiated within 60 seconds.
EMS notified within 1 minute.
Venue access route remains clear.

AFTER-ACTION REVIEW

Conduct immediately following every exercise.

Review:

- What went well?
- What barriers were identified?
- Did responders know their roles?
- Were AEDs accessible?
- Were communications effective?
- What corrective actions are needed?

Document findings and incorporate improvements into the District Safety Plan, Building Emergency Response Plan, and Cardiac Emergency Response Plan (CERP)

Appendix 9:

Adoption of Plan

Original Date that District-wide School Safety Plan was first read and tabled for public comment: 8/1/99

Original Date of adoption by Board of Education of District-wide School Safety Plan:
8/23/99

Date District-wide School Safety Plan was mailed to the New York State Education Department:
9/10/99

Date District-wide School Safety Plan revised by the District Safety Committee:
May 2025

Annual Public Hearing Date: 08/11/2026

2026-2027 date approved by BOE: 09/08/2026

Minutes of committee meetings, Board of Education meetings and appropriate resolutions are kept by the District Board of Education Clerk.