



New York City Department of Education
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Office of Safety and Youth Development

Parent Guide to School Safety And Emergency Preparedness

This guide outlines school planning to ensure a safe and secure learning environment for all students and staff. It includes information that is part of the overall School Safety Plan.

The Department of Education is committed to ensuring that parents are aware of emergency incidents and occurrences that may pose a threat to the health and safety of students and staff in New York City school buildings.

Parents may enroll to receive emergency notifications by e-mail, through the Notify NYC system, which may be accessed at the following website www.nyc.gov/notifynyc or by calling 311.

In the event of an emergency, you can obtain information about your child's school in the following ways:

- **Call 311**
- **Check the Department of Education's website at <http://schools.nyc.gov>**
- **Receive calls from the school's automated phone system, or text or e-mail notifications.**
- **Read letters sent home with the students, or posted on the school webpage.**
- **Parents must discuss with school officials the ways that the school will communicate emergency information with parents.**

In the event of an emergency, school personnel will work in collaboration with the Central Department of Education administration, New York City Police Department, the New York City Office of Emergency Management, as well as State and Federal agencies as necessary to ensure the safety and security of students and school staff.

Parents are advised not to immediately report to the school during an emergency and to follow specific directions that are provided to ensure that all staff and students remain safe and that first responders can safely address the incident.

Critical Security Notifications and Offices

New York City Department of Education:

Office of Safety & Youth Development: (212) 374-4368

Office of Pupil Transportation: (718) 392 - 8855

Division of School Facilities: (718) 349 - 5799

Office of Special Investigations: (718) 935-3800

Respect For All (Bullying) Hotline: (718) 935-2288

New York City Police Department:

Precinct: 104 PCT PBQN (718) 386-2289

Borough Safety Director Borough Telephone

Other related New York City and State Agencies:

Office of Special Commissioner of Investigations for the New York City School District: (212) 510-1500

New York State Central Register (Reporting of Suspected Child Abuse): (800) 635-1522

Emergency Information

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 extra-curricular 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.

AED Locations

BudingName	Location
Q290 - THE GERALDINE FERRARO CAMPUS - QUEENS	Main Entrance
Q290 - THE GERALDINE FERRARO CAMPUS - QUEENS	Outside Gym 4th floor

Building Response Team (BRT)

The Building Response Team (BRT) should consist of a BRT Leader (Principal from one of the schools on campus) and at least five additional staff who form the building's core emergency response group. The Building Response Team includes the following roles:

BRT Position	Brief Description of Role
BRT Leader	The BRT Leader is responsible for providing direction, leadership and guidance to BRT members during an emergency. At the onset of an incident, s/he activates the necessary BRT roles. The BRT Leader also acts as the communications liaison between the BRT and Principal during an emergency.
Emergency Officer	The Emergency Officer (EO) provides support based on the specific circumstances of each incident. The EO may relay information between BRT members if communication devices are unavailable. In some incidents, the EO may be required to report to the hospital with staff or students. The EO may be assigned to a relocation site prior to staff and student arrival to review the relocation plan with the host school. The EO may also coordinate parent staging areas if required. Based on building size, the BRT Leader may assign more than one Emergency Officer and activate them as needed during an incident.
Incident Assessor (s): To work with the nurse in medical situations and the custodian during facility situations	The incident assessor conducts an on-scene initial assessment of the incident or emergency to assess the severity of the situation. S/he fulfills a secondary role by collecting all essential elements of information (EEI) from the scene, relays the information to the BRT Leader, and compares this information to other information gathered by the BRT recorder for the purpose of completing official reports. [EEI includes incident specific information that is documented during an incident, such as names of 911 responders, DOE, and external agency responders.]
Special Needs Coordinator: On a campus with a Living for the Young Family through Education (LYFE) Center and/or District 75 program, an additional SNC is required for each program	The Special Needs Coordinator (SNC) serves as the primary contact when issues with special needs students and staff arise during an emergency. S/he tracks all special needs students and staff during emergencies, collects information on unaccounted for Limited Mobility individuals, and ensures that all special needs students and staff have what they need during incidents that involve an evacuation or sheltering-in. S/he works with the school's Coordinator for Limited Mobility students and staff to ensure that staff members assigned to limited-mobility students are present (daily) and that they keep track of necessary personal equipment and supplies.

Visitor Control Procedures

The Principal (or, in buildings with multiple schools, the Principals' Council / Campus Council) has the overall responsibility and authority to regulate admission of visitors and to oversee their conduct while in the school or on school property. Each principal also has authority to grant or deny a visitor's request to enter the school. Such decisions should be reasonable and consistent with the needs of the school, its safety, and the right of the public to visit the school.

In order to establish a uniform visitor control standard, the following procedures should be implemented in all Department of Education facilities. These procedures are designed to ensure minimum standards to control visitors to school buildings. The School Safety Committee may establish additional procedures beyond those outlined below.

1. The main entrance must be covered by a Safety Agent or other appropriate staff person from the time the Custodian opens the building until the end of the school day. The door used as the main entrance to the school may not be locked during times when the building is open. It must remain unlocked and accessible. The NYPD School Safety Division will assign a School Safety Agent (SSA) to the main entrance. When a school's designated SSA is not at that location, the Principal(s) shall designate an appropriate alternate person to be stationed at the main entrance. This person will follow the same visitor control procedures that the SSA. must perform.

2. Signs should be posted at the main entrance informing visitors that they must stop at the desk to sign in and show photo identification. A visitor entering the building will be requested to provide at least one (1) item of valid photo identification (for example, this may include a driver's license, foreign or US passport, or consulate identification card (NYC Municipal ID card)). **Parents who do not have acceptable photo identification shall not be denied access to their children's school. Where acceptable photo identification cannot otherwise be made and there is no other reason to deny access, the principal/designee, who may be the parent coordinator, must be contacted.** The principal/designee will then escort the parent to the office he or she is visiting and following the meeting escort the parent out of the building. The SSA or staff member on duty at the main entrance will record the date, time, visitor's name and visitor's destination in the Log Book. All visitors are required to sign next to the entry made by the SSA or staff person on duty. Log books must be maintained at the site for a period of three years. Posted signs should inform visitors that failing to follow these guidelines may result in their removal from the building. **Please note: signs regarding visitor access must be posted in all covered languages as defined in Chancellor's Regulation A-663.**

3. Schools must ensure that parents in need of language assistance services are not prevented from reaching the school's administrative offices due to language barriers. If a parent or visitor does not speak English, the SSA or staff member should try to determine the language the individual is speaking, and then attempt to locate a translator within the building by contacting the main office. If a translator is not present within the building, the SSA or staff member on duty should escort the individual to the main office, where a school representative should contact DOE's Translation and Interpretation Services Unit at 718-752-7373 to request telephone translation.

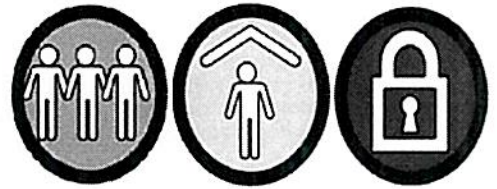
4. Every visitor should be given a pass to the general office. At the general office, visitors will be issued a second pass and/or appropriate instructions, should they be visiting other areas in the building. Before issuing a second pass, general office staff must confirm with the appropriate destination staff member that the visitor is expected.

5. The SSA or staff person at the main entrance will record the time of departure the Visitor's Log, parallel to the initial entry for that visitor, **and collect all passes issued.**

6. The SSA or designated staff person should make a periodic check of the Log Book to ensure that no one remains in the building for an extended, unauthorized period of time. In such instance, it should be verified whether the visitor(s) is/are still in the building. In the event that a visitor remains in the building:

1. Search and notification of the visitor's location in the school.

7. Any school, program, or academy at the site may employ additional procedures (above and beyond but not inconsistent with the procedures defined above) to log visitors into the building. For example, visitors may be issued color-coded passes to specify locations in the building, or visitors may be escorted by staff or students to their destination. Special visitor log procedures:



General Response Protocols

The General Response Protocol (GRP) outlines the initial response to a variety of conditions that may occur inside or outside of a school building that would require the administration to either Evacuate, Shelter-In, or Lockdown the campus. Each protocol has specific staff and student actions that are unique to each response. **In the event that a student or staff member identifies the initial threat, calling 911 and administration is required.**

Implementation of each GRP Action is performed by all staff, students, and visitors until first responders arrive to provide specific direction to school officials.

1. **Evacuate** is always initiated by the Fire Alarm or specific directions, and is used to move students and staff from one location to a different location out of the building. This may be used when the hazard is found inside or outside of the building. An evacuation may be conducted by the entire building at the same time, or in a controlled fashion based on the direction of first responders.
2. **Shelter-In** is always initiated with the announcement: "Attention: This is a Shelter- In. Secure the exit doors." and is the protocol used to safe guard students and staff within the building. It is always followed by a specific instruction and is used when the hazard is found outside of the building. The hazard may be environmental or be related to the actions of first responders in the neighborhood. Shelter-In may also include relocation to different rooms within the building.
3. **Lockdown** is initiated with the announcement, "**Attention. We are now in Soft/Hard Lockdown. Take proper action.**" and is the protocol used to secure individual rooms and keep students quiet and in place. Lockdown is used when the hazard is found within the building.

Soft lockdown implies that there is no identified imminent danger to the sweep teams.

Administrative teams, Building Response Teams, and School Safety Agents will mobilize at the designated command post.

Hard lockdown implies that imminent danger is known and NO ONE will engage in any building sweep activity. All individuals, including School Safety Agents will take appropriate lockdown action and await the arrival of first responders.

Shelter-In vs. Lockdown

The differentiation between Shelter-In and Lockdown is a critical element in GRP. A Shelter-In recovers all students from outside the building, secures the building perimeter and locks all outside doors. This would be implemented when there is a threat or hazard outside of the building. Criminal activity, dangerous events in the community, or even a vicious dog on the playground would be examples of a Shelter-In response. While the Shelter-In response encourages greater staff situational awareness, it allows for educational practices to continue with little classroom interruption or distraction. Lockdown is a classroom-based protocol that requires locking the classroom door, turning off the lights and placing students out of sight of any corridor windows. Student action during Lockdown is to remain quiet.



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 DOE staff and School Safety Agents 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>1- The Family Staging Area: 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 Safety Agents.</p>	<p>2- The Student Staging Area: Required staff: 1 Student Staging Area Coordinator (reporting to the Assembly Point Coordinator), all classroom teachers, 3-5 School Safety Agents, adding additional agents as necessary based on the number of students in the staging area.</p>
<ul style="list-style-type: none"> • This area must be separated from the student staging area. • This area must be supervised by staff and School Safety Agents. • Families must complete Part 1 of the Student Release Form, prior to being escorted to the Reunion Area. <p>Parents must be escorted to the Reunion Area in small manageable groups (i.e. 1 staff member: 5 family members)</p>	<ul style="list-style-type: none"> • Teachers are required to have their classroom evacuation folder including class rosters, daily attendance, and GRP assembly cards. • 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. • Classroom teachers must remain with their assigned students until a runner arrives to call for specific students. <p>All students who were absent from school must be reported to the Assembly Point Coordinator upon reaching the Student Staging Area.</p>
<p>3- The Reunion Area: Required staff: 1 Reunion Area Coordinator (reporting to the Assembly Point Coordinator), 3-5 staff (to collect information), 4-5 runners, 3-5 School Safety Agents.</p>	<p>4- The Counseling & Medical Areas: Required staff: Counseling Area: Members of the school crisis team (number of staff to be determined based on need). Medical Area: School nurse and health aide</p>
<ul style="list-style-type: none"> • A family member completes/submits the Student Release Form with Part 1 completed. 	<ul style="list-style-type: none"> • The Counseling Area must be identified upon arrival and used as needed.
<ul style="list-style-type: none"> • Identification is verified by staff to ensure that the individual is listed on school records. The staff member will complete Part 2 of the Student Release Form. 	<ul style="list-style-type: none"> • Clinical staff (counselors, psychologists, etc.) will work with families and students who may need additional support before leaving the relocation site.
<ul style="list-style-type: none"> • The runner (school staff) is given the Student Release Form. When the student is retrieved, Part 3 of the Student Release Form is completed by the runner. 	<ul style="list-style-type: none"> • If necessary, the Counseling Area is where the family will receive information about their child if the child cannot be released to them.
<ul style="list-style-type: none"> • The student is escorted to be safely reunited with their family, and Part 4 of Student Release Form completed by staff. 	<ul style="list-style-type: none"> • If the Counseling Area is used, components of the school Crisis Plan must be used as appropriate.
<p>Family members must sign for students in Part 4 of Student Release Form to take custody of their child.</p>	<ul style="list-style-type: none"> • The medical area must be located near the host-school medical office.