



Protective Actions

Response begins as soon as a disaster is detected or threatens. This phase involves mobilizing and positioning emergency equipment; getting people out of danger; providing needed food, water, shelter, and medical services; and bringing damaged services and systems back on line.

School Districts can take the following protective action to protect the health and safety of students, staff and/or protect its facilities:

- Cancel school before school starts. – Proprietary Information
- Early dismissal from school when in session. – Proprietary Information
- Evacuation and/or /relocation to some place outside the building. – Proprietary Information
- Containment and/or /Sheltering-in-Place inside the building when it is safer inside than outside – Proprietary Information

EMERGENCY RESPONSE COMMUNICATION ACTIONS

- MEDICAL EMERGENCY – Proprietary Information
- SHELTER-IN-PLACE (High Winds) – Proprietary Information
- HOLD-IN-PLACE – Proprietary Information
- LOCKDOWN – Proprietary Information
- LOCKOUT – Proprietary Information
- FIRE ALARM – Proprietary Information

Management and Communications:

- **Chain of Command – Proprietary Information**
- **Notification and Activation**
 - In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the Building Emergency Response (Strike¹) Team. Upon the activation of the School Emergency Response Team, appropriate notifications will be made as per the building level safety plans. District and building administrators are authorized to call police to respond to the threat or acts of violence.
 - Notifications to Parents/Guardians regarding an incident would be made through one of the following forms of communication by the Superintendent of Schools. The Superintendent of Schools is designated as the spokesperson for the district²:

School Messenger: Telephone, E-Mail or Text	Local Radio/TV Stations Announcements
District's Web-site	Building Telephone Chains

In the event that it is necessary to close or delay school on any day because of inclement weather or other emergency, announcement to this effect will be made over the following radio stations: WGNV, 1220 Newburgh; WBNR 1260, Beacon; WHUD, 1420 AM or 100.7 FM, Peekskill; WEOK, 1390 AM; WPDH, 101.5 FM Poughkeepsie. **TV stations, which list the closings/delays at the bottom of the “TV screens”, are CBS, ABC, FOX and YNN: Cable 6 News.** Students should not call school officials, as their lines need to be kept open. In case of school-delayed openings, special bell schedules will be in effect.
- Accurate and timely information on a crisis needs to be provided to students, family members, and faculty when appropriate. Absent such information, rumors and false information are likely to spread, which can cause additional problems for school and law enforcement officials.³ When appropriate, the district will communicate to parents and guardians in writing the by the end of the school day.

¹ “**Strike Teams**”: “Incident Command System” language for a set number of resources of the same kind and type with common communications operating under the direct supervision of a Strike Team Leader.

² CCSD Board Policy 1130 News Media Relations Designated Spokesperson; April 12, 2021

³ The 3Rs to Dealing with Trauma in Schools: Readiness, Response, & Recovery: U.S. Department of Education, Harvard School of Public Health Prevention Institute, Inc., Education Development Center, Inc.



SECTION III: RESPONSE

ALL EMERGENCIES Dial 9-1-1 FOR FIRE, POLICE & AMBULANCE

District Emergency Telephone Numbers

District Office		Business
Superintendent of Schools	Terry Dade	534-8009 ext. 7004
Asst. Supt. For Instruction	Megan Argenio	534-8009 ext. 7204
Asst. Supt. for Business	Harvey Sotland	534-8009 ext. 7104
Director of Human Resources	Brent Harrington	534-8009 ext.7111
District Departments		
Director III of B & G	Walter Moran	534-8009 ext. 7604
Director of Data & Instructional Technology	Tina Kakascik	534-8009 ext.7904
Director of Technology	Sean Daneshvar	534-8009 ext.7804
High School		Business
Principal	Kathryn Wilhelm	534-8009 ext. 5004
Assistant Principal	Mark Ray	534-8009 ext. 5038
Assistant Principal	Raul Rodriguez	534-8009 ext. 5042
Director of Athletics, Health and Physical Education	Jason Semo	534-8009, ext. 7504
Director of Pupil Services	Nicole Triassi	534-8009 ext. 7404
Assistant Director of Pupil Services	Kristine Schinella	534-8009, ext. 7410
Director of Guidance	Joseph DeBold	534-8009 ext. 5023
Middle School		Business
Principal	Kate Pumbo	534-8009 ext. 4004
Assistant Principal	Maria Wieber	534-8009 ext. 4007
Assistant Principal	Paul Brennan	534-8009 ext. 4006
Cornwall Elementary		Business
School at Lee Rd		
Principal	Robert German	534-8009 ext. 2004
Assistant Principal	Matthew Tramonte	534-8009 ext. 2005
Cornwall-on-Hudson		Business
Elementary School		
Principal	Darren Corsetti	534-8009 ext. 1004
Head Teacher	Tina Vrendenberg	534-8009 ext. 1000
Willow Avenue		Business
Elementary School		
Principal	Samantha Buchholz	534-8009 ext. 3004
Head Teacher	Kelly Hogan	534-8009 ext. 3000
West Point Tours		Business
Bus Service		
Transportation Supervisor	Harvey Sotland	534-8009 ext. 7104



ASSISTANCE FROM LOCAL GOVERNMENTAL OFFICIALS

COORDINATION WITH LOCAL AND COUNTY AGENCIES

Non-Emergencies: 534-8100 (Town of Cornwall Police Department Dispatch)

AGENCY	CONTACT	PHONE
Town of Cornwall Police	Chief of Police	534-8100
Village of Cornwall Police	Chief of Police	534-9250
Town of New Windsor PD	Chief of Police	565-7000
State Police	Dispatcher (Newburgh)	567-1033
Canterbury Fire Department	Chief	534-8100
Storm King Fire Department	Chief	534-8100
Vails Gate Fire Department	Chief	565-7000
Orange County EOC	Indian Point School Liaison	294-5747
Hospital	Nursing Supervisor	534-7711
Town Government	Supervisor	534-3760
Village Government	Mayor	534-4200
Orange-Ulster BOCES	Chief Operating Officer	291-0100
Orange County Mental Health	Commissioner of Mental Health	291-2600
Mental Health Association	TEXT 4 TEENS: Mon-Thurs: 4 PM to 10 PM Fri.: 4 PM to 12 AM Sat & Sun 5 PM to 12 AM 24/7 Orange County Helpline	845-391-1000 1-800-832-1200

Other:

Poison Control	1-800-222-1222
Gas Leak	1-800-533-5325
FBI	1-845-615-1700
Central Hudson	1-800-527-2714

If you need answers or help and it's not an emergency: Call **2-1-1** or **1-800-899-1479**, you can speak to a informed and caring information and referral specialist who can put you in touch with health and human service organizations in Orange County.

- **Food**
- **Shelter**
- **Drug Treatment**
- **Childcare**
- **Elder Care**
- **Crisis Intervention**
- **Clothing**
- **Legal Services**
- **Employment Support**
- **Physical/Mental Health Resources**
- **Services for People with Disabilities**

Procedures for Obtaining Advice and Assistance from Local Government Officials

– Proprietary Information

District Resources Available for Use in an Emergency

– Proprietary Information

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

– Proprietary Information



Events Affecting Schools: Non-Emergency Crises

Non-emergency school crisis occur regularly. Procedures for non-emergency school crisis help guide staff is responding effectively to the more frequency occurring crisis such as death or injury of a student or teacher by accident or illness, suicide or perceived crisis that involve no critical incident at school but have potential for disrupting the school environment. These procedures are intended to be time-limited, problem-focused interventions designed to determine the facts, disseminate accurate information, and restore equilibrium, and support productive, appropriate responses. Non-emergency crisis response procedures help schools effectively complete the following important tasks:

- Gather accurate information about the event.
 - Disseminate accurate information to staff, students, parents, and if appropriate, the media
 - Intervene directly with students most likely to be affected
 - Increase the available supportive counseling for students and staff
 - Guide students and staff to engage in productive, appropriate responses.
- Encourage teachers to allow for expressions of grief, anger, etc., in the homeroom or class in which the announcement is received or in other classes throughout the day. Emphasize the acceptability/normalcy of a range of expressions. The guiding principle is to return to the normal routine as soon as possible within each class and within the school. The structure of routine provides security and comfort to all members of the school community.
 - Encourage staff to dispel rumors whenever possible and discourage any “glorification” of the event (especially in suicidal death).
 - Request staff to meet 30 minutes early the next morning to review procedures and debrief. If the crisis occurs on a Friday, call the meeting for the following Monday morning.

Immediately following notification of crisis:

- Direct staff and others not to repeat information until verification is obtained.
 - In case of reporting student death, verify the reported incident by calling the police liaison.
DO NOT DISTURB THE AFFECTED STUDENT’S FAMILY

Following verification of crisis

- Notify superintendent.
- Convene Crisis Response Team and assign duties
- Notify building support staff, such as counselors, psychologist and social workers.
- Inform closest friends of the affected student and provide support
- Prepare formal statement or announcement
- Announce time and place of emergency staff meeting.
- Identify other/additional students, staff, and parents likely to be most affected by news.
- Assess need for additional community resources.
- Assign trained staff or community professionals to
 - Provide grief support to students
 - Review and distribute guidelines for classroom discussions to teachers.
 - Stand in for absent/affected/substitute teacher
 - Distribute lists of community resources
- Make official announcement
- Hold emergency staff meeting
- As needed, assign team members and other staff to monitor grounds, notify parents, support staff, and feeder schools, provide support staff, collect student belongings and withdraw student from school rolls.

Crisis response during school breaks: (Require fewer response from the school.

- Institute the phone tree to inform Crisis Response Team members.
- Identify and make a list of students and staff members most likely to be affected.

SECTION III: RESPONSE



- Notify staff members or families of students identified and recommend community resource people who can provide support..
- Notify remaining staff with appropriate information by letter or telephone.
- Schedule faculty meeting for an update before affected students return to school.
- When school reconvenes, monitor students and staff members previously identified.
- Make appropriate referrals for students or staff members who need additional help.
- Keep a log

Follow-up to Crisis Situations: The following information may be useful in the days and weeks following a crisis. Longer term follow-up procedures are also listed.

Day Two

- Gather faculty members and update them on any additional information/procedures. Allow staff opportunity to discuss feelings and reactions.
- In case of death, provide funeral/visitation information if affected family has given permission.
- Identify students in need of follow-up support and, in accordance with the school's crisis response plan, assign staff members to monitor vulnerable students.
- Coordinate any ongoing counseling support for students on campus; announce ongoing support for students with place, time, and staff facilitator; and,
- Notify parents of affected students regarding community resources available to students and their families.

Immediately Following Resolution of the Crisis

- Convene crisis response team for debriefing as soon as possible:
- Discuss successes and problems and things to do differently next time.
- Amend crisis response procedures as necessary.

Long-term Follow-up and Evaluation

- Provide list of suggested readings to teachers, parents, and students.
- Write thank-you notes to out-of-building division and community resource people who provided (or are still providing) support during the crisis.
- Be alert on crisis anniversaries and holidays. Often students will experience "anniversary" grief reaction the following month or year on the date of the crisis, or when similar crises occur that remind them of the original crisis. Holidays, too, often are difficult for students who have experienced loss.

Suicide Dos and Don'ts

The following "**DOs**" and "**DON'Ts**" will help school staff limit glamorization of suicide:

- Do verify the facts, and treat the death as a suicide.
- Do acknowledge the suicide as a tragic loss of life.
- Do provide support for students profoundly affected by the death.
- Do emphasize that no one is to blame for the suicide.
- Do not dismiss school or encourage funeral attendance during school hours.
- Do consider establishing up a fund for contributions to a local suicide prevention hotline or crisis center or to a national suicide prevention organization.



SECTION III: RESPONSE

Medical Health Emergencies (Treating Injured Students)

Medical Emergency Guidelines

If you find yourself in an Emergency Situation, you should always follow three basic **Emergency Action Steps**⁴:

1. **CHECK** Assess the scene and person (Is it safe to approach, how many injured, any bystanders)
2. **CALL** 9-1-1 and call for equipment (have a bystander notify personnel in the main office)
3. **CARE** for the person

If you are the only person at the scene, you should first shout for help. If no one arrives, decide whether to **Call First or Care First**.

You should always CALL FIRST (call 9-1-1 before giving care) **for:**

- An unconscious adult or adolescent (age 12 years or older)
- A witnessed sudden collapse of a child or infant
- An unconscious infant or child known to be at high risk for heart problems.
-

You should always CARE FIRST (give 2 minutes of care first and then call) **for:**

- An unwitnessed collapse of an unconscious person younger than 12 years old.
- Any victim of a drowning.

If the person does not respond to you, assume he or she is unconscious, call 9-1-1 at once, and have a bystander notify personnel in the main office and return with an AED.

Always check to see if an **unconscious person**: (Has an open airway / Shows signs of life / Is bleeding severely)

Think of “ABC” which stands for:

- **AIRWAY** Open the airway
- **BREATHING** Check for movement or breathing
- **CIRCULATION** Check for signs of Life and Severe Bleeding (Including a pulse for a child or infant)

If you determine that an **ill or injured person is conscious** and has no immediate life-threatening conditions that may need care, you can begin to check for other conditions that may need care by:

- **Interview the person and bystanders** (Ask simple questions and keep interviews brief :use **SAM**)
 - **Signs and Symptoms** - Do you feel pain or discomfort anywhere?
 - **Allergies** - Do you have any allergies?
 - **Medications and Medical Conditions** – Are you taking any medication?
- **Check the person from Head to Toe**
 - Do not move areas in which they have discomfort or you suspect head, neck or back injury.
 - Check the person’s head by examining the scalp, face, ears, nose and mouth (Look for cuts/bruises/bumps/depressions).
 - Watch for changes in consciousness. / Look for changes in the person’s breathing
 - Notice how the skin looks and feels
 - Look over the body. Ask again about any areas that hurt. / Look for a medical ID tag

Determine what additional care is needed and whether to call 9-1-1. If you are unsure, call 9-1-1.

⁴ American Red Cross “First Aid/CPR/AED , 2021



FOOD POISONING

Food poisoning occurs when you eat food contaminated with bacteria or other toxins. Symptoms include diarrhea, vomiting, and stomach cramps, and generally start 4 - 36 hours after eating contaminated food. While food poisoning is often caused by bacteria, it can also result from eating poisonous plants and animals.

Readiness (Preparedness) – Before an Outbreak Occurs

These steps can help prevent food poisoning and should be reviewed with food services personnel at the beginning of the school year “Food Poisoning, Spoilage and Temperature Control”:

- Wash your hands and clean any dishes or utensils when you are making or serving food.
- Keep juices from meat, poultry, and seafood away from ready to eat foods.
- Protect food from contamination by physical, chemical and microbial hazards; hold hot foods at 140 °F or more.
- Make sure the temperature in your refrigerator is 40 degrees or under. Get a good thermometer for the fridge, keep it in there where you can see it, and check it often.
- When you want to refrigerate a hot dish, first leave it for a bit in a cool spot with the lid ajar so that it can cool down before you put it in the refrigerator. If you put a hot dish in before it cools, it will warm up the refrigerator, endangering everything else in there.

If others may have eaten a food that made you sick, let them know. If you think the food was contaminated, tell the staff and your local health department.

Response – During an Outbreak

- Once alerted, Building Administrator notifies Director of Food Service, School Nurse and Superintendent of Schools.
 - The Building Administrator determines emergency response and authorizes notification
 - Provide medical attention to affected persons and contact parents of students needing emergency attention.
 - Request emergency assistance, if appropriate.
- Contact Dept. of Health, if appropriate. Confirm source of report with County Department of Health at (845) 291-2332, and confer with the District Physician Office to determine if the school should cancel non-academic events or close the school. Gather samples of suspicious foods (either in original container or clean container).
- Where possible identify individuals who ate common foods.
- Close food service operation, if appropriate.
- Continue to educate students, staff and families informing them of the school status and expectations to resolve this issue.
 - Designate a Parent/Media Information Officer to manage phone calls, the press, and to be spokesperson to report the districts management plan and updates.
 1. Write letter to parents, faculty and staff that identifies that a contagious condition exists in students at the school, indicate direction is taken from the County officials, and the school district. Give telephone numbers for families to call to get more information.
 2. Schedule community meeting(s) to answer questions, and to update health information as needed.
- Give clear concise directions to the food services and custodial staff in the building affected. Take direction from the County regarding disinfections efforts, should you follow normal cleaning routines, or institute enhanced sanitation efforts.

Recovery – Following an Outbreak

- Continue to communicate with the local health department regarding the status of disease in the community and the school.
- Communicate with parents regarding the status of the education process.
- Board of Health gives clearance to resume food service.
- Superintendent notifies District Superintendent and/or Commissioner of Education that plan was activated as required under CR155.17.

Guidelines for Public Health Emergencies, Pandemic Influenza and other Communicable Disease Outbreak can be found in Appendix D.



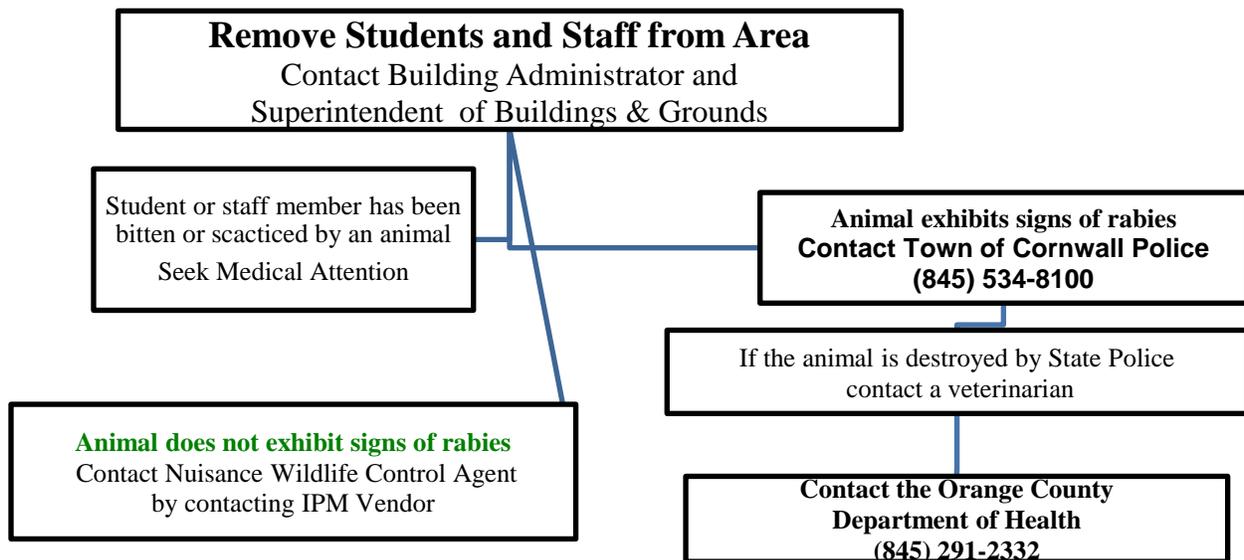
SECTION III: RESPONSE

Animal Incident Procedures (IPM): Rabies Exposure: When should I seek medical attention?⁵

It's important to remember that rabies is a medical urgency but not an emergency. Decisions should not be delayed.

All species of mammals are susceptible to rabies virus infection, but only a few species are important as reservoirs for the disease. In the United States, distinct strains of rabies virus have been identified in raccoons, skunks, foxes, and coyotes. Several species of insectivorous bats are also reservoirs for strains of the rabies virus. Transmission of rabies virus usually begins when infected saliva of a host is passed to an uninfected animal. The most common mode of rabies virus transmission is through the bite and virus-containing saliva of an infected host. Though transmission has been rarely documented via other routes such as contamination of mucous membranes (i.e., eyes, nose, mouth), aerosol transmission, and corneal and organ transplantations.

Regardless of the risk of rabies, bite wounds can cause serious injury such as nerve or tendon laceration and local and system infection. Your doctor will determine the best way to care for your wound, and will also consider how to treat the wound for the best possible cosmetic results. If you suspect an animal might be infected with rabies virus follow the following guidelines.



Department of Environmental Conservation: Wildlife: (845) 256-3098

A person is considered to have had a rabies exposure if:

1. They were bitten by a skunk, fox, coyote, raccoon or bat that either has tested positive for rabies or the animal is not available for rabies testing.
2. They were bitten by a dog, cat or ferret that is unavailable for testing or a 10 day observation period.
3. They had contact with a bat, or a bat is found in an enclosed setting with a person that may not be fully aware of it's presence (ie, an infant, a person that is sleeping or intoxicated)

***All suspected human exposures to rabies must be reported to the county health authority immediately.
As policy; no dogs or cats are allowed in school buildings***

⁵ Center for Disease Control and Prevention; <http://www.cdc.gov/rabies/exposure/index.html>



**Critical Incidents at or affecting schools:
POTENTIAL VIOLENCE IN SCHOOL**

- I. **If a staff member becomes aware of a student's threat or actual act of violence:**
 - Proprietary Information

- II. **As a result of the joint assessment and investigation: (See Building Level Safety Plan: “Situational Awareness” and “Threat Reported to Principal”.)**
 - A. **HIGH RISK DETERMINATION**
 - 1. Inform police immediately
 - 2. Mandate parents to have the Student receive an immediate psychiatric evaluation
 - 3. Notify potential victim(s) and potential victim(s)' parents
 - 4. Develop a safety plan with the potential victim(s) and potential victim(s)' parents
 - 5. Recommend other interventions/services if indicated
 - 6. Refer for discipline
 - B. **LOWER RISK DETERMINATION**
 - 1. Discuss with student and his parents the significance of the incident and possible intervention measures
 - 2. Notify potential victim(s) and potential victim(s)' parents
 - 3. Develop a safety plan with the potential victim(s) and potential victim(s)' parents
 - 4. Refer for support services, peer mediation and/or outside services if indicated
 - 5. Refer for discipline if indicated

- III. **At the conclusion or the potential incident of violence:**
 - 1. A written summary shall be prepared by a designated staff person
 - 2. Involved personnel shall debrief

Imminent Warning Signs for the Potential of Violent Behavior	Early Warning Signs for the Potential of Violent Behavior
<ul style="list-style-type: none"> 1. Talks about violence and has a specific plan. 2. Talks about violence and/or expresses violence in writings and drawings. 3. Severe expressions of rage often for minor reasons (i.e., banging head against the wall, unstoppable screaming). 4. Severe destruction of property. 5. Tortures animals. 6. Frequently fights with peers and/or family members. 7. Access to family or own firearms and capable of competent use. 8. History of suicidal or other self-destructive behavior. 	<ul style="list-style-type: none"> 1. Social withdrawal/lacks commitment or connection to a group or persons 2. Excessive feelings of isolation and being alone. 3. Excessive feelings of rejection 4. Often the victim of aggression, bullying, or other violent acts. 5. Feelings of being picked on/persecuted. 6. Low school interest/poor academic performance. 7. Patterns of impulsive, chronic hitting, intimidation, and/or bullying behavior. 8. Regularly involved in behavioral/discipline problems. 9. Behavioral difficulties at an early age - the earlier the problems, the higher the likelihood of serious problem in adolescence. 10. Past history of violent and aggressive behaviors.



Tips for Administrators in Response to Suicide

GUIDELINES FROM THE WORLD HEALTH ORGANIZATION

- SUICIDE IS NEVER THE RESULT OF A SINGLE INCIDENT.
- AVOID PROVIDING DETAILS OF THE METHOD OR THE LOCATION A SUICIDE VICTIM USES THAT CAN BE COPIED.
- PROVIDE INFORMATION ABOUT RESOURCES THAT CAN HELP TO ADDRESS SUICIDAL IDEATION.

CULTURAL CONSIDERATIONS

- ATTITUDES TOWARD SUICIDAL BEHAVIOR VARY CONSIDERABLY FROM CULTURE TO CULTURE.
- WHILE SOME CULTURES MAY VIEW SUICIDE AS APPROPRIATE UNDER CERTAIN CIRCUMSTANCES, OTHERS HAVE STRONG SANCTIONS AGAINST ALL SUCH BEHAVIOR.
- THESE CULTURAL ATTITUDES HAVE IMPORTANT IMPLICATIONS FOR BOTH THE BEREAVEMENT PROCESS AND SUICIDE CONTAGION.

CULTURAL COMPETENCE IS DEFINED AS A SET OF CONGRUENT BEHAVIORS, ATTITUDES, AND POLICIES THAT COME TOGETHER IN A SYSTEM, AGENCY, OR AMONG PROFESSIONALS AND ENABLES THAT SYSTEM, AGENCY, OR THOSE PROFESSIONALS TO WORK EFFECTIVELY IN CROSS-CULTURAL SITUATIONS. ¹

OPERATIONALLY DEFINED, CULTURAL COMPETENCE IS THE INTEGRATION AND TRANSFORMATION OF KNOWLEDGE ABOUT INDIVIDUALS AND GROUPS OF PEOPLE INTO SPECIFIC STANDARDS, POLICIES, PRACTICES, AND ATTITUDES USED IN APPROPRIATE CULTURAL SETTINGS TO INCREASE THE QUALITY OF SERVICES; THEREBY PRODUCING BETTER OUTCOMES. ²

SUICIDE CONTAGION

- AVOID SENSATIONALISM OF THE SUICIDE.
- AVOID GLORIFICATION OR VILIFICATION OF THE SUICIDE VICTIM.
- DO NOT PROVIDE EXCESSIVE DETAILS.

DETERMINE WHAT INFORMATION TO SHARE ABOUT THE DEATH

- THE LONGER THE DELAY IN SHARING FACTS, THE GREATER THE LIKELIHOOD OF HARMFUL RUMORS.
- SEVERAL DIFFERENT COMMUNICATIONS WILL LIKELY NEED TO BE OFFERED.
 - BEFORE A DEATH IS CERTIFIED AS A SUICIDE.
 - AFTER A DEATH IS CERTIFIED AS A SUICIDE.
 - PROVIDE FACTS AND DISPEL RUMORS.
 - DO NOT PROVIDE SUICIDE METHOD DETAILS.

DETERMINE HOW TO SHARE INFORMATION ABOUT THE DEATH

1. REPORTING THE DEATH TO STUDENTS

- AVOID SHARING INFORMATION ABOUT THE DEATH OVER A SCHOOL'S PUBLIC ADDRESS SYSTEM.
- AVOID SCHOOL WIDE ASSEMBLIES.
- PROVIDE INFORMATION SIMULTANEOUSLY IN CLASSROOMS.

2. REPORTING THE DEATH TO PARENTS/GUARDIANS

- WRITTEN MEMOS.
- PERSONAL OR PHONE CONTACTS.

3. WORKING WITH THE MEDIA

- THE DISTRICT MEDIA LIAISON SHOULD WORK WITH THE PRESS.
- IT IS ESSENTIAL THAT THE MEDIA NOT ROMANTICIZE THE DEATH.
- THE MEDIA SHOULD BE ENCOURAGED TO ACKNOWLEDGE THE PATHOLOGICAL ASPECTS OF SUICIDE.
- PHOTOS OF THE SUICIDE VICTIM SHOULD NOT BE USED.
- "SUICIDE" SHOULD NOT BE PLACED IN THE CAPTION.
- INCLUDE INFORMATION ABOUT THE COMMUNITY RESOURCES.

CONDUCT A STAFF PLANNING SESSION

1. STAFF SHOULD BE PROVIDED

- CURRENT INFORMATION REGARDING THE DEATH.
- AN OPPORTUNITY TO ASK QUESTIONS AND EXPRESS FEELINGS.
- IF AVAILABLE, NEWS ARTICLES ABOUT THE DEATH.
- INFORMATION ABOUT SUICIDE CONTAGION.
- SUICIDE RISK FACTORS.
- AN UPDATED LIST OF REFERRAL RESOURCES.
- DIRECTION REGARDING HOW TO INTERACT WITH THE MEDIA; TYPICALLY INVOLVES REFERRAL TO THE MEDIA LIAISON.
- PLANS FOR THE PROVISION OF CRISIS INTERVENTION SERVICES.

2. SPECIFIC ACTIVITIES/RESPONSIBILITIES FOR TEACHERS INCLUDE

- REPLACING RUMORS WITH FACTS.
- ENCOURAGING THE VENTILATION OF FEELINGS.
- STRESSING THE NORMALITY OF GRIEF AND STRESS REACTIONS.
- DISCOURAGING ATTEMPTS TO ROMANTICIZE THE SUICIDE.
- IDENTIFYING STUDENTS AT RISK FOR AN IMITATIVE RESPONSE.
- KNOWING HOW TO MAKE THE APPROPRIATE REFERRALS

3. ADDRESS STAFF REACTIONS.

4. STAFF MEMBERS SHOULD BE GIVEN PERMISSION TO FEEL UNCOMFORTABLE.



DEFINITIONS

- SUICIDE POSTVENTION IS THE PROVISION OF CRISIS INTERVENTION, SUPPORT, AND ASSISTANCE FOR THOSE AFFECTED BY A COMPLETED SUICIDE.
- AFFECTED INDIVIDUALS MAY INCLUDE CLASSMATES, FRIENDS, TEACHERS, COWORKERS, AND FAMILY MEMBERS. AFFECTED INDIVIDUALS ARE OFTEN REFERRED TO AS “SURVIVORS” OF SUICIDE.

SUICIDE POSTVENTION PROTOCOL

- PREPAREDNESS IS AN ESSENTIAL COMPONENT OF EFFECTIVE POSTVENTION.
- MAKE SURE THAT A POSTVENTION IS NEEDED BEFORE INITIATING THIS INTERVENTION.

GOALS OF SUICIDE POSTVENTION

- PREVENT OTHER SUICIDES.
- REDUCE THE ONSET AND DEGREE OF DEBILITATION BY PSYCHIATRIC DISORDERS.
- REDUCE FEELINGS OF ISOLATION AMONG SUICIDE SURVIVORS.

MEMORIALS

“A DELICATE BALANCE MUST BE STRUCK THAT CREATES OPPORTUNITIES FOR STUDENTS TO GRIEVE BUT THAT DOES NOT INCREASE SUICIDE RISK FOR OTHER SCHOOL STUDENTS BY GLORIFYING, ROMANTICIZING OR SENSATIONALIZING SUICIDE.” (CENTER FOR SUICIDE PREVENTION, 2004)

Do NOT

- SEND ALL STUDENTS FROM SCHOOL TO FUNERALS, OR STOP CLASSES FOR A FUNERAL.
- HAVE MEMORIAL OR FUNERAL SERVICES AT SCHOOL.
- ESTABLISH PERMANENT MEMORIALS SUCH AS PLAQUES OR DEDICATING YEARBOOKS TO THE MEMORY OF SUICIDE VICTIMS.
- DEDICATE SONGS OR SPORTING EVENTS TO THE SUICIDE VICTIMS.
- FLY THE FLAG AT HALF STAFF.
- HAVE ASSEMBLIES FOCUSING ON THE SUICIDE VICTIM, OR HAVE A MOMENT OF SILENCE IN ALL-SCHOOL ASSEMBLIES.

DO

- SOMETHING TO PREVENT OTHER SUICIDES (E.G., ENCOURAGE CRISIS HOTLINE VOLUNTEERISM).
- DEVELOP LIVING MEMORIALS, SUCH AS STUDENT ASSISTANCE PROGRAMS, THAT WILL HELP OTHERS COPE WITH FEELINGS AND PROBLEMS.
- ALLOW STUDENTS, WITH PARENTAL PERMISSION, TO ATTEND THE FUNERAL.
ENCOURAGE AFFECTED STUDENTS, WITH PARENTAL PERMISSION, TO ATTEND THE FUNERAL. MENTION TO FAMILIES AND MINISTERS THE NEED TO DISTANCE THE PERSON WHO COMMITTED SUICIDE FROM SURVIVORS AND TO AVOID GLORIFYING THE SUICIDAL ACT.

SUICIDE POSTVENTION CHECKLIST

- VERIFY THAT A DEATH HAS OCCURRED.
- MOBILIZE THE CRISIS RESPONSE TEAM.
- ASSESS THE SUICIDE’S IMPACT ON THE SCHOOL AND
- ESTIMATE THE LEVEL OF POSTVENTION RESPONSE.
- NOTIFY OTHER INVOLVED SCHOOL PERSONNEL.
- CONTACT THE FAMILY OF THE SUICIDE VICTIM.
- DETERMINE WHAT INFORMATION TO SHARE ABOUT THE DEATH.
- DETERMINE HOW TO SHARE INFORMATION ABOUT THE DEATH.
- IDENTIFY STUDENTS SIGNIFICANTLY AFFECTED BY THE SUICIDE AND INITIATE A REFERRAL MECHANISM.
- CONDUCT A FACULTY PLANNING SESSION.
- INITIATE CRISIS INTERVENTION SERVICES.
- CONDUCT DAILY PLANNING SESSIONS.
- MEMORIALS.
- DEBRIEF THE POST PREVENTION RESPONSE



SECTION III: RESPONSE

VIOLENT INCIDENT RESPONSE PLAN

An act, perpetrated by a student, faculty member or unauthorized persons entering the school, which results in physical harm to an individual or potential of harm (hostage situation) within a school building and/or affecting the school.

– Proprietary Information

- **INTRUSION/ACTIVE SHOOTER/HOSTAGE TAKING OR KIDNAPING:**

– Proprietary Information

1. **RECOGNIZE THE DANGER**
2. **ALERT OTHERS**
3. **TAKE PROTECTIVE ACTIONS**
4. **CALL FOR ADDITIONAL HELP**

- **BOMB THREAT:**

– Proprietary Information

1. **RECOGNIZE THE DANGER**
2. **ALERT OTHERS**
3. **TAKE PROTECTIVE ACTIONS**
4. **CALL FOR ADDITIONAL HELP**

- **ANTHRAX/BIOLOGICAL THREAT:**

– Proprietary Information

- **Harmless Substance Incident at School**

– Proprietary Information

- **CIVIL UNREST, PUBLIC DISORDER AND RIOTS RESPONSE ACTIONS:**

– Proprietary Information

- **Terrorism Alerts:**

– Proprietary Information

- **Chemical Spill in School and/or Hazardous Material Spill off-site.**

– Proprietary Information

SCHOOL BUS ACCIDENT (OFF-SITE)

– Proprietary Information



Weather Emergency Disasters

SEVERE THUNDERSTORM / TORNADO

FLYING DEBRIS is the biggest tornado hazard. That's why one needs to put as many walls as possible between oneself and the tornado. Most tornado deaths are caused by head injuries. There is no guaranteed "safe place" in a tornado. **Straight-line winds** are responsible for most thunderstorm wind damage. A downburst can cause damage equivalent to a strong tornado.

SEQUENTIAL RESPONSE ACTIONS:

1. Monitor **all** National Weather Service **severe thunderstorm and tornado watch or high wind warnings** on Weather Alert Radio or local radio/TV stations. Central Office will verify that all public, non-public and childcare centers within its district received the weather alert.
2. Direct weather spotters to take their positions. Weather spotters also should keep an eye on the sky for dark, rolling clouds, hail, driving rain, or a sudden increase in wind, in addition to the telltale funnel.⁶

DANGER SIGNS	
<p>SEVERE THUNDERSTORMS Thunder, lightning, heavy rains, and strong winds</p>	<p>ROARING NOISE Like a hundred railroad locomotives; a crashing thunderous sound</p>
<p>HAIL Pellets of ice from dark-clouded skies</p>	<p>FUNNEL Dark, spinning "rope" or column from the sky to the ground</p>

- Curtail all outside activities when a **SEVERE THUNDERSTORM 'WARNING'** is received. Issued when a severe thunderstorm with winds greater than 58 mph is in the area or is possibly occurring in some sections of the county.
 - ✓ While this warning **does not** immediately necessitate moving students and staff to the safe areas in the building as in a tornado warning, children **should** be moved away from windows.
 - ✓ Close shades and/or blinds. Review "Duck, Cover & Hold" procedures with students.
 - If windows start to buckle, it's time to move students to the hallway!
 - If there is no time, duck under the desk!
 - ✓ Bring all persons inside building.
 - If outdoors, move away from buildings, streetlights, and utility wires. Drop to the ground.⁷
 - ✓ Lunches or assemblies in large rooms should be postponed if severe weather is approaching. Gymnasiums, cafeterias, and auditoriums offer no protection from tornado-strength winds, and severe thunderstorms can generate winds strong enough to cause major damage.
 - ✓ Children and Staff members in the Willow Avenue Modular Buildings should be relocated into the neighboring elementary school, and the Middle School Bridge should be closed.

Severe Thunderstorm Watch – Weather conditions are such that thunderstorms could develop.

Severe Thunderstorm Warning – Issued when a severe thunderstorm with winds greater than 58 mph is in the area or is possibly occurring in some sections of the county. While this warning **does not** immediately necessitate moving students and staff to the safe areas in the building as in a tornado warning, children **should** be moved away from windows. If further precautions are necessary, Central Office will issue the directions.

⁶ Tornado Preparedness Tips for School Administrators, [Roger Edwards](#), Storm Prediction Center, Norman, Oklahoma: PREPARE A TORNADO SAFETY PLAN...

⁷ Outdoor Procedures; FEMA Sample School Emergency Operations Plan, March 2011



SECTION III: RESPONSE

- Curtail all outside activities when a **TORNADO 'WATCH'** is received.
 - ✓ Close shades and/or blinds. Review "Duck, Cover & Hold" procedures with students.
 - ✓ Bring all persons inside building.
 - ✓ Review tornado drill procedures and location of safe areas. Tornado safe areas are interior hallways or rooms away from exterior walls and windows and away from large rooms with long-span ceilings.
 - ✓ Lunches or assemblies in large rooms should be postponed if severe weather is approaching. Gymnasiums, cafeterias, and auditoriums offer no protection from tornado-strength winds, and severe thunderstorms can generate winds strong enough to cause major damage.
 - ✓ Generally speaking, school buses should continue to operate during tornado Watches, but not during tornado Warnings. School buses are easily rolled by tornado winds.⁸

Tornado Watch – Tornadoes are possible in your area. Remain alert for approaching storms.

Tornado Warning- A tornado has been sighted or indicated by weather radar. If a tornado warning is issued for your area and the sky becomes threatening, move to your pre-designated place of safety.

Seconds count.

- ✓ Lead all students to the designated safe places in a calm, orderly and firm manner.
 - ✓ Everyone should then crouch low, head down, protecting the back of the head with the arms.
 - ✓ Stay away from windows and large open rooms like gyms and auditoriums.
 - ✓ When children are assembled in school basements or interior hallways during a tornado Warning, they should be instructed: "**Everybody down!**"
 - ✓ Teachers take attendance.
 - ✓ Remain in safe area until warning expires or emergency personnel have issued an all-clear signal.
- 
- If it takes more than 2 or 3 minutes to move all upper-floor people down, things get really risky! When children are assembled in the interior hallways during a tornado Warning, they should be instructed: "**Everybody down!**"
 - Keep children at school beyond regular hours if threatening weather is expected; and inform parents of this policy. Children are safer deep within a school than in a bus or car. Students should not be sent home early if severe weather is approaching, because they may still be out on the roads when it hits⁹. Historical data, reported by FEMA, indicate that tornado shelters will typically have a minimum occupancy time of 2 hours.
 - If a school bus is caught in the open when a tornado is approaching, the children should be escorted to a nearby ditch or ravine and made to lie face down, hands over head. They should be far enough away so the bus cannot topple on them.
3. Continue to monitor outside weather conditions, Weather Alert Radio and local radio stations. When "warning" is rescinded or "all clear" is given; organize to resume normal activities if there is no damage to school property.
 4. If building(s) has sustained damage, refer to "Structural Failure" section of the Emergency Management Plan. Also ensure that County Emergency Management Office is informed of damage. Make sure someone knows how to turn off electricity and gas in the event the school is damaged.

Necessary Resources: NOAA Weather Alert Radio/ AM/FM Radio or Television/ Public Address System

⁸ Tornado Actions: Tornado Safety Rules in Schools, Indiana Department of Education

⁹ Are you prepared for **Nature's Most Violent Storms?** A preparedness guide including safety information for schools prepared by the National Weather Service, FEMA and the American Red Cross.



Guidelines for school operations in cold weather

Structural Damage from Excessive Snow and Ice Loads

Heavy snow and ice accumulating on buildings can cause structural failures. Failure can be the result of several items linked to snow load present on the buildings:

- **Actual snow load exceeds design snow load**
- **Imbalance of snow load on roof**
- **Repeated overloading of roofs**
- **Improper building design and /or construction.**

In the Cornwall Central School District most roofs have a snow load capacity of at least 40 pounds per square foot. Only the high school at 10 Dragon Drive, New Windsor, NY was design for snow drifting, most of its flat roof was design for 30 pounds per square foot with sections designed for 120 pounds to 165 pounds of snow drifting¹⁰.

Historical note: New York State published its first building code of New York State in 1984 known as the “Green Code”, and adopted the International Building Code in 2002 which was updated in 2007 and 2010. Prior to 1979, New York State construction practices did not consider snow drifting; and therefore, most buildings were not designed for this possibility.

There are two means of solving excessive snow load problems:

1. Remove the snow to maintain snow loads at acceptable limits. Do not forget to check roofs for plugged drains and ice accumulation under the snow.
2. Reinforce roof areas to handle large potential snow accumulations.

If a building is showing any signs of structural overloading, and architect or structural engineer should be consulted. Repeated overloading of roofs can significantly weaken the roof structure over time.

The Buildings and Grounds Maintenance Building has showed repeated bowing of its roof in 2010 and 2011.

Snow load based on accumulation depth

“Heavy Snow Loads”; Curt A. Gooch, Senior Extension Associate Cornell University

Snow Depth on Roof (ft)	“Dry Snow” (lbs/sq.ft.	“In Between Snow” (lbs/sq.ft.	“Wet Snow” (lbs/sq.ft.
1	3	12	21
2	6.5	24	42
3	9.5	36	62
4	12.5	48	83
5	15.5	60	104

The density of snow varies as a function of temperatures. The density of snow is heavily dependent upon the liquid content of snow. Two classifications for snow are "wet snow" and "dry snow".

- Wet snow is partially melted and is therefore denser. Wet snow typically has between a 10 to 1 and 5 to 1 liquid equivalence. This is the snow that makes great snowballs, is tough to shovel, and is not easily drifted by the wind after it reaches the surface. Flakes of wet snow more easily stick together in flight and are not broken apart as much by the wind.
- Dry snow is less dense and can therefore accumulate to a higher depth. Dry snow is easily drifted by the wind and is difficult to make snowballs with. The liquid equivalent of dry snow ranges from 15 to 1 to greater than 30 to 1. Dry snow is easier to shovel due to its lower density. The flakes from dry snow tend to be smaller but more numerous.

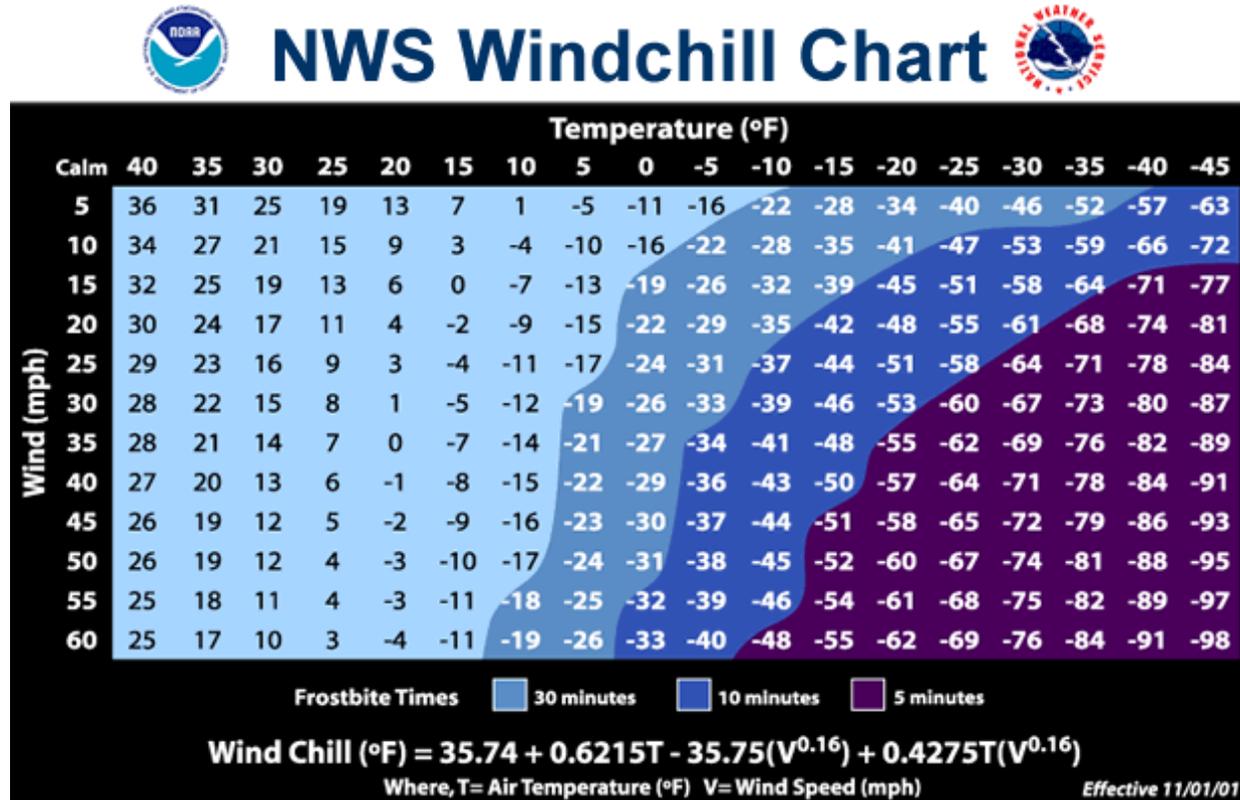
¹⁰ Walter Moran, Superintendent of Buildings & Grounds, February 2, 2011.



SECTION III: RESPONSE

Guidelines for school operations in cold weather¹¹

Severe climate conditions where temperatures and wind chill dip into certain extreme ranges can cause medical concerns for the safety of children.



1. Frostbite can occur on exposed skin in about 30 minutes in adults in the range of wind-chill of -25°F and in as little as 10 minutes in adults in the range of wind-chill of -40°F. It takes less time for children.
2. Frostbite can also occur in children even before temperatures and wind chills dip into these extreme numbers; it just takes a little longer.
3. Temperatures are usually predicted in ranges. Wind chill temperatures anywhere in this range of -25 to -40 °F coupled with other factors, such as long walking distances, delayed wait times, uncertain bus dependability, and a lack of emergency backup, can be dangerous. These are factors in helping you to make a decision about closure.

Consider school closure for significant weather extremes, or modifying bus arrangements and outdoor activities to accommodate weather emergencies.

CONSIDERATION FOR SCHOOL CLOSURE:

1. No one should be outside with unprotected skin with *wind-chill factors in the range of -40° F*. If there is such a thing as a medical reason for closure, this would be *a probable medical indication for school closure and suspension of outdoor activity, including all interscholastic outdoor sports, even cold weather sports.*
2. Injuries can occur sooner and at higher temperatures. As we are approaching *wind chills of -25°F*, it may be time to *consider either closure or later arrival* especially for elementary children, or in districts where there are many dual working parents where children may be left on their own, or longer walking distances or waiting times at bus stops

¹¹ Reviewed by Terry Dade, Superintendent of Schools: 10/11/2022



to give the sun a chance to rise and warm the air a bit. Anticipation is obviously not an option in every situation, such as predictions of worsening weather conditions overnight or over the course of the day.

3. When *wind chills* are of *-25°F* are predicted, the *bus garage* might be placed on a *cold weather alert* where back up drivers are called to be on hand for emergencies, and drivers are alerted to call dispatch sooner for assistance if road conditions or traffic cause unusual delays. In districts that contract out for services or do not have bus service, attention to emergency back up plans should be strongly considered.
4. *Family reminders* should begin and be frequently repeated at *wind chills in the minus numbers*. Websites might have advice for safety in extreme conditions.

CONSIDERATIONS FOR OUTDOOR ACTIVITY IN EXTREME COLD

1. When *wind-chills* are *below 20°F dipping into the teens*, consider whether to *suspend outdoor activities*, including outdoor sports, physical education, clubs and playground/recess, because the length of time the children would be outside in these instances is increased. If children go outside, staff needs to be sensitive to children who are not properly clothed, who become wet, or who report they are cold or feeling pain or numbness.
2. No child should be allowed to remain outdoors for an extended time unless your staff can be reasonably assured that all students going outdoors at temperature extremes are adequately clothed. This means that all body parts especially subject to frostbite are covered (feet, hands, ears, noses).

Hot Weather Emergency Advisory¹² (excessive heat and humidity in schools)

The New York State Education Department does not offer any maximum temperature guidelines for conducting school, but recommendations through “The Manual of Planning Standards” that all school develop a policy that contains both minimum and maximum temperatures that are considered by the Board of Education as suitable for occupancy.

The decision on whether or not to close, stay in session or have an early dismissal within the Cornwall Central School District is made by the Superintendent of Schools and local administrators. Considerations and decisions will be made based upon the conditions within the buildings, the safety and immediate needs of students and staff, and the availability of transportation.

Once alerted to the potential of excessive heat and humidity thru special weather statement announced on NOAA radio or FLEETWEATHER Services the following steps will be measured:

- Review planning guidelines within the District-Wide plan in case of power outages,
- Monitor NOAA weather radio and monitor building temperatures during the state time and date of the advisory.
- Monitor all outside programs.
- Consider modifying programs by rotation classrooms within the auditorium and cafeterias throughout the day within the Cornwall Central Middle School.

Hazard Assessment:

- Excessive Heat and Humidity can and does affect the learning process.
- Excessive Heat and Humidity in schools can occur during the school year during the months of June and September. The hottest hours of the day are usually 11:00 A.M. to 4:00 P.M. within the Hudson Valley

¹² Office of Facilities Planning; The New York State Education Department; May 27, 2008

- NY State Health Department Adviser Caution in Hot Weather
- Hot Weather Emergency Advisory

The Office of Facilities Planning within New York State Education Department recommended that local districts include information on how they would respond to a “Hot Weather Emergency Advisory” within their building level safety plans.



SECTION III: RESPONSE

- During normal weather, the body’s internal thermostat produces perspiration that evaporates and cools the body. However, during periods of extreme heat and high humidity, evaporation is slowed and the body must work extra hard to maintain a normal temperature. If the body cannot cool itself, serious illness could result:
 - **Heat stroke** is the most serious heat-related illness – it is an emergency that requires immediate action. Symptoms include hot, dry, red skin, rapid pulse, high body temperature (≥ 105 °F), loss of alertness, confusion, rapid and shallow breathing, and unconsciousness or coma. Emergency 911 should be called immediately. While waiting for assistance, bring the person to a cool place and apply sponges and fans. Wrapped ice packs will help on the neck, wrists, ankles and armpits.
 - **Heat exhaustion** typically occurs when people over-exert themselves in a warm, humid place. Symptoms include heavy sweating; fainting; vomiting; cold, pale, clammy skin; dizziness, headache, nausea and weakness. Heat exhaustion can quickly lead to heat stroke, so if symptoms worsen or do not improve, get medical help. Move the person to a cool place, loosen clothing and apply cool, wet cloths to the neck, face and arms. Give a half glass of water every 15 minutes (up to about one quart) and encourage the person to sip the water slowly. Stop the water if vomiting occurs.
 - **Heat cramps** are muscle cramps in the abdominal area or extremities (e.g. arms and legs). They are often accompanied by heavy sweating and mild nausea. Move the person to a cool place, and apply firm pressure to the cramping muscle. The person can also gently stretch the cramped muscle and hold it for 20 seconds, and then gently massage it. Have the person drink some cool water.
 - **Heat rash** is a skin irritation that looks like a red cluster of pimples or small blisters. Move the person to a cooler place and keep the affected area dry. The person can also use talcum powder to increase comfort.

Use the following chart as a guideline for heat related illnesses¹³:

Category	Heat Index	Possible heat disorders for people in high risk groups
Extreme Danger	130° or higher	Heat stroke or sunstroke likely.
Danger	105 - 129°	Sunstroke, muscle cramps, and/or heat exhaustion likely. Heatstroke possible with prolonged exposure and/or physical activity.
Extreme Caution	90 - 105°	Sunstroke, muscle cramps, and/or heat exhaustion possible with prolonged exposure and/or physical activity.
Caution	80 - 90°	Fatigue possible with prolonged exposure and/or physical activity.

Planning Assumptions:

- According to the New York State Department of Health, simple precautions can reduce threat of dangerous heat-related illnesses. “By taking these precautions, potentially dangerous heat-related illnesses – such as heat stroke and heat exhaustion – can be avoided.”
 - Use air conditioning to cool down or go to an air-conditioned building. If you don’t have air conditioning, open windows and shades on the shady side and close them on the sunny side to try to cool it down.
 - Drink plenty of fluids, but avoid alcohol, caffeine and sugary drinks.
 - Take regular breaks from physical activity.
 - Avoid strenuous activity during the hottest part of the day (between 11 a.m. and 4 p.m.).
 - Wear loose, lightweight, light-colored clothing to help keep cool.
 - Stay out of the sun as much as possible.
 - Wear sunscreen and a ventilated hat (e.g., straw or mesh) when in the sun, even if it is cloudy.

¹³ Fleetweather Global Operations Center; 6/8/11

SECTION III: RESPONSE



- All outside programs are subject to review and monitoring by district administrative staff when a “Hot Weather Emergency Advisory” is issued by the National Weather Service for our area; including hours working outside by buildings and grounds staff.
- All buildings need to be monitor during an electrical power outage as a result of an extreme heat wave.
 - Most of the district classrooms have air condition systems, except the Cornwall Central Middle School classrooms which need to be monitor during extreme heat waves.
 - Cornwall Central High School 98% Air Condition Classrooms; except the gymnasium
 - Cornwall Central Middle School **Cafeteria and Auditorium with limited air condition rooms**
 - Cornwall Elementary School at Lee Road 98% Air Condition Classrooms; except the gymnasium
 - Cornwall-on-Hudson E.S. 98% Air Condition Classrooms; except the gymnasium
 - Willow Avenue E.S. 90% - Air Condition Classrooms; except the gymnasium
- Early Dismissal or School Cancellations during a hot weather emergency would be similar to early dismissal or school cancellations during a snow emergency. The decision to have an early dismissal or to cancel school will be made by the Superintendent of Schools and/or designee.
- Extracurricular Athletic Programs will follow “Heat-Related Issues: National Federation of State High School Associations” guidelines. (NYSPHSAA: Approved May 1, 2010)
 - Heat index will be checked 1 hour before the contest/practice by a certified athletic trainer, athletic director, or school designee when the air temperature is 80 degrees (Fahrenheit) or higher.
 - The athletic trainer, athletic director, or school designee will use the accuweather.com website to determine the heat index for the area of the contest/practice. The accuweather.com website can be reached through the NYSPHSAA website. Once a person is on the accuweather.com website, they will put in the zip code for the location of the contest/practice and the website will give them the air temperature as well as the RealFeel temperature (heat index).
 - If the Real Feel temperature (heat index) is 90 degrees or above, the athletic trainer, athletic director, or school designee must re-check the Real Feel (heat index) at halftime or midway point of the contest. If the Real Feel (heat index) temperature is 96 degrees (Fahrenheit) or more, the contest will be suspended. **Take the appropriate actions for activities lasting 30 minutes or more:**

	Real Feel (Heat Index) under 79 degrees	Full activity. No restrictions
R E C O M M E N D E D	Heat Index Caution: Real Feel (Heat Index) 80 degrees to 85 degrees	Provide ample water and multiple water breaks. Monitor athletes for heat illness. Consider reducing the amount of time for the practice session.
	Heat Index Watch: RealFeel (Heat Index) 86 degrees to 90 degrees	Provide ample water and multiple water breaks. Monitor athletes for heat illness. Consider postponing practice to a time when ReelFeel temp is lower. Consider reducing the amount of time for the practice session. 1 hour of recovery time for every hour of practice (ex. 2hr practice = 2hr recovery time).
	Heat Index Warning: RealFeel (Heat Index) 91 degrees to 95 degrees	Provide ample water and water breaks every 15 minutes. Monitor athletes for heat illness. Consider postponing practice to a time when Reel Feel temp is much lower. Consider reducing the amount of time for the practice session. 1 hour of recovery time for every hour of practice (ex. 2hr practice = 2hr recovery time). Light weight and loose fitting clothes should be worn. For Practices only Football Helmets should be worn. No other protective equipment should be worn.
REQUIRED	Heat Index Alert: Real Feel (Heat Index) 96 degrees or greater	No outside activity, practice or contest, should be held. Inside activity should only be held if air conditioned.



SECTION III: RESPONSE

ACTION PLAN

STAY IN SCHOOL: There are several actions school administrators can take during hot weather:

- Make sure that all drinking fountains are working properly so that students and staff can properly hydrate. Provide bottled water if fountains are inoperable.
- Ensure the ventilation is functioning properly to provide fresh outside air. While this air is not “cool” per se, it will remove heat and contaminants from building occupants, remove the buildup of carbon dioxide, and contribute to decreasing humidity.
- Remove materials covering the ventilation registers to ensure adequate air flow.
- Close blinds and drapes to prevent heat gain from direct sunlight.
- Turn off all un-necessary lighting to eliminate heat gain from fixtures. Use task lighting as necessary for individual work.
- If portable fans are employed, ensure that all guards are in place, classroom doors or building exits are not blocked, and that electrical cords do not pose tripping hazards.
- Turn off all un-necessary electrical appliances. Copiers, fax machines, computers, printers, etc, all produce heat.
- Reduce physical activity by avoiding strenuous activity during gym class, and avoid large group gatherings such as assemblies. Temperatures will rise related to the number of occupants present for an indoor activity.

GO HOME EARLY: The decision to close school or to close early during a “Hot Weather Emergency Advisory” will be made by the Superintendent of Schools; which should be considered if temperatures become excessive.

Different facilities will react very differently in similar weather conditions. Older buildings with heavy masonry walls and smaller windows may reduce the effect of the outside temperature, while a baby boom sheet metal panel building with single pane glazing in large window walls will heat up much quicker. South facing rooms will heat up faster than other rooms in the same building.