



**Department of  
Education**  
Chancellor Richard A. Carranza

# Office of Safety and Youth Development

## Guidelines for Transitioning Students Safely throughout the School Day

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***Please Note:***

*The guidelines outlined in this document focus on elementary schools (K-5) and sites serving students receiving Special Education services and supports but may be applicable to middle and high schools as well depending on size and configuration of school as well as other school-specific variables.*

## Guidelines for Transitioning Students Safely throughout the School Day

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### INTRODUCTION

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*The mission of the Office of Safety and Youth Development (OSYD) is to ensure that New York City's public schools provide all students with a safe, respectful and inclusive learning environment in which integrated practices and procedures support students' well-being, academic achievement and social growth. A safe and supportive school community in which students feel valued and respected is fundamental to students' academic achievement. OSYD's work fully integrates safety and youth development.*

*Effective teaching and learning can only take place in a safe, secure and supportive school environment in which students and staff members work collaboratively for the well-being of all members of the school community. The efforts of administrators, classroom teachers, teachers serving as deans, School Safety Agents, and all other school staff in implementing safety and security procedures are integral to establishing and maintaining a safe and orderly school environment.*

*This guiding document was developed to assist school principals in developing procedures and protocols for the safe and orderly transition of students throughout the school day. School administration must consider additional building and school specific variables when referencing these guidelines and designing school-level procedures and protocols.*

*Transitions in and out of the classroom, whether to the cafeteria, dismissal or other locations, can pose significant safety challenges for teachers and other school staff assigned to supervise students. Covered in this document are procedures for:*

- *Morning Entry*
- *Transitioning to/from Classroom*
- *Transitioning to/from Cafeteria/Auditorium/Gymnasium*
- *Transitioning to/from Main Office/Nurse's Office*
- *Dismissal*
- *School Trips*

*In addition to guidelines, this document includes required procedures such as the Missing Student Protocol, the Protocols for Responding to Door Alarms and the General Response Protocol (GRP) which **MUST** be activated if it is reported that a student is reported lost or missing, the student's whereabouts cannot be confirmed and there is concern for the student's safety or well-being. Schools must be prepared to initiate a soft-lockdown as part of the General Response Protocols **AND** assign staff to secure the exit doors in an effort to prevent the student from leaving the building. Please refer to appendices C and D for the Missing Student Protocol and Responding to Door Alarms document and GRP One Page Summary.*

## Guidelines for Transitioning Students Safely throughout the School Day

### TRANSITION GUIDELINES

*Please note: These guidelines are designed to help staff maintain the safety of students and keep them within range of supervision. School administration must consider additional building and school specific variables when designing school-level procedures and protocols. If, at any point during transition, staff identifies a student as missing, he/she MUST immediately notify school administration and if the student cannot be located, activate the Missing Student Protocol where applicable (Refer to Appendix C).*

#### General Guidelines

- Procedures for transitions must be established during the first week of school by school administration.
- This guiding document as well as other documents/resources such as the Missing Student Protocol must be reviewed at faculty meetings or during a Monday 80 minute Professional Development session. Please visit the [Principals' Portal](#) for additional information.
- Teachers must review and practice the procedures with the students and share examples of what may result when a student does not follow protocol.
- Age appropriate transition procedures should be displayed clearly in the classroom and in specific transition areas such as hallways, cafeteria, and auditorium.
  - o To engage students and assist in learning about procedures, teachers may have students develop posters or flyers describing procedures.
- Schools must have a uniform pass system, usually color coded and with a specific location identified on the pass for students to take with them when transitioning to/from the classroom from other points in building such as Nurse's Office, Bathroom, and Main Office. The pass should be a rigid laminate pass. Please refer to Appendix A – Hall Pass Procedures.
  - o Pass should be large enough so that it cannot be placed in a student's pocket and should be visible to staff.
- Schools should identify designated stairwells specifically for transitioning through the building.
  - o Optimally these are main stairwells near the School Safety Agent desk/point and/or the main office.
- Teachers must use a log system for students to sign when leaving and returning to the class.
- Staff can use the [General Response Protocol \(GRP\) Assembly Card system](#) to identify conditions in their area before transitioning to/from the classroom or common area within the building such as cafeteria, auditorium or gymnasium.
  - o Teachers hold up the red side of the card to alert staff and/or students of a potential issue.
- Schools can use their Building Response Team (BRT) for morning entry or dismissal if it helps coordinate these daily activities. Some or all of the BRT members can be activated as desired. Team members wearing BRT vests can quickly be identified as someone to report to if a student is missing.
  - o Assembly Point Coordinators can assist with addressing large crowds of students.
  - o Incident Assessors can be used to assess conditions if multiple areas are used for entry or dismissal.

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- Staff assigned a two-way radio must receive appropriate training in the use of two-way radios for supervising and monitoring large common areas such as schoolyards, cafeterias and auditoriums. For information on training in the use of two-way radios, contact your [Borough Safety Director](#).
- Staff assigned to large common areas must monitor the physical environment and avoid groups congregating. Staff must be assigned specific areas or classes to monitor.

### MORNING ENTRY

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*Staff must be available in the morning to welcome and greet students upon arrival to school. In addition, it is highly recommended that school administration hold a morning muster prior to starting each school day. The morning muster is an opportunity for school administration and staff (i.e. principal, assistant principals, School Safety Agent, custodial staff designee, school food designee, CBO partners and others where applicable) to review any concerns (safety or non-safety related issues) and to share any adjustments to coverage, deployment or other various needs. For more information, please refer to the Morning Muster Guidelines included in Appendix B.*

*Once morning entry is complete and students have arrived in the classroom, the teacher will take attendance. Upon completion of attendance in the classroom, if the teacher identifies a student who was reported to have arrived in school and who is not present in the classroom, he/she **MUST** immediately notify school administration and if the student cannot be located, activate the Missing Student Protocol where appropriate (Refer to Appendix C).*

#### Morning Line-up in Schoolyard or Auditorium (no breakfast program)

- Assign school staff to supervise students during morning line-up.
- Assign students or classes to specific sections of the schoolyard or seats in the auditorium to await pick-up by the teachers. Class sections or seats should be clearly identified with signs that are easily recognizable by students (i.e. numbers, color-coded, class codes).
  - o Supervisors must be assigned to specific locations in the arrival areas such as schoolyard gates, auditorium doors or at any points of entry/egress.
- Staff must be provided with attendance sheets for the classes to which they are assigned.
  - o Attendance is taken after the students line-up.
- Teachers must take attendance when they arrive to class.

#### Morning Line-up in Schoolyard or Auditorium (with breakfast program)

- Attendance for students who participate in breakfast program **MUST** be taken prior to transitioning to morning line-up.
- Same procedures as identified above (Morning Line-up in Schoolyard or Auditorium with no breakfast program) apply.
  - o Attendance must be taken at the morning line-up.

## Guidelines for Transitioning Students Safely throughout the School Day

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### Morning Line-up in Cafeteria with Breakfast program

- Assign school staff to supervise students in cafeteria for morning line-up and breakfast program.
- Designate a section of cafeteria for morning line-up and assign students or classes to specific sections clearly identified with signs that are easily recognizable by students (i.e. numbers, color-coded, class codes).
  - Supervisors must be assigned to monitor all points of entry/egress of the cafeteria.
- Students not participating in breakfast program, upon arrival, should line-up under their class section.
- Students participating in the breakfast program, upon completion of breakfast, should line-up under their class section.
- Staff must be provided with attendance sheets for the classes to which they are assigned.
  - Attendance must be taken after the students line-up.

### Morning Line-up with Breakfast program and Direct Transition to Classroom

- Assign school staff to supervise the breakfast program and to escort students directly to classroom upon completion of breakfast.
- Same procedures as identified under Morning Line-up in Cafeteria with Breakfast program apply.
  - Instead of staff escorting students to morning line-up, they must escort students directly to their classroom.
  - Attendance must be taken during line-up in the cafeteria and shared with classroom teacher.

### Morning Line-up from School Bus

- A bus/transportation roster or list of all bus students and routes must be maintained and updated consistently.
- Students who travel to school on the yellow bus must have their attendance verified as soon as they step off their bus by the bus coordinator or designee.
  - If a bused student does not report to school, school must follow [attendance protocols](#).
- Staff must be assigned to escort students from bus drop off to morning line-up or cafeteria for breakfast program.

### Late Arrivals

- School staff must be assigned to escort late arriving students to the designated area (i.e. main office, auditorium, cafeteria, etc.).
  - Late arriving students accompanied by a parent/guardian must be directed to the main office after signing in with the front desk.
- If applicable, late arrivals must be captured in the Comprehensive Attendance, Administration and Security System (CAASS). Otherwise, a daily lateness log should be utilized.

## Guidelines for Transitioning Students Safely throughout the School Day

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- Late arriving students should be escorted to the classroom by assigned staff where available and based on the age/grade level of the student.
  - For K-2, escort must be provided by:
    - Available staff (i.e. school aide, teacher, administrator)
    - Partner system where applicable
  - For incidents where staff or partner is unable to escort student, the office staff must contact the classroom teacher to notify him/her that the late arriving student is on his/her way to classroom with a late pass from the main office.

## TRANSITIONING IN THE SCHOOL BUILDING DURING THE SCHOOL DAY

*There are many reasons for a student to transition to/from a classroom and throughout the building during the school day. The following guidelines are provided to assist you in developing procedures for students to maintain order during transition and to ensure that students remain safely in the building. If, at any point during transition, staff identifies a student as missing, he/she MUST immediately notify school administration and if student cannot be located, activate the Missing Student Protocol where appropriate. (Refer to Appendix C)*

*Please note: these guidelines are designed to help staff maintain the safety of students and keep them within range of supervision. School administration must consider additional building and school specific variables when designing school-level procedures and protocols.*

### Classroom to Restroom

#### **For students in K-2:**

***Please note that for classrooms that have an interior bathroom, these transition procedures may not be applicable.***

- In classrooms with more than one adult (i.e. para, co-teacher), this adult must escort children in small groups as needed to restroom.
- If there is no second adult in the classroom, the teacher must assign students to the restroom in pairs or triads with a bathroom pass.
  - Explain to the students that restroom partners are responsible for looking after one another by reporting any problems to the teacher.
- If staff is available (i.e. school aides), a school may create a system where staff can assist in monitoring restrooms.
- Teachers may add additional travel time to cluster classes and/or lunch to provide an opportunity for students to use the restroom.
- If a staff member encounters a student alone outside of a classroom (i.e. restroom, hallway), he/she must escort the student back to the classroom and notify the teacher or school administration.

## Guidelines for Transitioning Students Safely throughout the School Day

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### *For students in grades 3-5:*

- Teacher must provide the student with a bathroom pass that he/she must carry to/from the restroom and return to the teacher upon arrival back to the classroom.
  - Teacher may opt to assign a bathroom partner.
  - Student must sign bathroom log.
- Before transitioning to another room, the teacher must check the bathroom log to identify any student that is using the restroom. If staff identifies a student that has not returned from restroom, the teacher must notify administration immediately and if the student cannot be located the Missing Student Protocol MUST be activated where appropriate.
- If any staff member encounters a student who is alone outside of a classroom without a pass (i.e. restroom, hallway), he/she must direct the student back to the classroom and notify the teacher or school administration.

### To and from classrooms with teachers

- Attendance must be taken before and after transition whether inside the same building or when transitioning between buildings.
- Teacher must travel with the class roster and should use General Response Protocol (GRP) Assembly Card if necessary if an issue arises during a transition.
- All classrooms that will be empty must be locked by the teacher after all staff and students have exited the room.

### Classroom to Cafeteria or the Auditorium

- Students should line-up using a predetermined system (i.e. height, tables, alphabetical).
  - The teacher can alternate students as line leaders/monitors with the responsibility to report any problems during transition such as a student leaving the line.
- Students must be accompanied to their destination by the teacher or another assigned adult.
- Classes should be seated at assigned tables that are clearly marked (i.e. class code, color-coded, number). In the auditorium, specific directions should identify the rows where students will sit.
- Supervisors or classroom teachers must take attendance after the students are seated.
- Students must be picked up from the cafeteria/auditorium by the teacher.
- Students must be dismissed in an orderly fashion by class.
- Attendance must be taken by the teacher upon returning to the class.

### Cafeteria to Recess

- If school holds recess in the schoolyard, staff must be assigned to supervise students at all times
- Staff must be assigned to supervise all points of entry and egress in the schoolyard.
- Prior to re-entry into building, assign students/classes to specific areas of schoolyard for line-up
- Staff must take attendance once line-up is completed.

## Guidelines for Transitioning Students Safely throughout the School Day

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- Students must be dismissed in an orderly fashion by class. For K-2, students must be picked up from schoolyard by teacher.
- Staff must visually scan the schoolyard to ensure that no children are left behind.
- Attendance must be taken by the teacher upon return to the class.

### Traveling to and from the Nurse's Office

- All students must be escorted to and from the nurse's office by the closest available adult staff member (i.e. school aide, teacher, administrator if available) or by a partner with a pass. This includes all settings such as recess, cafeteria, physical education, classroom, etc.
- Teacher must give a student who travels independently and/or with a partner, a pass to/from the nurse's office which the student must return to the teacher upon arrival back to the classroom.
- Nurse must notify teacher of student's arrival.
- If it is determined that student cannot return to class, the nurse must notify the teacher as well as contact the student's parent.

### Classroom to Main Office

**Please Note: Kindergarten students must not be sent to main office without an adult present.**

- In the lower elementary grades, students must be sent with a partner to the Main Office for any specific task. In grades 3-5, students can be sent to the office independently with a pass.
- All students must have a clearly identified pass (i.e. color-coded with location on pass).
- All students must return the pass directly to the teacher upon their return.

## SCHOOL DISMISSAL

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### Student Dismissal (Non-Busing)

- Students must line-up using a predetermined system (i.e. by height, table, or alphabetical).
- Teacher must take a headcount (i.e. visual, written) when students are lined up before leaving the classroom.
  - o Copies of the class roster should be created for use at dismissal to ensure that all students are either picked up or taken to the waiting area if parents are late.
- Teacher must escort students to the dismissal site.
  - o Students must be released only to adults listed by the legal guardian on the emergency (blue) card.
- Students who are not picked up must be escorted by the teacher to the designated waiting area in the school.
  - o Copies of class rosters must be given to the staff assigned to dismissal waiting areas with indicators next to the names of those students taken to the waiting area.
  - o These students may only be released to adults designated on the blue card.



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### Student Dismissal (Busing)

- Staff must be assigned to busing meeting point (i.e. auditorium, cafeteria) to supervise students and take attendance.
- School may assign designated staff members to pick up students traveling by yellow bus from their classroom to escort them to the busing meeting point.
- Staff must escort students to their respective buses.
- Students should have IDs and carry their school bus route number.

### Dismissal to After-school Program within School Building

***Please note: For schools who have an after-school program run by a Community Based Organization (CBO) it is important to include CBO partner in development of dismissal to after-school procedures. CBO staff must be present at time of dismissal to greet students upon arrival to program. This includes appropriate daily attendance procedures. In addition, schools must share the Missing Student Protocol (Refer to Appendix C), General Response Protocols (Refer to Appendix D) and BRT planning template (Refer to Appendix E) with their CBO partner(s). If, at any point during transition, staff identifies a student as missing, he/she MUST immediately notify school administration or CBO site coordinator and if student cannot be located, the Missing Student Protocol must be activated where appropriate (Refer to Appendix C).***

***Please note: these guidelines are designed to help staff maintain the safety of students and keep them within range of supervision. School administration must consider additional building and school specific variables when designing school-level procedures and protocols.***

- For students in grades K-2, school must identify staff to escort students to the designated after-school program pick-up area.
- Students in grades 3-5 may proceed independently with a pass to the designated after-school program pick-up area.
- School staff or CBO staff must be assigned to supervise the students at the designated area and must arrive at post prior to dismissal.
  - o Number of staff members should be assigned based on the number of students enrolled in after-school program (i.e. 1 staff member for 10-20 students).
  - o School staff or CBO staff must have roster of students enrolled in after-school program and take attendance at the designated pick-up area. Attendance must be shared with the CBO staff if taken by school staff.
- Students must be assigned seating areas to await pick-up by the after-school program staff if program does not take place in designated pick-up area.
- Attendance must be taken by the after-school CBO staff upon arrival at the program.
- Any missing student must immediately be reported to the after-school program director and the missing student protocol must be followed where appropriate.

## Guidelines for Transitioning Students Safely throughout the School Day

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### Dismissal to After-school Program outside of School Building

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- For students in grades K-2, school must identify staff to escort students to the designated after-school program pick-up area.
- Students in grades 3-5 may proceed independently with a pass to the designated after-school program pick-up area.
- School staff or CBO staff must be assigned to supervise the students at the designated area and must arrive at post prior to dismissal.
  - Number of staff members should be assigned based on the number of students enrolled in after-school program (i.e. 1 staff member for 10-20 students).
  - School staff or CBO staff must have roster of students enrolled in after-school program and take attendance at the designated pick-up area. Attendance must be shared with the CBO staff if taken by school staff.
- Students must be assigned seating areas to await pick-up by the after-school program staff.
- CBO staff will be responsible for escorting students to the after-school program location (i.e. school down the block, community center across the street).
- Attendance must be taken by the after-school CBO staff upon arrival at the program.
- Any missing student must immediately be reported to the after-school program director and the Missing Student Protocol must be followed where appropriate.

## TRANSITIONS OUTSIDE OF THE SCHOOL BUILDING

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### School Trips

- All schools must adhere to [Chancellor's Regulation A-670](#) regarding school trips.
- Students must be accompanied at all times by the teacher or other assigned adults.
  - Teachers must have with them, class rosters with emergency contact information for students who are with the class.
- Staff must identify protocols for school trips and share with students (i.e. using the buddy system, carrying IDs, line leaders, and sitting in their assigned groups during lunch).
- Teachers must monitor the front and back of the line by stopping intermittently to ensure that all students are with the class when traveling during the trip. If the class is assigned a paraprofessional or other adult assistant, one adult monitors the front and the other remains at the rear of the class line.
- Assigned staff must take attendance at various times during the school trip (i.e. on school bus or other mode of transportation (both to/from location), upon arrival at destination, during lunch, after lunch, upon arrival at school).
- Teachers must use the GRP assembly card system when on a trip with more than one class to ensure that all students are accounted for before moving from one activity to another, including leaving the trip location for the return to school.
- Bathroom partners must be assigned if student(s) is not accompanied to bathroom by an adult.

## **Guidelines for Transitioning Students Safely throughout the School Day**

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- Restroom partners are responsible to look after one another and should enter the restroom in pairs.
- Restroom partners must report any problems to the teacher.
- If traveling to the restroom together as a group, the teacher and staff must ask students to line-up and assign students to restroom in pairs (if applicable).
- Teacher or assistant must check the bathroom when the class has finished and visual attendance needs to be taken before proceeding to the next activity.
- Staff must conduct headcount checks periodically throughout the day.
  - If a student is identified as missing, immediately call 911 and notify school administration.

## Guidelines for Transitioning Students Safely throughout the School Day

### APPENDIX A – Hall Pass Procedures

Reference: *Best Practices Standards for Creating and Sustaining a Safe and Supportive School*

Clear and enforceable school rules, especially those that regulate how students move around the school building, contribute to a safe and secure school community and are integral to establishing and maintaining a positive school tone/climate.

Type	Description
Hall Passes	<ul style="list-style-type: none"> <li>• Passes are laminated or made of soft colorful plastic; passes are large enough so that they cannot be placed in pockets.</li> <li>• For appointments with school counselors, program office, health office, etc., official paper passes are issued.</li> <li>• Health Office passes are obtained by students from subject teachers.</li> <li>• Non-official, handwritten passes are not regularly used.</li> <li>• When a substitute is given a program, s/he is given dated paper student passes to issue with his/her name, the classes, and rooms.</li> <li>• All teachers keep classroom logs for their passes. Logs indicate the name of the student leaving the room, the period, the time, and the student’s destination.</li> </ul>
Elevator Passes	<ul style="list-style-type: none"> <li>• Elevator passes are only issued to students with physical constraints, as indicated by doctor’s note.</li> <li>• The nurse (if applicable) and an Assistant Principal (AP) must jointly issue elevator passes.</li> <li>• Both temporary passes (with expiration) and permanent passes are available.</li> <li>• Elevator passes have an expiration date printed on the pass and long term passes are reissued every six months.</li> <li>• All elevator passes issued are recorded in a log.</li> <li>• Elevator keys or key cards are not distributed to students. A staff member provides students with elevator passes with access to the elevator.</li> </ul>
Passing Between Classes	<ul style="list-style-type: none"> <li>• Bathrooms are locked for the first and last ten minutes of every period.</li> <li>• Working as a team, deans, guidance personnel, Assistant Principals, security personnel and school aides are assigned to move students to class; particular attention is given to trouble spots.</li> <li>• The floor team and School Safety Agents (SSAs) independently move students through the halls once they exit the classrooms.</li> <li>• Teachers stay at their classroom doors to welcome their students into class.</li> </ul>
Lateness/Cutting	<ul style="list-style-type: none"> <li>• Students found in the halls after the start of the period and without a pass are escorted by security staff to a holding room or auditorium. (HS and MS only). The Deans’ Office keeps a record of these students and refers students who are chronically late and/or cutting to guidance for counseling.</li> <li>• Students found in the halls without a pass are escorted to their classrooms. (Elementary only).</li> </ul>

## Guidelines for Transitioning Students Safely throughout the School Day

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### APPENDIX B – Morning Muster Guidelines

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The morning muster meeting is a best practice that schools/campuses should hold prior to school opening each day to communicate any potential adjustments to school operations. The brief meeting is an opportunity for various stakeholders in the building to review safety concerns and to share adjustments to coverage, deployment and various other needs. This is an optimal time for any CBO partner representative to share any issues that may have taken place during the prior day's program.

#### WHO SHOULD ATTEND?

- Principal/Designee for each of the schools on the campus
- School Safety Level 3 / Designee
- Custodial Staff Designee
- CBO partner (if present during the regular school day)
- NYPD Youth Officer (if assigned)

#### WHERE SHOULD MUSTER BE HELD?

Meeting should be held in a visible designation near the morning entry location. When possible, the meeting should be held in the same designated location to avoid delay.

#### HOW LONG SHOULD MUSTER LAST?

The meeting should be 10-15 minutes in duration. Keeping in mind that this is a daily briefing, the content should be kept to a standard format.

#### WHAT INFORMATION SHOULD BE DISCUSSED?

- **Administrative Absence from building** - Note if any principals and/or assistant principals are not in the building.
- **Operational Staff attendance** - Note any deans or support staff missing from the building.
- **School Safety Agent Daily Deployment** - Distribute the daily deployment schedule and relay concerns and potential trends and "hot spots."
- **Custodial Concerns** - Relay any concerns to and from custodial staff (graffiti, weather conditions, etc.).
- **After-School Programs/Permits** - Confirm coverage based on approved permit for after-school programs and weekend programs.
- **Visitors to the Building** - Notify schools and support staff about any outside organizations visiting the campus.
- **Upcoming Events** - Discuss any additional coverage needed, visitors, etc. as a result of upcoming events or events taking place that day.
- **Incidents** - Discuss any incidents or updates that may have taken place the day prior during or after school or over the weekend, as well as incidents that may have occurred around the school perimeters.

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### APPENDIX C – Missing Student Protocol and Responding to Door Alarms

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

#### Using the Missing Student Protocol

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

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

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

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

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

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

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

## **Guidelines for Transitioning Students Safely throughout the School Day**

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### **THE FOLLOWING STEPS MUST BE TAKEN IF IT IS DETERMINED THAT THE MISSING STUDENT PROTOCOL SHOULD BE ACTIVATED**

#### **If it is confirmed that the student has exited the building:**

Immediately call 911 (including transit police), and notify the Principal/Designee, Emergency Information Center (EIC), and the Borough Safety Director (BSD). Provide a clear description of the student, to include the information below:

- Height and approximate weight
- Ethnicity
- Complexion and hair color
- Attire and any distinguishing features
- Verbal or non-verbal
- Languages spoken

In addition, it should also be noted where the child was last observed.

Notify the School Safety Agent (SSA) in the building so that the Borough Command and School Safety Division can activate their protocols.

Immediately monitor the video surveillance system (if applicable) including perimeter cameras.

Notify the parent.

Review the Blue Card to identify any relatives listed who may live near the school. This information may be relevant in locating the missing student.

Activate the Building Response Team (BRT) and open the Command Post and gather all relevant information necessary to work with first responders and law enforcement (description of the student, blue card information, photograph (if available)). If applicable, review the student's Individualized Education Plan (IEP) to determine what additional supports are required.

When the parent arrives at the school, escort the parent to the Command Post so that the parent may discuss the incident with school officials and law enforcement. Where applicable, have the parent coordinator accompany the parent in order to provide additional support to the family. A representative of the school crisis team should also report to the Command Post to provide support to the family.

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### **If it cannot be confirmed that the student has exited the building:**

Notify the Principal/Designee and the School Safety Agent.

Provide a clear description of the student, including where the child was last observed. Include the information below in the description:

- Height and approximate weight
- Ethnicity
- Complexion and hair color
- Attire and any distinguishing features
- Verbal or non-verbal
- Languages spoken

Activate the BRT, and open the Command Post. Provide all BRT members, School Safety Agents, Shelter-In staff, and floor searchers, a description of the student, and if available, a photograph of the student. If applicable, review the student's IEP to determine what additional supports are required.

Immediately monitor the video surveillance system (if applicable) including perimeter cameras.

Initiate a soft lock-down and assign Shelter-In staff to secure the exit doors. Use the following language: "Attention, this is a soft lock-down. Take proper action. All staff, we are looking for (use the name and description you have). If you know where this student is, please call extension (insert the phone extension to call)."

If the student is observed on the camera system, immediately deploy search staff to the location where the student was observed. This includes areas outside of the school building.

Inside the building, all rooms and offices, including restrooms and access to the basement must be searched.

After an initial sweep of the building, if the student has not been located, immediately call 911 (including transit police), Emergency Information Center (EIC), and the Borough Safety Director (BSD).

If available, provide law enforcement with a photograph of the missing student.

Notify the parent of the student and continue searching the building.

Review the Blue Card to identify any relatives listed who may live near the school. This information may be relevant in locating the missing student.



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When the parent arrives at the school, escort the parent to the Command Post so the parent may discuss the incident with school officials and law enforcement. Where applicable, have the parent coordinator accompany the parent in order to provide additional support to the family. A representative of the school crisis team should also report to the Command Post to provide support to the family.

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### Follow-up steps for all students:

Schools are required to use appropriate guidance and other interventions to respond to all students who leave class or a school building without authorization, regardless of whether the protocol is activated.

Schools must enter ALL incidents into the [Online Occurrence Reporting System \(OORS\)](#) and provide updates as needed.

In ALL incidents where a student leaves the building without authorization, schools must review existing building protocols with the student and other students where appropriate to prevent recurrence of similar behavior.

### DOOR ALARM RESPONSE PLAN

All schools must create a building specific response plan that can be utilized together with the door alarm response protocol to respond when a door alarm has been activated. The guidance below is designed to support school leaders and staff members in developing their building specific response plans and when responding to an activated door alarm. A template for the Door Alarm Response Plan can be found in the School Safety Plan.

Every adult in the building has some responsibility when a door alarm is heard. All staff must receive training that outlines how the alarms operate, the required maintenance, what to do when any adult in the building hears a door alarm, and when to use other emergency response actions including the General Response Protocols and the Missing Student Protocol.

- Door Alarm training and the development of a Door Alarm Response Plan for each school building must be completed before students report for their first day of the school term.
- Training must also be conducted during summer school so that all staff are aware of building specific procedures on summer co-locations.
- Responses by staff are different if you are with or without students when a door alarm is activated.
- Staff assigned the responsibility of responding to activated door alarms (including School Safety Agents) must have a key that is distributed by the principal.

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- An effective response plan is based on regular collaboration and communication between all staff, including SSAs.
- SSAs will respond to incidents and work closely with school staff to address issues. School Safety Agents will visually inspect the doors and the alarms while on routine patrol. When an alarm is activated, they will respond to the location and immediately investigate the cause so that proper action can be taken. School Safety Agents are issued keys to the alarms so that if they are the first one to respond to an alarm, they can turn it off while investigating as the alarm sound can be disruptive.
- The SSA is not part of the regular door alarm test and should not be part of the building specific door alarm deactivation procedures for alarms that will be temporarily deactivated throughout the school day.

### **DOOR ALARM RESPONSE PROTOCOL**

#### **THE FOLLOWING STEPS MUST BE TAKEN WHEN A DOOR ALARM IS ACTIVATED**

- All adults who are NOT supervising students must do the following when they hear an activated door alarm:
  - Immediately report to the door where the alarm has been activated to observe conditions and to determine the possible cause of the alarm (i.e. staff or students observed in stairwell, student running from scene in the hallway, door propped open).
  - Immediately call the appropriate office and/or main desk to report the specific location of the door alarm that was activated and share any observations.
  - If the person who hears the door alarm is someone in possession of a two-way radio (e.g. administrator, dean, security school aide) or if a School Safety Agent (SSA) is present, immediately use the radio to report the specific location of the door alarm that was activated to other staff with radios so that everyone can respond with accurate information.
- For all adults who ARE supervising students when they hear an activated door alarm:
  - Immediately call the appropriate office and/or main desk and report the specific location of the door alarm that was activated.
  - Immediately look outside the classroom window and/or look outside the classroom door in an effort to observe anything that may provide additional information such as a staff member/ student(s) walking away from the door.
  - Report observations to the staff members and/or SSAs who respond to the door alarm.

If the door alarm was activated and the cause for the alarm is believed to be the result of an intruder or a missing student, the General Response Protocols and/or Missing Student Protocol must be activated, as appropriate, based on the specific information in each incident.

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### **PROTOCOL FOR WHEN AN ELEMENTARY STUDENT IS OBSERVED LEAVING A SCHOOL BUILDING OR SCHOOL GROUNDS WITHOUT AUTHORIZATION:**

When an elementary school student leaves a school building or school grounds without authorization, it is an inherently dangerous situation and immediate steps must be taken to ensure the student's safe return to school. The following procedures must be followed when a staff member observes an elementary school student leave the school building or school grounds without authorization.

Please note that these procedures **DO NOT** replace the Missing Student Protocol, which sets forth the procedures to be followed when a student is reported missing and the student's whereabouts cannot be confirmed or the Door Alarm Protocol, which sets forth the procedures for when a door alarm is activated. These protocols must be followed as appropriate.

#### **For Staff NOT Supervising Students:**

1. A staff member who sees an elementary student leaving the school building or school grounds without authorization and who is NOT supervising students must immediately follow the student unless there is a School Safety Agent (SSA) in the staff member's immediate vicinity who can be informed of the student's unauthorized departure. In such cases, the SSA will pursue the student. The staff member must immediately notify 911 and the principal/designee by radio or cell phone, if available. The principal/designee will activate the Missing Student Protocol when it is confirmed the student exited the building and the student is not immediately secured by the SSA.
2. If an SSA is not in the immediate vicinity of a staff member, the staff member must immediately follow the student (as long as he/she is not supervising students). As soon as it is possible and will not interfere with locating the student, the staff member must notify 911 and the principal/designee by radio or cell phone, if available. All reasonable steps must be taken to reach the student without risking bodily injury to the staff member or the student.
3. If the staff member is able to reach the student, he/she must take appropriate steps to safely return the student to school and notify the principal/designee that he/she will be returning to the school with the student. If the student refuses to return to the school and/or the staff member is unable to safely return the student without additional support, the staff member must remain with the student and contact 911 and then notify the principal/designee.
4. If the staff member loses sight of the student, he/she must immediately notify 911 and provide the information below, where possible, and then immediately notify the principal/designee who will activate the Missing Student Protocol:

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- Location and direction where the student was last observed
- Height and approximate weight
- Ethnicity
- Complexion and hair color
- Attire and distinguishing features
- Whether the student is verbal
- Languages spoken

### For Staff Members Supervising Students:

1. A staff member who sees an elementary student leaving the school building or school grounds without authorization and who is supervising students, must immediately inform any staff member that is nearby to follow the student unless there is a School Safety Agent (SSA) in the staff member's immediate vicinity who can be informed of the student's unauthorized departure. In such cases, the SSA will pursue the student. The staff member must immediately notify 911 and the principal/designee who will activate the Missing Student Protocol, when it is confirmed that the student exited the building and cannot be returned by the SSA.
2. If there is not an SSA or another adult in the staff member's immediate vicinity, the staff member must immediately notify 911 by radio or cell phone, if available and provide the following information below, where possible:
  - Location and direction where the student was last observed
  - Height and approximate weight
  - Ethnicity
  - Complexion and hair color
  - Attire and distinguishing features
  - Whether the student is verbal
  - Languages spoken

In addition, the staff member must immediately notify the principal/designee and the Missing Student Protocol will be activated.

## Guidelines for Transitioning Students Safely throughout the School Day

### GRP Summary Sheet for Teachers and Students

The General Response Protocol (GRP) has been designed (in collaboration with the “i love U guys” Foundation) to provide all schools with the direction they will take when an emergency incident occurs. At its core is the use of **common language** to identify the initial measures all school communities will take **until first responders arrive**. In every incident, school administrators will need to assess the unique circumstances that will affect how the GRP is implemented. 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.

**Lockdown (Soft/Hard) – *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 to the designated Command Post for further direction. *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. Announcement: “Attention: We are now in Soft/Hard Lockdown. Take proper action.” (Repeated twice over the PA system.)**

**Students are trained to:**

1. Move out of sight and maintain silence.

**Teachers are trained to:**

1. Check the hallway outside of their classrooms for students, lock classroom doors, and turn the lights off.
2. Move away from sight and maintain silence.
3. Wait for First Responders to open door, or until hearing the “All Clear” message: “**The Lockdown has been lifted**”, followed by specific directions.
4. Take attendance and account for missing students by contacting the main office.

**Evacuate – The fire alarm system is the initial alert for staff and students to initiate an evacuation. However, there may be times when the PA system and specific directions will serve as the alert initiating an evacuation. Announcements will begin with “Attention”, followed by specific directions. (Repeated twice over the PA system.)**

**Students are trained to:**

1. Leave belongings behind and form a single file line. In cold weather, students should be reminded to take their coats when leaving the classroom. **Students in physical education attire WILL NOT return to the locker room.** Students without proper outdoor attire will be secured in a warm location as immediately as possible.

**Teachers are trained to:**

1. Grab evacuation folder (with attendance sheet and Assembly Cards).
2. Lead students to evacuation location as identified on Fire Drill Posters. **ALWAYS LISTEN FOR ADDITIONAL DIRECTIONS.**
3. Take attendance and account for students.
4. Report injuries, problems, or missing students to school staff and first responders using Assembly Cards.

**Shelter-In – “Attention. This is a Shelter-In. Secure all exit doors.” (Repeated twice over the PA system.)**

**Students are trained to:**

1. Remain inside of the building.
2. Conduct business as usual.
3. Respond to specific staff directions.

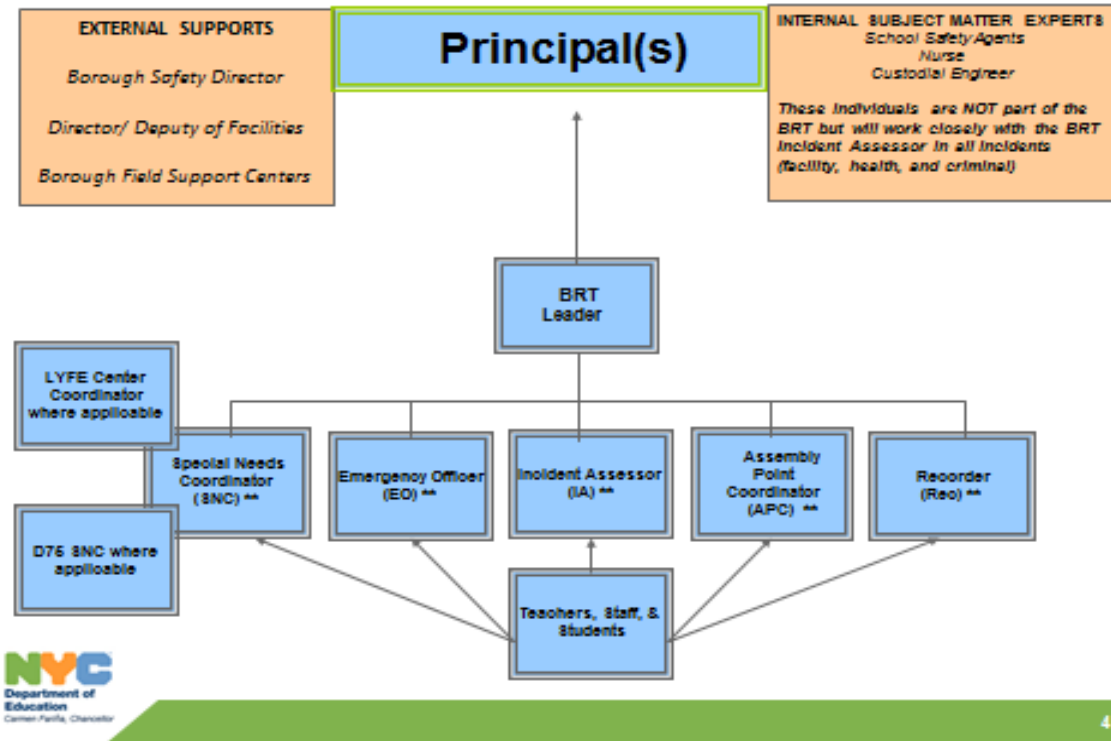
**Teachers are trained to:**

1. Increase situational awareness.
2. Conduct business as usual.
3. The Shelter-In directive will remain in effect until hearing the “All Clear” message: “**The Shelter-In has been lifted**”, followed by specific directions.

**BRT members, floor wardens, and Shelter-In staff will secure all exits and report to specific post assignments.**



## APPENDIX E – BUILDING RESPONSE TEAM (BRT) PLANNING DOCUMENT



The BRT is comprised of building personnel who have volunteered to assist the school or non-school facility during an incident. The average BRT will consist of five core members plus the BRT Leader, as well as at least two alternates (e.g., counselors or other support staff) to fill in for sick or absent BRT members. However, BRT sizes will be determined on a case-by-case basis. It is a requirement that at least one BRT member be trained in CPR, AED, use of an Epi Pen, and first aid.

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Please note that this chart may be used to help plan for staffing the BRT. Information should be shared with all members of the BRT and your Borough Safety Director.

<i><b>BRT Position</b></i>	<i><b>Suggested Staff Assigned</b></i>	<i><b>Brief Description of Role</b></i>	<i><b>Name &amp; Contact (E Mail, DOE Cell)</b></i>
BRT Leader	AP, Lead Dean	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 (EO)	AP, Counselor, Dean	The Emergency Officer 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	Various, as needed <b>MUST BE INCLUDED IN THE AFTER-SCHOOL BRT</b>	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 LYFE Center and/or District 75 program, an additional SNC is required for each program	AP Special Ed, IEP Coordinator	The Special Needs Coordinator 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.	
Assembly Point Coordinator	Parent Coordinator, Dean, Supervising Aide <b>MUST BE INCLUDED IN THE AFTER-SCHOOL BRT</b>	The Assembly Point Coordinator monitors and assists with the relocation of staff, teachers, and students to either an internal or immediately external assembly point(s) during an emergency. S/he fulfills a secondary role by collecting information from teachers and other staff on missing students or unaccounted for individuals (including contractors, vendors, substitute staff, or persons who were signed into the building as visitors) for emergency responders.	

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<i><b>BRT Position</b></i>	<i><b>Suggested Staff Assigned</b></i>	<i><b>Brief Description of Role</b></i>	<i><b>Name &amp; Contact (E Mail, DOE Cell)</b></i>
Recorder	Secretary <b>MUST BE INCLUDED IN THE AFTER-SCHOOL BRT</b>	The recorder is responsible for collecting detailed information from the beginning to the end (recovery phase) of an incident. Multiple recorders can be assigned to a BRT and activated in an incident. One recorder may work with the Principal and another may work with the BRT Leader.	



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