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INTRODUCTION

In the Spring of 2001, the Yonkers Board of Education adopted a policy in compliance with New York State SAVE Legislation –Education Law §2801-a requiring the development of a districtwide school safety plan and building-level school safety plans regarding crisis intervention and emergency response. This policy is reviewed and updated as required.

Yonkers Public Schools Districtwide Emergency Management Plan and building-level plans are designed to prevent or minimize the effects of emergencies and to facilitate the coordination of local, county and state resources with schools and the school district.

Pursuant to New York State Board of Regents August 10, 2011 amendment to subdivision (e) of section 155.17 of the Regulations of the Commissioner of Education, the following Districtwide Emergency Management Plan is available for review.
The Board of Education recognizes the necessity for preparing an emergency management plan in order to ensure that the safety and health of students and staff, as well as district property, are safeguarded in the event of a true emergency. Pursuant to this concern and the regulations of the Commissioner of Education, the Superintendent of Schools is directed to develop such a plan for each school and for the district.

The Superintendent is to ensure that copies of the plan are available for public inspection and that there are copies in appropriate places throughout the district. The Superintendent is to notify the Board of Education and District (BOCES) Superintendent whenever the Emergency Management Plan is activated and results in the closing of a school building in the district.

Each building-level school safety team shall develop a school emergency management plan, which shall include the following elements:

1) policies and procedures for the safe evacuation of students, teachers, other school personnel as well as visitors to the school in the event of a serious violent incident, natural disaster or other emergency, which shall include evacuation routes and shelter sites and procedures for addressing medical needs, transportation and emergency notification to persons in parental relation to a student. For purposes of this subdivision, “serious violent incident” means an incident of violent criminal conduct that is, or appears to be, life threatening and warrants the evacuation of students and/or staff, as defined in regulations of the Commissioner developed in conjunction with the division of criminal justice services;

2) designation of an emergency response team comprised of school personnel, local law enforcement officials, and representatives from local regional and/or state emergency response agencies, other appropriate incident response teams, and a post-incident response team that includes appropriate school personnel, medical personnel, mental health counselors and others who can assist the school community in coping with the aftermath of a violent incident or natural disaster;

3) procedures for assuring that crisis response and law enforcement officials have access to floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area;

4) establishment of internal and external communication systems in emergencies;

5) definition of the chain of command in a manner consistent with the national interagency incident management system/incident command system;

6) coordination of the school safety plan with the state-wide plan for disaster mental health services to assure that the school has access to federal, state and local mental health resources in the event of a violent incident or natural disaster;

7) procedures for review and the conduct of drills and other exercises to test components of the emergency response plan; and

8) procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property.

Ref: NYS Safe Schools Against Violence in Education (SAVE) Act 2000
Part 155 Regulations – Section 155.17 School safety plans
Adoption date: July 20, 2011
Components of the Yonkers Districtwide Emergency Management Plan

Policies and procedures for:

- Responding to civil disturbances, acts of violence or threats, and protocols for bomb threats, hostage taking, intruders and kidnappers – Section E
- Responding to environmental problems, fire and explosion, systems failure and medical emergency – Sections F, G, H and I
- Appropriate prevention/intervention strategies
  - Training for security personnel
  - Conflict resolution / Peer mediation
    - Second Step promotes social competence and reduces students’ social and emotional problems
    - Andrus Children’s Center provides on-site counseling to high risk students and families
    - Nepperhan Community Center provides prevention programs regarding alcohol, tobacco and drug use
    - My Sister’s Place, a domestic violence education and prevention program
    - Student Assistance Program prevents and reduces substance use and abuse by providing on-site counseling to high risk students
    - Westchester Jewish Community Services provides on-site counseling to high risk students
    - Community Planning Council coordinates school and community efforts, addressing substance abuse prevention, violence prevention, and safety
    - Youth courts
- Contacting law enforcement
  The Superintendent of Schools works with Police, Fire and Emergency Management officials, and may mobilize Central Office personnel, maintenance/cafeteria vehicles, and school buses as needed (contractual). Tabletop exercises are conducted with police, fire and emergency medical services. These exercises are coordinated by the City of Yonkers Office of Emergency Management/Civil Defense.
- Contacting parents and/or guardians
  Information is disseminated to parents/guardians or staff by the Superintendent of Schools, his/her designee and/or building-level administrators depending on the nature of information (i.e. potentially dangerous or violent). Immediate communication may be provided in person and/or via the District’s automated communications by telephone, e-mail and text messaging. Timely information is available at the District’s website – www.yonkerspublicschools.org and the District’s television station WDMC-TV broadcast on Cablevision Channel 75 and Verizon FiOS Channel 38
- School building security
  The District exercises a one-door policy for each of its buildings with visitor control and a pass system at the one door. Video surveillance is present in all secondary schools and the district exercises the use of random hand-held metal detection in all schools. The District Code of Conduct clearly explains the responsibilities of staff, students, parents and visitors. The Code of Conduct identifies four levels of student conduct, in addition to proposed teacher and administrative response – Section A.
- Dissemination of informative materials regarding early detection of potentially violent behaviors – Section D-40
- Annual school safety training for staff and students
  The District provides multi-hazard training for staff during annual professional development sessions. Fire drills and rapid dismissal drills are conducted with students and staff as prescribed by law.
- The District implements a Code of Conduct (BOE Policy 5300), and programs to improve communication among students and between students and staff.
Section II. STUDENT RIGHTS AND RESPONSIBILITIES (pages 2-5)

A. Student Rights

The Yonkers Public Schools affirms the rights of students where these rights do not interfere with the rights of others, the general social order, federal and state laws and regulation, and Board of Education policies. All students have the right to be treated equally and fairly so that no student shall be discriminated against on the basis of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex, disability, sexual orientation or national origin in the areas of freedom of expression, personal rights, procedural due process and access to school programs. In addition, to promote a safe, healthy, orderly and civil school environment all district students have the right to:

1. Enjoy the basic rights of citizenship recognized and protected by law for persons of their age and maturity.
2. Take part in all district activities on an equal basis regardless of race, color, creed, national origin, religion, gender or sexual orientation or disability.
3. Present their version of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.
4. Access school rules and, when necessary, receive an explanation of those rules from school personnel.

The discipline of students receiving special education services must follow the guidelines of the Board of Education, which meet the Individuals with Disabilities Education Act.

B. Student Responsibilities

All district students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and abide by all district policies, rules and regulations dealing with student conduct.
3. Attend school every day unless they are legally excused and arrive to class, on time, prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. Respond to direction given by teachers, administrators and other school personnel in a respectful, positive manner.
6. Work to develop strategies to control their anger.
7. Ask questions when they do not understand.
8. Seek help in solving problems that might lead to disciplinary action.
9. Dress appropriately for school and school functions and abide by the district’s Dress Code.
10. Accept responsibility for their actions.
11. Conduct themselves as representatives of the district when participating in or attending school-sponsored extracurricular events and hold themselves to the highest standards of conduct, demeanor and sportsmanship.
12. Be respectful of all staff and students in person or through the use of technologies regardless of a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

Section III. ESSENTIAL PARTNERS: BEHAVIORS THAT ARE EXPECTED OF ALL PARTIES

A. Parents/Guardian/Person in Parental Relationship

All parents are expected to:

1. Recognize that the education of their children is a joint responsibility of the parents and school community.
2. Set an example of respecting the worth of other persons.
3. Send their children to school, on time, ready to participate and learn.
4. Ensure absences are excused for legal reasons only.
5. Insist their children be dressed and groomed in a manner consistent with the student dress code.
6. Help their children understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.
7. Know and support school rules and help their children understand them.
8. Cooperate with school officials when discipline is necessary.
10. Help their children deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place for study and ensure homework assignments are completed.
13. Provide their current address and telephone number to the school and alternate/emergency contacts.
14. Attend conferences when requested.
15. Comply with all communication processes: e.g. notes, forms, consents, emergency cards, et al.
16. Use school computers, fax equipment, or other electronic devices including personal electronic devices, appropriately.

B. Teachers All district teachers are expected to:
1. Maintain a climate of mutual respect and dignity, which will strengthen students’ self-concept and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Establish positive classroom procedures and practices to support effective teaching and maximize student learning.
6. Communicate to students and parents:
   a. Course objectives, requirements and state standards
   b. Assessments and marking/grading procedures
   c. Assignment deadlines
   d. Expectations for students
   e. Classroom discipline plans
7. Communicate regularly with students, parents and other teachers concerning growth and achievement.
8. Use school computers, fax equipment, or other electronic devices including personal electronic devices, appropriately.

C. Civil Service Employees
1. Promote a safe, orderly and stimulating school environment.
2. Communicate with school personnel any concerns regarding the school environment.
3. Use school computers, fax equipment, or other electronic devices including personal electronic devices, appropriately.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Maintain a climate of mutual respect and dignity, which will strengthen students’ self-concept and promote confidence to learn.

D. Pupil Support Team Members
1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences as necessary, as a way to resolve problems.
3. Regularly review with students their educational progress and career plans.
4. Provide information to assist students with further educational goals and/or career planning.
5. Encourage students to benefit from the curriculum and extracurricular programs.
6. Use school computers, fax equipment, or other electronic devices including personal electronic devices, appropriately.
7. Know school policies and rules, and enforce them in a fair and consistent manner.
E. Principals/Assistant Principals
1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with the principal for discussion of issues and concerns.
3. Evaluate, on a regular basis, all instructional programs.
4. Support the development of and student participation in appropriate extracurricular activities.
5. Be responsible for enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
6. Use school computers, fax equipment, or other electronic devices including personal electronic devices, appropriately.
7. Know school policies and rules, and enforce them in a fair and consistent manner.

F. Superintendent/Central Office Administration
1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Review with district administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
3. Inform the board about educational trends relating to student discipline.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Work with district administrators in enforcing the Code of Conduct and ensuring that all cases are resolved promptly and fairly.
6. Coordinate and ensure that all community and governmental resources are available to the school district.
7. Use school computers, fax equipment, or other electronic devices including personal electronic devices, appropriately.

G. Board of Education
1. Collaborate with student, teacher, administrator, parent organizations, school safety personnel and other school personnel to develop a Code of Conduct that clearly defines expectations for the conduct of students, district personnel and visitors on school property and at school functions.
2. Adopt and review, at least annually, the district’s Code of Conduct to evaluate the Code’s effectiveness and the fairness and consistency of its implementation.
3. Lead by example by continuing to conduct board meetings in a professional, respectful, courteous manner.

Section VI PROHIBITED STUDENT CONDUCT (pages 13-18)
The Board of Education expects all students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, district personnel and other members of the school community, and for the care of school facilities and equipment.

The best discipline is self-imposed, and students must learn to assume and accept responsibility for their own behavior, as well as the consequences of their misbehavior. District personnel who interact with students are expected to use disciplinary action only when necessary and to place emphasis on the student’s ability to grow in self-discipline.

The board recognizes the need to make its expectations for student conduct while on school property or engaged in a school function specific and clear. The rules of conduct that follow are intended to do that and focus on safety and respect for the rights and property of others. Students who will not accept responsibility for their own behavior and who violate these school rules will be required to accept the penalties for their conduct.
There are four (4) levels of Prohibited Student Conduct:

**Level I: Engage in Conduct that is Insubordinate**

Level I infractions may occur anywhere in the school, including classrooms, cafeteria, hallways, and library, school grounds, or at a school function. They can be corrected by teachers and any other school personnel. Level I Acts of Insubordination may include such behavior as:

- cheating or copying the work of other students
- tardiness to class
- cutting class • loitering in unauthorized areas
- failure to bring required classroom materials or assigned work to class
- general misbehavior, such as eating in class, horseplay, making excessive noise
- violation of school dress code
- an attempt to disrupt or interfere with communications between home and school
- leaving the classroom without permission
- inappropriate display of affection e.g. holding hands, hugging
- failure to display school I.D. (M.S./H.S. Only)
- general verbal rudeness
- inappropriate use of school computers, facsimile equipment, or other electronic devices, including personal electronic devices
- the personal use of cell phones and personal electronic devices —Please note: Inappropriate use of cell phones and electronic devices will result in a more serious infraction.

**Required Disciplinary Responses (Penalty)**

- oral correction • traditional classroom management techniques (e.g. time-out in classroom, removal of classroom privileges)
- other appropriate disciplinary actions designed by the school to address the infraction

**Additional Responses**

- parent notification
- after school detention for repeated insubordination
- referral to Pupil Support Team (Psychologists, Guidance, Social Worker, Nurses, et al.)
- notifying an Administrator or other authority when deemed necessary
- teacher-parent conference
- lunch-time detention
- In-house /out of school suspension for one day
- community service
- in-school alternative

**Level II: Engage in Conduct that is Disorderly/Disruptive**

Level II encompasses infractions which are of a more serious nature or a continuance of Level I misconduct. Level II Acts of Misconduct include those student acts, which interfere with the orderly educational process in the classroom or in the school. These can be corrected by teacher and other school personnel.

Level II Acts of Disorder/Disruption may include such behavior as:

- posting, distributing and electronically disseminating unauthorized materials on school grounds
- using language or gestures that are profane, lewd, vulgar, or abusive including cursing and swearing
- repeated violations of district dress code
- disruptive behavior on school bus
- repeated cafeteria disturbance
- a pattern of disrespecting the property of other students
- a pattern of disrespecting school property
• running in the hallways
• leaving the school grounds
• repeated/extended insubordinate behavior (Level I)
• smoking or using tobacco products on school property or at school sponsored activities
• substantially disruptive behavior that continually interrupts instruction
• being under the influence of or being impaired by alcohol or a mood, mind or performance altering substances not prescribed

Required Disciplinary Response (Penalty)
• For removal of substantially disruptive students: teacher removal of student from classroom – Section VII – E.
• traditional classroom management techniques • student/teacher conference • parent/guardian contacted by phone
• written referral to administrator
• written notification to parent/guardian within 24 hours

Additional Responses
• behavior contract or growth plan
• detention
• in-house suspension
• referral to Pupil Support Team (Psychologist, Guidance, Social Worker, Nurse, et. al.)
• exclusion from extracurricular activities including, but not limited to, sports (due process procedures) and field trips
• out of school suspension for 1 to 2 days
• suspension of transportation privileges *Unless this occurs while seeking medical help for self or others and the other conditions of the New York State Good Samaritan Law applies.

Level III: Engage in Conduct that Endangers the Morals, Health and Welfare of Students and Staff:
Level III encompasses infractions that are very serious in nature and require suspension. They require the cooperation of the teacher and school administration. They substantially interfere with the educational environment.

Level III Acts that Endanger the Morals, Health and Welfare of Students may include such behavior as:
• failure to adhere to terms of behavior and academic contracts or plans
• fighting
  • bullying, harassment, threatening, stalking or seeking to coerce or compel a person to do something in person or through the use of technologies (such as email, cell phone, social networking sites, etc.); engaging in verbal or physical conduct that threatens another with harm, including intimidation through the use of epithets or slurs involving a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender, or sex that would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well being.
  • group demonstration such as boycott, sit-in, trespassing, walkout, etc.
• gambling
• hazing, which means any intentional, knowing, or reckless act directed against a student by one person alone, or acting with others, that endangers the mental or physical health or the safety of a student for the purpose of being initiated into, affiliating with, holding office in, or maintaining membership in any organization or general classification of students whose members are or include other students
• directly or indirectly assisting with the promotion of any behavior prohibited by the Code of Conduct
• defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them
• changing school records/documents or signing parent’s or guardian’s name on school document
• participation in activities by groups such as gangs and cults
• wearing dress or attire signifying gang affiliation
• repeated disruptive behavior on school bus
• possessing or using items containing alcohol or mood, mind, or performance altering substances not prescribed*
• repeatedly, substantially disruptive: four (4) “teacher removals from the classroom” per semester

Required Disciplinary Response (Penalty)
• suspension for 1 to 5 school days per occurrence (follow suspension procedure)
• required administrator/student/parent/teacher conference
• Superintendent’s Hearing for repeated offenses
• This requires a minimum suspension of 1 day

Additional Responses
• referral to Pupil Support Team to develop an individual corrective action plan
• referral to alternative education program
• notification to the Yonkers Police Department, and/or SROS assigned to building
• exclusion from extracurricular activities including, but not limited to, sports (due process procedure), field trips and commencement exercise/award ceremonies *Unless this occurs while seeking medical help for self or others and the other conditions of the New York State Good Samaritan Law applies.

Level IV: Engage in Conduct that is Violent/Dangerous. Level IV infractions will not be tolerated and call for the most serious disciplinary procedures. They require immediate removal from the school and notification to the Yonkers Police Department.

Level IV Violent/Dangerous may include such behavior as:
• use of a weapon
• possession of a weapon such as a firearm, rifle, shotgun, pistol, revolver, starter pistol, other firearm, explosives, dangerous chemicals, knives, box cutters, sheet rock knives, utility razors, straight razors, linoleum cutters, or any object which is not necessary for school activities and which could be used as a weapon
• displaying what appears to be a weapon in a threatening manner
• threatening to use any weapon
• assault: the intentional causing of physical injury to another person, with or without a dangerous weapon
• criminal harassment: intentionally striking, shoving or kicking another person or subjecting another person to unwanted physical contact, or threatening to do the foregoing; following a person in or about a public place; or otherwise engaging in a course of conduct which alarms or seriously annoys another person
• menacing: intentionally placing or attempting to place another person in fear of imminent physical injury
• selling, giving, sharing or delivering an item containing alcohol to another person*
• selling, giving, sharing or delivering to another person, a mood, mind or performance altering substances not prescribed by a licensed health care professional *
• intentionally damaging or destroying the personal property of a student, teacher, administrator, other district employee or any person lawfully on school property, including graffiti or arson
• defacing, vandalizing or destroying property with graffiti or by other means
• possession or use of fireworks, “poppers,” smoke or stink bombs, or any other pyrotechnic device or flammable materials, or volatile chemical
• intentionally damaging or destroying school district property
• engaging in the offense of retaliation against any school employee
• any felony as defined by the criminal justice system
• bomb threats or terrorist threats either by telephone, person or E-mail
• sexual offenses: rape, sodomy, sexual abuse or other inappropriate contact of a sexual nature • theft/burglary
• false alarm; falsely activating a fire alarm or other disaster alarm
All of the Following Disciplinary Responses must be followed:
  • Automatic 5-day suspension
  • Superintendent’s Hearing to determine further action (See Procedures)
  • Notification to the Yonkers Police Department by the Administrator
  • Phone call to parent
  • Written notification to parent within 24 hours
  • Parent/student/administrator conference
  • Notification to appropriate Central Office personnel

If warranted, financial restitution by families may be requested for any property damages.
*Unless this occurs while seeking medical help for self or others and the other conditions of the New York State Good Samaritan Law applies.
Yonkers Public Schools

EMERGENCY TELEPHONE DIRECTORY
POLICE 911
FIRE 377-7777

SUPERINTENDENT OF SCHOOLS 376-8100
EXECUTIVE DIRECTOR OF FACILITIES MANAGEMENT 376-8008

Local Emergency Resources
City of Yonkers

Mayor, City of Yonkers 377-6300
Police Commissioner 377-7203
Fire Commissioner 377-7500
Civil Defense Director 377-7325

Hospitals
St. Joseph’s Medical Center 378-7000
St. John’s Riverside Hospital 964-4444
Lawrence Hospital 787-1000
Westchester County Medical Center 493-7000

Con Edison
Gas Leak 967-0552
Electric 925-6900

Westchester County

Office of Emergency Management (24 Hour) 231-1905
Health Department 966-6600
New York State Child Abuse Hotline 1-800-342-3720
Poison Control Center 1-800-336-6997