

CHITTENANGO

CENTRAL SCHOOL DISTRICT



DISTRICT-WIDE SAFETY PLAN

(Schools Against Violence in Education)

Distribution List:

Superintendent of Schools
Asst. Superintendent for Business
Assistant Supt. for Instructional Services
Director of Special Education & PPS
Director of Facilities
Transportation Supervisor
Food Service Director
Building Administrators

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2024-2025

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1. **BOARD OF EDUCATION POLICY**

Pursuant to Section 207, 215, 305 and 4403 of Education Law and Article 2-B of the Executive Law, a District-Wide Safety Plan (the "Plan") was developed to comply with the mandates of the Safe Schools Against Violence in Education Act ("Project SAVE") and the Regulations of the Commissioner of Education at 8 NYCRR Section 155.17(c)(1). The Plan shall be updated each year by **October 1st**.

This Plan provides standard procedures to guide students and staff when responding to an emergency. It also sets forth required drills to keep staff and students familiar with the standard response procedures.

The Board of Education recognizes the need to insure the safety and health of children and staff. The District-Wide Safety Plan shall be responsive to any emergencies or disaster which may impact individual school buildings/facilities, impact multiple District buildings/facilities, or require utilization of District buildings, facilities and/or vehicles by appropriate State, County, and City agencies.

2. **DISTRICT EMERGENCY ACTION TEAM**

The Superintendent of Schools shall be the District's Chief Emergency Officer and shall designate the members of the District's Safety Plan.

Emergency Response Teams may consist of but not limited to the following:

District-Level:

Superintendent of Schools
Assistant Superintendent for Business
Assistant Superintendent for Instructional Services
Assistant Superintendent for Special Ed. & Pupil Personnel Services
Director of Facilities

Building-Level:

Building Principal
Building or Head Custodian
School Nurse

3. **BUILDING SAFETY EQUIPMENT/HAZARDS/HIDING PLACES**

The buildings covered in this plan include:

1. Chittenango High School, 150 Genesee Street, Chittenango, NY 13037
2. Chittenango Middle School, 1732 Fyler Road, Chittenango, NY 13037
3. Bolivar Road Elementary School, 6983 Bolivar Road, Chittenango NY 13037
4. Bridgeport Elementary School, 9076 North Road, Bridgeport, NY 13030

We have surveyed sources of safety equipment and potential site hazards within our school buildings, grounds and community locations. Site-maps and floor plans, of our buildings, have been provided to local police and law enforcement and are kept confidential due to security reasons.

Safety equipment may include, but not limited to:

1. Safety Zone/Area of Rescue
2. Evacuation Chair
3. Fire Alarm Equipment (i.e. Annunciator Panel, Control Panel, Pull Stations)
4. Fire Extinguishers
5. Sprinkler Systems
6. Fire Hydrants
7. Fire Hose & Storts (Exterior Fire Hose Connection)
8. Phones

Potential site hazards may include, but not limited to:

1. Boiler Room
2. Utilities (i.e. Gas, Water, Electrical)
3. Mechanical Rooms (i.e. HVAC, Electrical)
4. Chemical Storage (Custodial and Science)
5. Kitchen Gas Appliances
6. Roadway/Railway (within 25 miles of the District Building)

4. TERMS & DEFINITIONS

- A. ACCIDENTAL DISASTER - Any major fire, explosion, transportation crash, hazardous material incident or other major occurrence in which the lives, safety or property of numerous persons is in jeopardy.
- B. BUILDING ADMINISTRATOR - The principal of a school building or his or her designee.
- C. BUILDING SAFETY PLAN - A building-specific school emergency response plan that addresses crisis intervention, emergency response and management at the building level and contains the provisions required by 8 NYCRR §155.7(c)(2).
- D. BUILDING RESPONSE TEAM – Individuals within the school building designated to serve specific roles in responding to an emergency or individuals who may be called upon to assist response and recovery efforts during a crisis.
- E. BUILDING SAFETY TEAM - The building-specific team appointed by the Building Administrator, in accordance with regulations or guidelines prescribed by the Board, to develop specific emergency procedures at the building level. The Building Safety Team shall include, but not be limited to, representatives of teacher, administrator, and parent organizations, school safety personnel, other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other individuals the Board deems appropriate.
- F. CIVIL DISORDER - An action by any individual or group that poses a substantial threat to peace, life and/or property or any tumultuous or violent activity that creates a grave risk of causing public alarm.
- G. DISASTER – The occurrence or imminent threat of injury, loss of life, or severe damage to property, resulting from any natural or manmade causes, such as fire, flood, earthquake, hurricane, tornado, high water, landslide, mudslide, windstorm, wave action, epidemic, air contamination, drought, explosion, water contamination, chemical accident, war or civil disturbance.
- H. DISTRICT-WIDE SCHOOL SAFETY TEAM – A District-wide team appointed by the Board. The District-wide team shall include, but not be limited to, representatives of the Board of Education, student, teacher, administrator, and parent organizations, and other school personnel.
- I. EARLY DISMISSAL – Returning students to their homes or other appropriate locations before the end of the school day.
- J. EMERGENCY – A situation, including but not limited to a disaster that requires immediate action, occurs unpredictably, and poses a threat of injury or loss of life to students or school personnel or of severe damage to school property.
- K. EMERGENCY RESPONSE BAG “Gotta-Go Bag” - A conspicuously marked carry bag maintained in the Building Administrator’s office containing emergency response information. This bag is to be transported to the Command Post and Staging areas during emergency responses. Duplicate Emergency Response Bags shall also be kept in the Business Office, Building & Grounds Facility and with each Building Administrator.
- L. EMERGENCY SERVICES ORGANIZATION – A public or private agency, organization or group other than a governmental agency, which provides police, fire, medical, ambulance, rescue, housing or other services for the relief of human suffering, injury or loss of life or property as a result of an emergency.
- M. EMS COMMANDER - The Emergency Medical Services supervisor directing EMS operations for the incident.
- N. EVACUATION – Assembly Areas or (Assembly Area) - Moving students for their protection from a school building to a predetermined location in response to an emergency. All building occupants are required to exit the building and wait a safe distance from the building until further instructions.
- O. FIELD COMMAND POST - The on-scene location for command staff who will be responsible for determining the exact status of the emergency, resources needed, and incident strategy.
- P. FIRE COMMANDER - The fire chief directing fire-fighting operations at the incident.
- Q. INCIDENT COMMANDER - The supervisor with decision making responsibility when responding to a particular emergency.
- R. IN-PLACE SHELTERING – The emergency response used in situations where it is necessary to have students/staff remain in their classrooms or work-areas temporarily during an emergency or medical emergency until things can be returned to normal or early dismissal can be arranged.
- S. INNER PERIMETER - The immediate area of containment around the incident site.

- T. **LANDING ZONE** - A clear level area no less than 100 feet by 100 feet in area for helicopter landings. The landing zone should be within the outer perimeter when possible, and secured by ground personnel during helicopter operations.
- U. **LOCKDOWN** - This emergency response is to be used when walking through the building would endanger the health and safety of students/staff. In the event of a dangerous person or intruder, students and faculty are to remain in place. Classroom doors and windows should be locked.
- V. **LOCKOUT** - Allows no unauthorized personnel into the building. All exterior doors are locked and main entrance is monitored by administrators, security or school resource officer. This procedure allows the school to continue with the normal school day, but curtails outside activity. Most commonly used when incident is occurring outside school building, on or off school property.
- W. **MEDIA STAGING AREA** - The location outside of the inner perimeter dedicated for media assembly and equipment staging. This location may also be used to conduct media briefings.
- X. **NATURAL DISASTER** - Those incidents in which the forces of nature threaten the lives, safety and/or property of numerous persons (e.g., floods, tornado, and significant snowfall/blizzard, etc.).
- Y. **OUTER PERIMETER** - The peripheral control area surrounding the inner-perimeter providing a location for access to and from the inner-perimeter as well as defining the limit of access by unauthorized persons.
- Z. **POLICE DETAIL COMMANDER** - The police supervisor commanding police personnel detailed to the incident.
- AA. **POST-INCIDENT RESPONSE TEAM** – A building-specific team designated by the Building Safety 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 Serious Violent Incident or emergency.
- BB. **RELOCATION CENTER** - A location established for providing temporary shelter or care for persons displaced by an Emergency.
- CC. **REUNIFICATION AREA** – A Predetermined location where parents or authorized persons can pick up students during an emergency.
- DD. **SCHOOL CANCELLATION** – A determination by school officials that a school or schools should not be in session for one or more school days due to an emergency.
- EE. **SERIOUS VIOLENT INCIDENT** – An incident of violent criminal conduct that is, or appears to be, life threatening. This situation warrants the evacuation or “lock-down” of students and/or staff because of an imminent threat to their safety or health. Situations include, but are not limited to: riot, hostage taking, kidnapping and/or the use or threatened use of a firearm, explosive, bomb, incendiary device, chemical or biological weapon, knife or other dangerous instrument capable of causing death or serious injury.
- FF. **SHELTERING** – The emergency response of keeping students in school buildings and providing them with shelter when it is deemed safer for students to remain inside rather than to return home or be evacuated (e.g., air pollution problems, chemical spills, radiological emergencies). Staff and students or held in a designated shelter location or common area inside the building, inside a gymnasium, cafeteria or etc., during an emergency or medical emergency until things can be returned to normal or dismissal can be arranged.
- GG. **STAGING AREA** - A location selected generally within the outer perimeter to facilitate arriving resources and personnel responding for assignments.
- HH. **STUDENT RELEASE AREA** – A predetermined location where parents or authorized persons can pick up students during an emergency.
- II. **TERRORIST ACTION** - A hostile action taken by a person or group that has as its intent the commission of violent acts designed to instill fear, communicate a message and/or demand some action.
- JJ. **TREATMENT AREA** - The location inside the inner perimeter to which the victims are evacuated for medical evaluation and emergency treatment prior to transport.
- KK. **UNIFIED COMMAND** – The command system which ensures that the Incident Commander shall communicate and consult with the Superintendent prior to giving any order/instruction during or after the occurrence of a violent incident.

3. STANDARD EMERGENCY RESPONSE PROCEDURES

A. LOCATION OF THE COMMAND POST

In the event of a full-scale evacuation of a school, the Command Post will be established at the location specified in the Building-Level Safety Plan, or as otherwise directed by the Incident Commander. This location will be used without regard to where the evacuees are going.

In the event the emergency requires less than a full-scale evacuation of any school the location of the Command Post shall be determined by the Incident Commander. It shall be established in a safe and accessible location within the outer perimeter and its location must be communicated to the Building Administrator through the 911 Emergency Communications Control Center as soon as possible. Whenever possible, the Command Post should have the availability of a landline telephone communications.

B. GENERAL EVACUATION

Evacuations may be necessary in the event of fire, severe weather, emergencies or other violent incident. Upon notification of the need to evacuate, teachers should instruct students to remain calm and quiet, and depart the building in an orderly fashion according to previously established evacuation routes or alternate routes as instructed.

Building occupants will be notified to evacuate the building by one or more predetermined emergency communication methods, depending upon the nature of the emergency:

1. Upon receiving an evacuation notice, faculty and staff shall survey their areas and evacuation routes for hazards and/or suspicious hazards in order to ensure a safe and expeditious evacuation.
2. Suspicious items found must be left alone and immediately reported to the Building Administrator and/or emergency service personnel.
3. The normal evacuation routes will be used unless the emergency prevents use of exits and/or corridors. Alternate routes may be announced using the predetermined building notification method. The intercom system shall not be used in situations that may endanger students/staff (e.g. barricaded gunman).
4. Elevators may not be used for evacuation purposes unless approved by the emergency personnel.
5. All persons shall proceed to the designated Assembly Area and remain there until further notice.
6. Teachers should take attendance once in the designated Assembly Area, and are to notify the Command Post if a student is not present.
7. Any time teachers have to relocate their class, attendance should be taken before departure and upon arrival. If students are to be evacuated off-campus, teachers are to take attendance before students are loaded onto the buses and once again, when the buses are loaded, to ensure that all students are accounted for.

Occasionally, there may be a need to relocate students from the Assembly Area to a predetermined Relocation Center. If evacuation is ordered beyond the Safety Zone, students will be evacuated by bus to either their homes or a safe location. The decision to evacuate the Safety Zone will be made by the Incident Commander upon consultation with the Superintendent of Schools. Students will not be allowed to go home on their own. However, they will be permitted to leave the school if accompanied by a parent.

C. EVACUATION OF DISABLED STUDENTS, STAFF AND FACULTY

In the event of an evacuation, special care must be taken to ensure that disabled persons are safely transported out of the building. Each Building Safety Plan shall have a list of special needs students and the persons who have been designated to assist them.

1. An Assisted Evacuation Plan form should include every child or staff member who has limited mobility and for any other person who would require assistance to leave the building in an emergency or require any kind of special accommodation(s) during an evacuation. The Assisted Evacuation Plan should designate the person responsible to assist in evacuating the person as well as alternates for situations in which the person with primary responsibility is not available.
2. In case of an Emergency, where evacuation or a long-term stay on-site is required, the Director of Special Education and designated staff will respond to the Relocation Center or to the designated Assembly area to assist with special education students and staff who serve them.
3. If coordinated services are required from outside agencies that specialize in dealing with students with disabilities, the Director of Special Education and or designated staff will act to facilitate the use of such groups.

3. STANDARD EMERGENCY RESPONSE PROCEDURES – *cont'd*

D. SHELTERING

Not all emergencies will require building occupants leave and go somewhere else. A sheltering procedure is appropriate for situations when it is necessary to temporarily hold students in an inside Assembly Area or Safety Zone during an Emergency until things can be returned to normal or dismissal can be arranged. Protocols for a sheltering response for each school building are in the Building Safety Plans. General procedures are as follows:

1. A determination to shelter inside the school building shall be made by the Building Administrator based upon his or her knowledge of the circumstances surrounding the emergency. The Building Administrator shall inform the 911 Control Center and the Superintendent of Schools of the determination, and may consult with the Incident Commander regarding the decision to initiate the Sheltering Plan.

E. HOLD-IN-PLACE

A Hold-In-Place procedure is used to limit movement of students and staff in hallways while dealing with short term emergencies.

In the event the Building Administrator, or person-in-charge, is advised or deems it necessary to initiate a Hold-In-Place, the following procedures will commence:

1. The Building Administrator, or designee, will apprise all staff members over the PA system;
2. Listen for instructions about the situation and your expected actions;
3. Students in hallways should return to assigned classroom, if possible;
4. Classroom teachers, take attendance. If students from other class(es) are present, notify instructor(s) of home classroom;
5. All other staff assist students, as needed;
6. Classroom instruction can continue as normal;
7. Do not respond to class bells;
8. Classroom telephone may be answered;
9. Respond to fire alarm as normal;
10. Listen for updates and further instructions.

F. LOCKDOWN

A lockdown procedure is appropriate for situations, which mandate that students remain in one location until authorized to move. Protocols for a Lockdown response for each school building are in the Building Safety Plans. General procedures are as follows:

1. A Stay-In Place (lock-down) procedure is called when leaving or walking through the building would endanger the health and safety of the students or staff, i.e. dangerous intruder.
2. The Building Administrator will apprise all building occupants of a lock-down order using a plain language announcement. Students and staff shall remain in their classrooms or work-area until the Building Administrator and/or law enforcement officials open the door.
3. The Building Administrator will contact local 9-1-1 emergency responders and notify the Superintendent.
4. Building staff shall lock their doors and secure students out of the line of sight.
5. Parents are NOT to report to the school to sign out their child. The Superintendent, or designee, will provide information and updates to parents and the media at the media reception area at a predetermined location.

G. LOCKOUT

A lock-out procedure most commonly used when the incident is occurring outside the school building, on or off school property, which allows the school to continue with the normal school day, but curtails outside activity, and allows no unauthorized personnel into the building.

1. The Building Administrator, or person-in-charge, will apprise all building occupants that lock-out procedures are being implemented using a plain language announcement.
2. The Building Administrator will contact local 9-1-1 emergency responders (if not first apprised by law enforcement) and notify the Superintendent.
3. If the emergency dictates, building staff should close and lock windows.
4. Students/staff who are on the school grounds will be immediately summoned to return to the school building
5. The Building Administrator will assign selected staff members and/or custodian(s) to secure the building.
6. The main entrance will be monitored. Only AUTHORIZED personnel will be allowed in the building
7. Modify normal dismissal procedures as appropriate.

3. STANDARD EMERGENCY RESPONSE PROCEDURES – *cont'd*

H. EARLY DISMISSAL

An early dismissal is appropriate in the event of a system failure, such as heating, plumbing or electrical failure, that renders the building unsuitable for instructional purposes. Early dismissal may also be a viable option for other emergency situations as decided by the Superintendent. Each Building Safety Plan shall contain specific information on how the school district communicates with parents or guardians regarding the early dismissal. That information is detailed in the Building-level plans.

1. Early dismissal is available as a building evacuation option for Emergency situations as decided by the Superintendent or designee.
2. Similar to evacuation, early dismissal (or “go home”) is merely a procedure for getting students out of the building and united with their families or with responsible individuals who have been designated by the parents to care for the child in their absence.
3. Emergency contact information will be utilized to facilitate uniting students with their families or with responsible individuals who have been designated by the parents to care for the child.
4. Early dismissal will follow normal dismissal procedures unless the situation warrants otherwise. The Building Administrator or designee, as the Emergency dictates will select alternate dismissal procedures and/or loading areas.

4. PREVENTION AND INTERVENTION STRATEGIES

The Chittenango School District operates a number of specialized programs, some at the District level and some at the building level, which deal with students whose needs and/or disabilities put them at risk of inappropriate or violent behavior. These programs have specialized components to reduce and eliminate the possibility of student violence. One such District-wide program is described below:

A. SPECIAL EDUCATION PROGRAMS

1. The programs serving students with emotional disabilities provide services include individual counseling, referrals for psychiatric evaluation and/or therapy delivered through private clinicians, County Mental Health or local hospital services. Services provided by the district social worker and/or school psychologists meet with students and families and initiate or recommend behavior management programs in concert with outside agencies as appropriate. Special Education staff work with school counselors, administration, faculty and parents in addressing conflict issues and pursuing collaborative responses with students who are at risk for inappropriate or violent behavior.
2. The code of conduct prohibits bullying, intimidation and harassment. Students engaging in such behavior are dealt with immediately. Students who are victims of such behaviors are given the necessary support services and their parents are notified.
3. The students are closely monitored by trained staff and any indication of violent behavior, e.g., rumor of weapons, is immediately followed up with the involvement of local law enforcement, social services, mental health services and parents.
4. When students express any suicidal or violent intentions, the staff member alerts mental health services and parents, sometimes leading to hospitalization. Follow-up occurs on the part of the school psychologist with providers of clinical psychological and/or psychiatric care.
5. When there is any suspicion of abuse, appropriate agencies are notified and investigations are initiated. Mandated reporting expectations are honored, always involving the building administrator in concert with the school social worker, school nurse or school psychologist.

5. EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS

In order to prevent violence before it begins, staff and students should look for certain warning signs of potentially violent behavior. This information is presented to staff and students in September and is reviewed periodically throughout the school year. These concerns are identified and addressed in the Chittenango Central School District Code of Conduct. The following list was adapted from the International Association of Chiefs of Police, Guide for Prevention of School Violence. Students and staff who notice these signs should notify a teacher or administrator. Administrators should contact parents, counselors, and or law enforcement officials.

A. INDICATIONS OF POTENTIAL VIOLENT BEHAVIOR

Indications of potential violent behavior include the following:

1. Has engaged in violent behavior in the past.
2. Has tantrums or uncontrollable angry outbursts.
3. Continues exhibiting antisocial behaviors that began at an early age.

5. EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS – *cont'd*

4. Forms and/or maintains friendships with others who have repeatedly engaged in problem behaviors.
5. Often engages in name-calling, cursing, or abusive language.
6. Has brought a weapon or threatened to bring a weapon to school.
7. Consistently makes violent threats when angry.
8. Has a substance abuse problem.
9. Is frequently truant or has been suspended from school multiple times.
10. Seems preoccupied with weapons or violence, especially associated with killing humans rather than with target practice or hunting.
11. Has few or no close friends despite having lived in the area for some time.
12. Is abusive to animals.
13. Has too little parental supervision given the student's age and maturity level.
14. Has been a victim of abuse or been neglected by parents/ guardians.
15. Has repeatedly witnessed domestic abuse or other forms of violence.
16. Has experienced trauma or loss in his/her home or community.
17. Pays no attention to the feelings or rights of others.
18. Dwells on perceived slights, rejection, or mistreatment by others; blames others for his/her problems and appears vengeful.
19. Intimidates others, or is a victim of intimidation by others.
20. Seems preoccupied with TV shows, movies, video games, reading materials, or music that expresses violence.
21. Reflects excessive anger in writing projects.
22. Is involved in a gang or antisocial group.
23. Seems depressed/withdrawn or has exhibited severe mood or behavioral swings, greater in magnitude than peers.
24. Expresses sadistic, violent, prejudicial, or intolerant attitudes.
25. Has threatened or actually attempted suicide or acts of self-mutilation.

B. INTERPRETATION OF WARNING SIGNS

The fact that a student exhibits the behaviors above does not necessarily mean that such student is violent. Therefore everyone concerned must take precautions that students are not needlessly stigmatized.

6. COMMUNICATION, EARLY DETECTION AND REPORTING OF POTENTIALLY VIOLENT BEHAVIORS

The Chittenango Central School District is committed to providing appropriate and quality intervention services for its students. Programs and strategies are developed and provided based upon careful assessment of student and community need. The Chittenango Central School District currently has School Psychologists, School Guidance Counselors, and School Social Workers available to address situations that arise. The following is a list of intervention programs and services currently available at the Chittenango Central School District.

A. PROGRAMS UTILIZED THROUGHOUT THE CHITTENANGO CENTRAL SCHOOL DISTRICT

Rachel's Challenge	K-12 Faculty & Various School Coordinator(s)
Conflict Resolution	School Social Worker (Coordinator)
Student Council (K-12)	Student Council Advisor
Bully Prevention (K-6)	Various School Personnel (Coordinator)
Individual counseling (9-12)	School Social Worker and School Psychologist (Coordinator)
Crisis and Response Program	School Social Worker and School Psychologist (Coordinator)
Life Skills Program	School Social Worker and School Psychologist (Coordinator)
Teen Intervene Program	School Social Worker and School Psychologist (Coordinator)
Individual and Group Counseling (5-8)	School Counselors/School Psychologist/Social Worker
5th Grade ADA-PEP with SEL Classroom Instruction	School Counselor
5th-8th Grade Grief and Healing Group/Instruction	School Counselor
Second Step Classroom Lessons (UPK-4)	School Counselor
Wisdom Thinkers (K-4)	Various School Personnel
Character Education Program (UPK-4):	Various School Personnel
School Counseling Services (UPK-4):	School Counselor
Bully Prevention Program (UPK-4):	School Counselor
Peace Builders (Student Council for 4th grade)-	School Counselor & Nurse
Crisis Response Team-	Various School Personnel

6. COMMUNICATION, EARLY DETECTION AND REPORTING OF POTENTIALLY VIOLENT BEHAVIORS – *cont'd*

In addition, the Shoulder-to-Shoulder Mentoring Program grew out of the need to help prepare our new teachers by providing support and helping them to have a successful start. Over the next several years the District will be losing many veteran teachers and we will be recruiting many new ones. The program is designed to help these new teachers understand the many facets of our particular district and serve as a treasure trove of resources for them to tap into.

7. RESPONDING TO IMPLIED OR DIRECT THREATS OF VIOLENCE

The District makes continuing efforts to assure that threats of violence are addressed, whenever possible, before any violence actually occurs in the school environment. This protocol is intended to identify credible threats of violence, so that the District administration can address such situations before the threat is carried out. This protocol is applicable during any school-sponsored event or function, held on District property or elsewhere.

A. PROCEDURES

The following procedures are separated into several sections in order to reflect those instances where specific individuals may receive a threatened act of violence:

1. Any student, upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume the threat is serious;
 - Immediately report the threat to a parent, guardian, school staff, administrator or law enforcement officer; and
 - Be available and cooperative in providing a statement or information, with the understanding that the reporting student will remain anonymous to the greatest extent possible.
2. Any parent or guardian, upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume threat is serious;
 - Immediately report the threat to a school staff member, school administrator or law enforcement officer; and
 - Be available and cooperative in providing a statement of information, with the understanding that the informant parent/guardian will remain anonymous to the greatest extent possible.
3. Any school staff member, upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume threat is serious;
 - Immediately report the threat to a school administrator/designee; and
 - Be available and cooperative in providing a statement of information, with the understanding that the informant will remain anonymous to the greatest extent possible.
4. Any school administrator, upon receiving information that a person is threatening to commit an act of violence, shall:
 - Assume threat is serious;
 - Cause the student making the threat, if said student is on campus, to be immediately removed from the classroom and segregated into a secured area pending further investigation;
 - Immediately notify the designated law enforcement agency and provide them with complete information regarding the information received; and
 - Require that the school staff member, if this is the source of the information, provide immediate written statements regarding the information received
5. Factors to consider when determining whether a threat is credible are listed in Appendix "G," which contains a threat-assessment flow chart for use by administrators.
6. Once the threat assessment is complete, the law enforcement officer and administrator shall convene privately to discuss the threat and consider options for follow-up action.
7. If it is agreed that the threat is credible:
 - The administrator will immediately consult with appropriate law enforcement
 - The school administrator shall take appropriate action in accordance with the given instructions
 - The administrator will activate student release if necessary
8. If it is agreed that the threat is not credible, the school administrator shall institute any further action deemed necessary.

8. RESPONDING TO ACTS OF VIOLENCE

A. RESPONDING TO ACTS OF VIOLENCE

When an “act of violence” (as defined herein) occurs, the incident command system otherwise known as the building response team will follow the protocols established in the Building Level Plan. These include: determining the level of the threat; monitoring the situation; initiate emergency responses as appropriate; contact law enforcement.

B. POST INCIDENT RESPONSE TEAM

1. The District has established **Post Incident Response Team** comprised of an Administrative Team Leader, School Nurse, School Social Worker, and others who will assist the school community in coping with the aftermath of an Emergency or Serious Violent Incident.

2. The Post Incident Response Team will be activated whenever an incident occurs.

C. COUNSELING

Additional post-incident response assistance is available, if necessary, through the Madison County Department of Emergency Management, (315) 366-2258 and the Madison County Mental Health Department, (315) 366-2327.

An alternate, if necessary, through Onondaga County Department of Mental Health Student Assistance Program ‘Post (Adult) Intervention’ Services, 315-435-3355 and Contact Community Services, 315-251-1400.

8. EMERGENCY RESPONSE PROTOCOLS and SITUATIONAL / MULTI- HAZARD RESPONSES

A. GENERAL PROTOCOLS

The Building Safety Plans contains specific procedures for each Standard Emergency Responses outlined in Section 3 of this Plan. The procedures begin with the incident command system (or building response team) which involves all the key responders in the building and emergency service providers. When considered appropriate one or more of the following responses will be carried out:

1. **SHELTERING** - May be used in the event of an Emergency where students and staff are instructed to remain in their classrooms/work-areas or instructed to assemble within an inside shelter area (a designated Assembly area or other designated area. Students and staff are to remain in-place until the situation has passed and until dismissal, relocation or resumption of normal activities occurs.
2. **HOLD-IN-PLACE** – May be used to limit movement of students and staff in hallways while dealing with short term emergencies.
3. **EVACUATION** - Takes place in the event of fire, bomb threat, or other emergency which requires students and staff to leave the building immediately.
4. **LOCKDOWN**– May be used in the event of a dangerous intruder, violence, civil disturbance or other Emergency during which movement about the building would endanger the safety of staff and students.
5. **LOCKOUT**- May be used in the event of notification that a dangerous person or condition may be a credible threat to the security of the building. All exterior doors are locked and monitored by administrators or other assigned staff.

9. SITUATIONAL / MULTI- HAZARD RESPONSES

Confidential procedures for specific emergencies are provided within the Building-level Plans for various contingencies including:

6. Assaults and Fights
7. Biological Agent or Poisonous Substance Threat
8. Bomb Threats
9. Dangerous and/or Armed Persons
10. Fire Alarms
11. Hazardous Material Spill In The Building
12. Hazardous Material Spill Off-Site
13. Medical Needs and Automated External Defibrillators
14. Nuclear Emergency
15. Severe Storm
16. System Failure (loss of power, heat, water, sewer, gas leak, structural)
17. Threats of Violence – Implied or Direct

10. CONTACTING LAW ENFORCEMENT IN AN EMERGENCY

Project SAVE requires that this Plan contain procedures for reporting actions that constitute a crime to law enforcement authorities. The District continually works with law enforcement to develop a mutually satisfactory protocol for such reporting. Generally, the following procedures shall be followed by District personnel:

A. SEQUENCE OF ACTIONS

1. The first person who becomes aware of an emergency should notify the Building Administrator's Office.
2. The Building Administrator shall obtain the necessary information including what, where, when, how and the location of any hazard areas and shall cause the appropriate alert notification/evacuation signal(s) to be given.
3. The Building Administrator shall maintain thorough communication links within the school and with outside agencies and personnel:
 - Call 9-1-1
 - Call the District Superintendent, or designee at (315) 687-2850
4. The Reporting Guidelines that are set forth in the Building Safety Plans should be implemented depending on the nature of the Emergency.

11. COORDINATING THE USE OF DISTRICT RESOURCES IN AN EMERGENCY

A. RESOURCES AVAILABLE

The following resources are available in the event of an emergency:

<u>RESOURCE</u>	<u>LOCATION</u>
Telephone System.....	All
Zoned Fire Alarm System	All
Radio Station/Portable Radios.....	Transportation Center has three base stations. Each school bus is radio-equip. Most school district vehicles have two-way radios. The Maint. Dept. and B&G Staff have portable radios.
Public Address System	All except: Transportation & Maintenance
First Aid Supplies.....	All
Fire Extinguishers.....	All
Electrical Generators, Built-in	High School & Middle School
Water Supply – Fire.....	All
Food Storage	All
Vehicle Fuel Storage	Transportation Center (Gasoline & Diesel)
Flashlights, Batteries.....	All
Maps (School District Area and Roads).....	Transportation & Maintenance
Building Floor Plans.....	All
Buses.....	Transportation Center
Pick-up Trucks, Vans, Snowplows	Transportation & Maintenance
Maintenance Tools & Equipment:	Transportation & Maintenance
Portable Electrical Generator	
Portable Water/Mud Pump	
Portable Welder	
Portable Lifts	

B. STAGING AND TREATMENT AREAS

Staging and treatment areas will vary depending on the location of the emergency. Administrators, Supervisory staff and specific individuals will be trained to contact emergency responders, to identify the location of the emergency and identify appropriate areas for staging and treatment. The 911 Center will direct responding police units to travel to this location, specifying the safest and most practical route of travel. Upon arriving, the appropriate emergency responder will either accept or relocate the established staging and treatment areas.

11. COORDINATING THE USE OF DISTRICT RESOURCES IN AN EMERGENCY – *cont'd*

C. LOCATION OF THE INCIDENT COMMAND POST

In the event of a full-scale evacuation of a school, the Incident Command Post will be established at the location specified in the Building Safety Plan, or as otherwise directed by the Incident Commander. This location will be used without regard to where the evacuees are going.

In the event the Emergency requires less than a full-scale evacuation of any school the location of the Command Post shall be determined by the Incident Commander. It shall be established in a safe and accessible location within the outer perimeter. Whenever possible, the Command Post should have the availability of land-line telephone communications.

D. PERSONNEL AT THE INCIDENT COMMAND POST

The following District personnel may be summoned to the Incident Command Post during a declared emergency:

1. The Building Administrator or Site Supervisor, or in his or her absence, a designated staff person. He or she shall be designated the Incident Commander until law enforcement or emergency services personnel arrive. He or she shall bring the Emergency Response Bag for the affected school.
2. The Director of Facilities, or in his or her absence, a designated member of the Maintenance and Operations staff. He or she shall bring a radio capable of operating on District radio frequencies.
3. The school secretary for the involved building shall bring the school's Emergency Response Bag.
4. The School Safety Team for the affected building should report immediately to the designated command post unless otherwise instructed.
5. Other personnel as directed by the Incident Commander.

E. DUTIES OF THE SUPERINTENDENT

1. The Superintendent, or a designated administrator, will represent the District as part of the staff at the Command Post.
2. The Superintendent or designee will be responsible for acting as liaison between the Incident Commander and the faculty and staff. He or she will act as the representative of the District, will facilitate the District's response to the emergency, and advise the Incident Commander with regard to problems or concerns brought to his or her attention by faculty, staff or students
3. The Superintendent or designee shall also be responsible for:
 - Mobilizing District personnel and resources as necessary
 - Designating a staff member to organize the District's response as parents or guardians inquire either via telephone or in person as to the health and safety of their children
 - Providing information to District Spokesperson with the approval of the Incident Commander
 - Performing other duties as assigned by the Incident Commander
 - Maintaining an updated list of radio and television station telephone numbers for use in an emergency. A copy of the list has been provided to selected administrators
 - Reviewing and revising this Plan, as necessary, at least once per year and ensuring that any updates to the Plan, including the building specific appendices, are distributed to all holders of the Plan including emergency services agencies
 - Directing that each Building Administrator review the Building Safety Plan for his or her school to update any personnel changes.
 - A copy of any changes shall be sent to the Superintendent for inclusion in the Emergency Response Bag/"Gotta-Go Bag" at each site, with copies provided to emergency response agencies.
4. The Superintendent, or designee will maintain contact with the buildings affected by the Emergency. When notified of an Emergency, the Superintendent's office will ensure that Police and Emergency Agencies have been notified as a first priority. The Superintendent's office will also alert the Assistant Superintendent for Business, the Assistant Superintendent for Instructional Services, the Director of Facilities, the Transportation Supervisor, and the District Spokesperson, where appropriate.
5. If an evacuation is ordered and off-site location sheltering is initiated, the Superintendent or designee may request District Office personnel to report to the relocation site to help assist with the arrival of students from the building affected by the emergency.

11. COORDINATING THE USE OF DISTRICT RESOURCES IN AN EMERGENCY – *cont'd*

F. DUTIES OF THE BUILDING ADMINISTRATOR OR SITE SUPERVISOR

1. Review this Plan and the Building Safety Plan for your school prior to each school year with the Building Administrator and appropriate personnel.
2. Provide collaborative support and assistance for Fire and Rescue Personnel.
3. Establish plans for the transport of all staff and students for each school building upon evacuation.
4. Work with the Building Administrator or site supervisor and appropriate personnel who will make arrangements for creating maps or folders which will show the Assembly area for each school and for determining pick-up of students and handicapped passengers at each school's Assembly area and delivery of students at each school's designated Relocation Center.
5. Maintain close contact with the Incident Commander at the Emergency Command Post.
6. Prepare a plan for food preparation/distribution during situations that require students/staff to be sheltered for an extended period.

G. DUTIES OF FACULTY AND STAFF

In the event of an Emergency, the faculty and staff will have the following duties:

1. Each teacher and non-instructional staff member must immediately notify the Building Administrator whenever a situation arises that threatens the safety of an individual. At no time, should a staff person place themselves at risk and attempt to deal with an Emergency such as a fire or dangerous intruder. It is essential that no time is lost in communicating the existence of an Emergency so outside
2. Help can be summoned and the Building Response Team for the school can be alerted to initiate the correct emergency response. It is imperative that the guidelines contained within this plan be followed in the event of an Emergency.
3. All District employees have responsibility to protect and maintain the health, safety, and welfare of students. Staff members may be assigned to accompany and supervise students. In an Emergency, ordinary rules of work hours, work sites, job descriptions and other contractual provisions are subject to State, County, or District directives.
4. Faculty and staff shall, when instructed by the Building Administrator, direct the safe and orderly evacuation of students and lead them to designated Assembly area, avoiding any hazard zones.
5. Building Administrators will designate staff to bring the Emergency Response/"Gotta-Go Bag" for all emergencies. This bag will go with each Building Administrator for all evacuations (inside, outside and off site). It should be within close reach and accessible at all times, and should be checked and updated regularly. This bag should minimally contain:
 - A flashlight and spare batteries
 - Updated class rosters for each class using the room
 - Emergency evacuation (including assisted evacuation) plans
 - Latex or nitrile gloves
 - Pen and paper
 - Names and telephone numbers of crisis team members
 - Other items as deemed necessary
6. Special area teachers and non-instructional employees shall report to the designated Assembly area and help where needed to chaperone or supervise students.
7. Upon arrival at the designated Assembly area or relocation site, the faculty will be responsible for assisting in identifying missing students. Thereafter, they shall be responsible for maintaining order, providing support, and escorting students to Assembly areas or relocation site.
8. In the event that faculty, staff or students cannot be evacuated from an area, the faculty and staff shall take measures to protect the students in place until a rescue can be accomplished.

H. DUTIES OF CUSTODIANS

The custodial staff shall follow the direction of the Director of Facilities, the Building Administrator or the incident commander depending upon the situation. The custodial staff may be called upon to do the following during an Emergency:

1. Shut down gas, electricity, and/or water if needed depending upon damage to the building. Otherwise, maintain utilities and building systems as directed.
2. Maintain communication and be sure that radio communication is "open" throughout the Emergency situation.
3. Provide support and be alert to needs of staff and students.
4. Cooperate with police, fire and EMS personnel, and provide requested information, advice, assistance, and active support.
5. Secure the building and check to ensure that everyone is evacuated.

11. COORDINATING THE USE OF DISTRICT RESOURCES IN AN EMERGENCY – *cont'd*

I. DUTIES OF THE SCHOOL NURSE

The school nurse for each building shall have the following duties in the event of an Emergency:

1. Plan a Treatment Area to handle injuries, and work in advance to be sure there is a procedure to provide care for injured students and staff during any emergency. Collaborate with the Building Administrator to create this plan and ensure that adult help is available, as part of this plan, should the need arise. Remember that this area may have to be located in the designated Assembly area or at a Relocation Center away from the normal supplies at school.
2. Maintain adequate supplies for emergencies. Part of this need will include First Aid Kits that can be taken to the command post or relocation sites should the need arise.
3. In the event of an evacuation, the School Nurse shall be responsible for bringing medical records of those students with special needs and any medications to be dispensed to the designated Treatment Area. There the nurse will assist EMS personnel in evaluating and treating injured persons.
4. Carry out first aid in the Assembly area and/or at the Relocation Site as needed.
5. Maintain a list of emergency medical conditions and needs for all students.

J. DUTIES OF THE FACILITIES DIRECTOR

In the event of an Emergency, the Director of Facilities will have the following duties:

1. Mobilize maintenance personnel to assist (where appropriate) the school building affected by the Emergency. If electrical, HVAC, plumbing, and other building concerns need to be addressed because of the emergency, he or she will coordinate the delivery of these services.
2. Mobilize maintenance staff. Be prepared to share floor plans for any and all school buildings to police or Emergency officials whenever needed.
3. The Director of Facilities will also set up:
 - A system for sharing floor plans of our buildings if needed during an Emergency
 - A system for alerting his staff to assignments either during or after any Emergency. This would include possible cleanup duties after an Emergency
 - A procedure for the assignment and use of, powered equipment, maintenance vehicles, and other equipment within the District to assist as part of any Emergency.
4. Radio communications with the building(s) affected by an Emergency, and with local law enforcement so that maintenance efforts are efficiently and safely conducted. Report to the Command Post, bringing any building plans, system operating instructions, or other materials that may be of value to Emergency personnel.
5. Recommend a plan and process for resuming normal school operations. Work with Emergency Personnel and the Building Administrator to return school operations to normal as soon as possible.

K. DUTIES OF THE SECRETARIAL AND SUPPORT STAFF

As directed by the Building Administrator, the building secretarial and support staff shall take an active role in performing the following tasks:

1. Assist with communications by maintaining the radio and/or phone contact. Alert appropriate agencies and District personnel.
2. Provide information to staff as directed and ensure that enrollment and medical emergency cards are available to proper school officials or rescue personnel.
3. Assist the school nurse, teachers, or other colleagues as directed.
4. Establish and implement a procedure for checking out students to parents or guardians who come to school to take students home. Also, set up an "office" in the Assembly area if this area is activated.

L. DUTIES OF THE SPOKESPERSON

In any situation where normal school activities are disrupted, it is crucial to recognize the obligation to inform the public of the problem and how the School District is responding to it. The District will use public information procedures on a regular basis to announce school emergencies, cancellations, and dismissals. The Superintendent or designee shall assign a person to serve as District Spokesperson and Spokesperson for the Incident Commander.

The Spokesperson will be responsible for organizing information that is transmitted to the media and to parents during emergencies.

1. The overall functions of the Spokesperson will be:
 - Fact Sheet as needed.
 - To provide correct information to the public, by telephone, media or letter as appropriate, as to what is occurring and District response;
 - To coordinate with other agencies that may be responding to the situation to ensure that the public is receiving a clear and consistent report of official information;

11. COORDINATING THE USE OF DISTRICT RESOURCES IN AN EMERGENCY – *cont'd*

L. DUTIES OF THE SPOKESPERSON – *CONT'D*

- To act as a liaison between the media, the public and District administration who are involved in decision making and the operational response to the emergency;
 - To organize the District response to parents; and
 - To provide for rumor control by keeping a TV set or radio tuned to a news station in Command Center only (not in classrooms and/or public places). The Spokesperson shall verify ALL facts heard and provide updates as appropriate.
2. The Spokesperson shall respond to the designated Media Assembly Area and clearly identify himself or herself to the press as the official Spokesperson for the Incident Commander.
 3. All news releases and public statements on behalf of the District shall be made by the Spokesperson, or with his or her prior approval. Other persons should not submit to interviews or make statements without first conferring with the Spokesperson.
 4. The Spokesperson shall NOT provide speculative information or offer opinions with regards to:
 - Causes or motives for the incident
 - Extent of casualties or damage
 - Expected duration of the operation
 - Liability or responsibility for the incident
 - Tactical responses, operations, or considerations
 5. All information released to the public must be factual or confirmed by the Incident Commander. The Spokesperson shall relay specific inquiries to the Command Post, which will respond to the media through the Spokesperson.
 6. The Spokesperson should request that the media direct all parents to the person(s) specified in the School Building Safety Plan for information about, and reunification with, their children.

M. DUTIES OF THE SUPERVISOR OF TRANSPORTATION:

In the event of an Emergency, the Supervisor of Transportation will have the following duties:

1. Maintain a roster of vehicle drivers including telephone numbers (home, cell, and alternate employment) where they can be reached for recall during an emergency. Part of this plan will be the development of a procedure by which drivers can be called back to perform this service.
2. Maintain a roster of vehicle availability, in district and from outside resources, in order to put vehicles into operation during an emergency.
3. Maintain a list of all students who are handicapped and non-ambulatory that require transportation in a specially equipped bus.
4. Map the safest and fastest route to the pre-determined re-location site(s) for each school. Insure that all vehicle drivers are aware of and familiar with this route.
5. Establish plans for the transport of all staff and students for each school building upon evacuation.
6. Maintain close contact with the Building Administrator or Incident Commander at the Emergency Command Post. The Transportation Center will function and often serve as hub for centralized communication during an Emergency. Transportation Personnel along with Administrative Staff will assist in every way possible during all Emergencies.
7. The Supervisor of Transportation and law enforcement may declare at any time during an Emergency a CODE SILENCE, which means ALL radio traffic not related to the emergency MUST CEASE. Normal radio traffic may resume only AFTER the Transportation Supervisor or law enforcement official stops the Code Silence.

N. DUTIES OF THE FOOD SERVICE DIRECTOR

In the event of an Emergency, the Food Service Director shall:

1. Prepare a plan for food preparation/distribution according to each possible Emergency where food service might be needed over a longer term.
2. Include in the food preparation/distribution plan the possibility that your school may be used as a Relocation Center and that this will mean additional students/staff to feed beyond the normal number at a school.
3. Communicate fully with the Building Administrator and Head Custodian in their building to provide food service if needed.
4. If food service is not needed, establish a way by which members of the building's food service team can assist other colleagues (secretaries, nurse, teachers, etc.).
5. If there is damage to equipment or kitchen/dining room/freezer-refrigerator/food storage, assess damage or loss and report status of the operation to the Building Administrator.
6. Prepare a plan for food preparation/distribution according to each possible emergency where food service might be needed over a longer term.

12. EMERGENCY ASSISTANCE FROM OTHER GOVERNMENTAL AGENCIES

In an Emergency, an appropriate responsible staff member will contact the 911 center for fire, EMS, or law enforcement response. In the event of a broad scale Emergency, it may become necessary to contact local governmental agencies such as the Highway Department or the Madison County Emergency Management Office for assistance as dictated by the situation, see Appendix C, "Emergency/Agency Telephone Numbers" for a listing.

13. INTER-AGENCY ADVICE AND ASSISTANCE

In an Emergency, the Superintendent of Schools will contact the 911 center for fire, EMS, or law enforcement response. In the event of a broad scale Emergency, it may become necessary to contact the Madison County Emergency Management Center for assistance. Appendix B contains the names and the phone numbers of other agencies, which may be contacted as appropriate.

14. INTERNAL AND EXTERNAL NOTIFICATIONS

A. DISTRICT SITES

Upon notification or declaration of an emergency, the Superintendent, or designee, will contact all District sites/schools to communicate emergency information and instructions.

B. PARENTS, GUARDIANS, AND COMMUNITY

1. Parental Notification

At the start of the school year or when students enroll the following is provided to and obtained from parents or guardians:

- Notification that the child may be sent home early in the event of emergency;
- The name and telephone number of employers at which to contact parents in the event of early dismissal;
- Alternate plans for the child's welfare if neither parent can be informed of early dismissal; and
- Special students' needs: medical and other.

2. Parental and Community Notification

The Superintendent or designee shall provide selected administrative staff with a list of radio and television station telephone numbers for use in an emergency. During a local or state emergency, the Superintendent or a designated spokesperson shall act as the chief communication liaison for all emergency response agencies within the District, and shall address all news media.

During an Emergency, parents will be anxious for accurate information regarding school operations and as to the health and safety of their children.

- The Building Administrator(s) or Site Supervisor(s) shall designate an individual to organize the District response to parents as they inquire via telephone or in person (i.e., Parent Staging Area) during emergencies.
- The names of any students released shall be communicated to the Command Post.

C. STATE EDUCATION DEPARTMENT

The Superintendent will be responsible for notifying The New York State Education Department, and the OCM BOCES District Superintendent, as soon as possible whenever the emergency plan results in the closing of a school building within the District (except routine snow days).

15. SCHOOL SAFETY PERSONNEL

A. ALL STAFF

In addition to the assigned Safety/Security Personnel, District training has been provided to instructional, clerical, custodial and other support staff, where we review safety procedures for violence prevention and intervention strategies. In addition, all staff have been given instructions in responding to threats of violence, bomb threats and mail threats/suspicious packages.

General Duties of all staff would include:

- Inform the administration in a timely manner of problems and potential problems. Report all suspicious conditions, violent incidents, and emergency situations to the Building Administrator
- Supervise students under your charge and monitor behavior during the day
- Supervise areas in the immediate vicinity of your classroom. Help maintain order in corridors, classrooms, and other areas in the school building or on school property.

15. SCHOOL SAFETY PERSONNEL – *cont'd*

- Provide assistance to other instructors and the Building Administrator as necessary in emergency situations or during student unrest.
- Summon the School Nurse and 9-1-1 emergency responders, as necessary, when medical attention is required
- Working with Building Administrators and guidance counselors to present problems of truancy and work on solutions
- May be responsible for security procedures such as checking the condition of classrooms and securing doors and windows after classes have ended.

16. MULTI-HAZARD SCHOOL SAFETY TRAINING

A. TRAINING OF STAFF

1. Specific training shall be provided for school staff who have been assigned specific roles and areas of responsibility in the Building Safety Plan. Any person or agency that has been assigned an area of responsibility in this plan should have appropriate training.
2. Training for District staff is conducted throughout the school year. This training includes, but is not limited to Right-To-Know, Hazard Communication, Blood-borne Pathogens, CPR and AED training, and overview of the District SAVE Plan and Code of Conduct. This training is conducted annually to insure school staff and students understand emergency procedures and to review any changes to this Plan or the Building Safety Plans. The District coordinates with local police, the Madison County Sheriff's Office, NY State Police, and other local emergency responders to conduct Incident Command Training, Violence Prevention Training, CPR and First Aid courses, as well as additional incident specific programs.
3. Other agencies participating in this Plan (e.g., police, fire, EMS) conduct appropriate training as required.
4. Training can entail short briefings, or presentations related to any aspect of preparedness. The training should convey the importance of everyone's role in implementing an effective school emergency response.

17. SCHOOL SAFETY TRAINING FOR STAFF AND STUDENTS

A. RESPONSIBILITIES OF THE DISTRICT

All Building Administrators and Program Supervisors will perform the following tasks with respect to training for staff and students.

1. Review the Building Safety Plan for their particular building with their staff no later than October 1st of each academic year. Any revisions to the Plan will be disseminated to staff at the beginning of each school year.
2. Prepare step-by-step, warning and response actions for specific anticipated emergency situations.
3. Prepare an emergency warning system that is in place and functional, for informing parents, guardians and the community of the actual or impending activation of Emergency Response Procedures by the District.
4. Prepare education, training, and drills required to assure effective operation of the plan.

B. RESPONSIBILITIES WITH RESPECT TO STAFF

The following tasks shall be performed by the Building Administrators with respect to staff training. Specifically:

1. Assign emergency responsibilities to staff regarding individual capacities and normal service functions for each anticipated emergency situation.
2. Cross-train staff and volunteers so the plan or part of the plan does not become non-functional if one person is absent.
3. Require emergency preparedness training for all students and staff.
4. Adapt Emergency preparedness training to individual capabilities and limitations including persons with disabilities.
5. Provide orientation and annual in-service Emergency preparedness training of staff and volunteers.

18. EMERGENCY DRILLS AND EXERCISES

A. CONDUCT OF DRILLS

Instructional sites within the District will hold one annual early dismissal and sheltering drill as well as routine fire drills. Periodic exercises and drills will also ensure the school staff's ability to effectively respond to emergencies and reveal shortcomings in the emergency plan.

1. Each Building Administrator will make arrangements to conduct the drills for their building. These drills must be conducted in accordance with State Education Department regulations:
 - Conducted at least once every school year;
 - Inclusive of transportation and communication procedures; and;
 - Held with at least one week's notice to parents or guardians
 - Early dismissal drills shall occur not more than fifteen (15) minutes earlier than normal dismissal time.
2. If requested, the Building Safety Team will assist in conducting drills. The Building Safety Team will evaluate the response, with local police and fire departments if possible, in order to improve the overall level of preparedness.
3. Emergency services agencies and the District will cooperatively conduct meetings to discuss the Building Safety Plans. Periodic exercises will assess the emergency responses outlined in the plan and the ability of participants in a simulated emergency. Such training may include "tabletop exercises" where participants do a verbal walk through of an emergency response situation. The School Safety Team for each building is available to assist in coordinating these simulations. This test is intended to reveal and correct any shortcomings within the plan.

B. EVACUATION/LOCKDOWN DRILLS

A total of twelve (12) evacuation drills shall be conducted each year, with eight (8) occurring before December 31st (remaining four can be done in the spring semester). Drills and training are conducted in a trauma-informed, developmentally and age-appropriate manner. At least one (1) of the twelve (12) drills shall be held during one of the regular lunch periods, or shall include special instruction on the procedures to be followed if a fire occurs during a students lunch period. At least two (2) additional drills shall be held during summer school in buildings where summer school is conducted and one of these drills shall be held during the first week of summer school. The Building Administrator, or designee, shall require those in charge of after-school programs, attended by any individuals unfamiliar with the school building, to announce at the beginning of such programs the procedures to be followed in the event of an emergency. The Building Administrator will make the appropriate local emergency responder officials aware of the timing of these drills. Drills must be taken seriously at all times. From the time the drill starts, until the drill is complete, there should be no talking during these drills. In buildings where students are housed, teachers shall implement the following procedures.

1. See that doors and windows are closed, doors unlocked, and lights are out before leaving their classroom (if safe to do so).
2. Take class list (if safe) and take attendance (if possible). Report missing students to the Building Administrator after students are safely outside.
3. Move students quickly to the designated exits.
4. Escort the class to a safe distance from the building and remain with students until called back into the building.
5. Be sure students know alternate escape routes from their classrooms.
 - Fire exits are marked on the floor plans of every building. Each room must contain a floor plan showing fire exits. All staff must become familiar with them.
 - Be sure that staff and students know alternate escape routes from the classroom.

C. BUS EMERGENCY DRILLS (see also Administrative Regulations 8212R.2)

1. A minimum of three (3) emergency drills are to be held on each school bus during the school year. The first drill is to be conducted during the first week of the fall term, the second between November 1st and December 31st, and the third between March 1st and April 30th. Students who ordinarily walk to school shall also be included in the drills.
2. Each drill shall include instruction in all topics mandated by the Education Law and the Commissioners' Regulations and shall include, but will not be limited to, the following:
3. Safe boarding and exiting procedures
4. The location, use and operation of the emergency door, fire extinguishers, first aid equipment and windows as a means of escape in case of fire or accident;
5. Orderly conduct as bus passengers.

18. EMERGENCY DRILLS AND EXERCISES – *cont'd*

D. OTHER DRILLS

Additional drills, including evacuation to another school or community site, should also be regularly scheduled.

F. TRAUMA INFORMED DRILLS

Definitions:

- Trauma means an emotional response to a deeply distressing or disturbing experience such as, but not limited to, an act of violence, natural disaster, abuse, neglect, or loss.

- Trauma-informed means an understanding of trauma and how it affects the physical, emotional, and mental health of students and adults.

- Trauma-informed drills means avoiding tactics in training or drills that may introduce or activate trauma, such as the use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-appropriate content. Drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.

Drills and training conducted during the school day with students present shall be conducted in a trauma-informed, developmentally and age-appropriate manner and shall not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency. Students and staff shall be informed at the time that drills are conducted.

Tabletop exercises may be utilized by school and district safety teams as a training resource and may include a discussion-based activity for staff in an informal classroom or meeting-type setting to discuss their roles during an emergency and their responses to a sample emergency situation.

Parents/guardians will be informed via ParentSquare up to seven days in advance of lockdown and evacuation drills.

Schools and districts that opt to participate in full-scale exercises in conjunction with local and county emergency responders and preparedness officials that include props, actors, simulations, or other tactics intended to mimic a school shooting or other acts of violence or emergency may not be conducted on a regular school day and when school activities such as athletics are occurring on school grounds. Additionally, such exercises cannot include students without written consent from parents or persons in parental relation.

19. PLAN DISTRIBUTION AND REVIEW

A. COPIES OF THE PLAN

A copy of this Plan shall be kept in the office of the Superintendent, Assistant Superintendent for Business Instructional Services, Assistant Superintendent for Instructional Services, Assistant Director of Special Education & Pupil Personnel Services, Director of Facilities, Transportation Supervisor, Building Administrators, Food Service Director, Building Nurses, and Building Head Custodians.

20. IMPLEMENTATION OF SCHOOL SECURITY

Certain procedures minimize or provide early warning of problems when unwanted persons are in a school building. The following procedures shall be implemented to improve security in the buildings:

A. BASIC PROCEDURES

1. All District employees are required to wear an **employee badge** whenever they in any District facility, except as exempted for specific safety reasons. This includes all shifts and all levels of employment.
2. When school construction/renovation work is anticipated to occur on regularly scheduled school days, all contractor employees shall wear identification badges.
3. General access to buildings shall be limited to a clearly identified central access. All entrances, except for the main access, shall be locked and secured while classes are in session.

B. VISITOR PROCEDURES

The Superintendent encourages parents/guardians and other citizens to visit District schools and classrooms. The community should feel welcomed in our schools. Since schools are a place of work and learning, however, certain limits must be set for such visits. The Building Administrator, or designee, is responsible for all persons in the building and on school grounds. In light of today's security concerns building accessibility needs to be balanced with the safety of our students and staff.

As such, the following rules apply to visitors to the schools:

1. Signs shall clearly designate public entrances and sign-in procedures.
2. Anyone who is not a regular staff member or student of the school will be considered a visitor.
3. All visitors are required to report to the main entrance or office and sign a guest book. Guest books shall be maintained for two years. If a staff member observes a visitor, including a vendor, who is not known to them, the staff member shall request that person to identify themselves. If such a request is ignored, the staff member shall report to the Building Administrator, or designee, that an unauthorized person is in the building or immediately call law enforcement based upon a threat assessment.
4. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or after school public events are not required to register or sign-in the building.
5. All visitors are expected to abide by the rules for public conduct while on school property as outlined in the District Code of Conduct. Inappropriate conduct shall be reported to the Building Administrator or event supervisor immediately.
6. The Building Administrator is responsible to enforce the District Code of Conduct as applied to visitors.

C. STAFF RESPONSIBILITIES

1. All staff should be aware of conditions in and around the building and report anything unusual to supervisors. Staff should scan their areas before leaving at night and upon entering in the morning to check for any unusual packages or items. Anything suspicious should be reported immediately to their supervisor or immediately call law enforcement based upon a threat assessment.
2. Upon observing a dangerous or armed person, school staff are not to engage that person but immediately call law enforcement and report their presence to the Building Administrator immediately. The Building Safety Plans contain detailed procedures for dealing with armed or dangerous persons.

21. INDIVIDUAL BUILDING INFORMATION

Each Building Safety Plan contains maps and floor plans of the buildings, and information on the number of staff and students in that school.

22. COMMUNICABLE DISEASE – PANDEMIC CONTINUITY OF OPERATIONS PLAN

This Continuity of Operations Plan (plan) has been developed to meet the requirements of subsection (2)(m) of Education Law §2801-a which requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. This plan is built upon the components of the District-Wide School Safety and the Building-Level Emergency Response Plan(s). The District-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this plan and implementation at the building level through the Building-Level Emergency Response Team.

The district will work closely with Madison County Public Health Services (local health department) to determine the need for activation of this plan. The district will report suspected and confirmed cases of communicable diseases (e.g., influenza, coronavirus, etc.) on the monthly Communicable Disease Report, (DMS-485.7/93; HE-112.4/81) and submit it to the local health department. Depending on the severity of the disease, the district may be required to report information more frequently and in another format (i.e., daily for COVID-19). The local health department will monitor county-wide communicable disease cases and inform school districts as to appropriate actions. Refer to Appendix P for the District's COVID-19 Response Plan that can be amended to meet the needs of any future Communicable Disease or Pandemic.

District-Wide Safety Plan
Chittenango Central School District
2024-2025

APPENDIX A – ADMINISTRATIVE STAFF LISTING AND TELEPHONE NUMBERS

<i>Name</i>	<i>Title</i>	<i>Building</i>	<i>Office Phone</i>
Michael Eiffe	Superintendent of School	District Office – Middle School	315-687-2850
Scott Mahardy	Assistant Superintendent for Business	District Office – Middle School	315-687-2850
Jason Clark	Assistant Superintendent for Instructional Services	District Office – Middle School	315-687-2854
Benjamin New	Director of Special Education and Pupil Personnel Services	District Office – Middle School	315-687-2844
Jeff Martin	Director of Facilities	Maintenance Building	315-687-2860
Nicholas Fersch	Chittenango High School Principal	Chittenango High School	315-687-2900
Jay Altobello	CHS Associate Principal	Chittenango High School	315-687-2900
Brendon Willey	Chittenango Middle School - Principal Grades 5-8 Chittenango Middle School - Associate Principal Grades 5-8	Chittenango Middle School	315-687-2800
Kara May	Bolivar Road Elementary School - Principal	Bolivar Road Elementary School	315-687-2880
Melissa Stanek	Bridgeport Elementary School – Principal	Bridgeport Elementary School	315-687-2280
David Gryczka	Athletic Director	Chittenango High School	315-687-2905
Matthew Morkel	School Food Service Director	District Office – Middle School	315-687-2847
Connie Thorp	Transportation Supervisor	Transportation Department Center	315-687-2870

APPENDIX B - EMERGENCY RESPONSE TEAM

Name	Title	Building	Office Phone
Michael Eiffe	Superintendent	District Office - Middle School	315- 687-2850
Scott Mahardy	Assistant Superintendent for Business	District Office - Middle School	315- 687-2850
Jason Clark	Assistant Superintendent for Instructional Services	District Office – Middle School	315-687-2854
Benjamin New	Director of Special Education & Pupil Personnel Services	District Office – Middle School	315-687-2844
Jeff Martin	Director of Facilities	Maintenance Building	315-687-2860

District-Wide Safety Plan
Chittenango Central School District
2024-2025

APPENDIX B - DISTRICT WIDE SAFETY PLANNING TEAM

Name	Title	Building	Office Phone
Scott Mahardy	Assistant Superintendent for Business	District Office - Middle School	315- 687-2850
Brandon Meyers	Safety Officer	Maintenance Building	315- 687-2848
Jason Clark	Assistant Superintendent for Instructional Services	District Office – Middle School	315-687-2854
Benjamin New	Director of Special Education & Pupil Personnel Services	District Office – Middle School	315-687-2844
Jeff Martin	Director of Facilities	Maintenance Building	315-687-2860
Matthew Morkel	Food Service Manager	District Office – Middle School	315-687-2847
Connie Thorp	Director of Transportation	Transportation Office	315-687-2870
TBD	Nurse Supervisor	High School	315-687-2817
Allen Wiley	Maintenance Safety Committee Chair	Maintenance Building	315-687-2863
TBD	Transportation Safety Committee Chair	Transportation Building	315-687-2870
Sandra Markowski	Building Safety Committee Chair: BPT	Bridgeport School	315-687-2873
Edward Blanch	Building Safety Committee Chair: MS	Middle School	315-687-2802
Jay Wingard	Building Safety Committee Chair: HS	High School	315-687-2817
TBD	Board Member	District Office – Middle School	TBD

APPENDIX C - EMERGENCY/AGENCY TELEPHONE NUMBERS

<u>AGENCY</u>	<u>PHONE NUMBER</u>
<u>Madison County Emergency Management Office</u>	
To report a fire / emergency medical services	911 or 315-366-2789
<u>Fire Department</u>	911
Bridgeport Fire Department	911 or 315 633-9048
Chittenango Fire Department (Village)	911 or 315-687-6424
Chittenango (North) Fire Department	911 or 315-687-6529
<u>Ambulance</u>	911
<u>Police</u> NYS Police/ Madison County Sheriff / Chittenango	911
Madison County Sheriff's Dept.	911 or 315-366-2318
Chittenango Police Dept.	911 or 315-687-3939
<u>Health Department</u>	
Madison County Public Health Department	315-366-2526
<u>Highway Department</u>	
NYS Department of Transportation (DOT)	315-428-4351
Madison County Highway Department	315-366-2221
Town of Sullivan Highway Department	315-687-6031
<u>OCM BOCES</u>	
Superintendent of Schools	315-433-2602
 <u>OTHER AGENCIES/UTILITY PROVIDERS</u>	 <u>PHONE NUMBERS</u>
Poison Control Center	1-800-252-5655
National Grid	1-800-642-4242
Gas emergency	1-800-892-2345
American Red Cross of Madison County	315-363-2900
NYS DEC 24 Hour Spill Hotline	1-800-457-7362
School Physician – (Tri-Valley Medical Group)	315-829-2220
<u>Hospitals</u>	
Oneida:	
Oneida Healthcare Center	315-363-6000
Syracuse Area Hospitals:	
University Hospital	315-464-5540
Crouse Irving Memorial	315-470-7111
Community General	315-492-5011
St. Joseph's Hospital	315-448-5111

APPENDIX D - Violent and Disruptive Incident Reporting (VADIR) OVERVIEW


The New York State Education Department's (SED's) Uniform violent and Disruptive Incident Reporting System (known as VADIR) gathers data on violent and disruptive incidents in schools and uses the information to comply with State and Federal reporting requirements and to identify schools as persistently dangerous, as required by the *No Child Left Behind Act* (NCLB) of 2001. Beginning in 2006, in addition to the list of persistently dangerous schools, the department has issued a watch list of schools whose number and types of violent incidents warrant concern and increased monitoring, but are not sufficient to identify them as persistently dangerous.






All public schools, boards of cooperative educational services, charter schools, and county vocational education, and extension boards are required to maintain individual incident reports on violent and disruptive incidents occurring on school property, which includes incidents occurring in or on a school bus as defined in Vehicle and Traffic Law § 142 and at school functions. These individual incident reports are not submitted to SED, but should be retained by the school for six years and be made available for review upon request by SED.

Each year, school superintendents and chief school officers of charter schools are required to submit to SED, a Summary of *Violent and Disruptive Incidents report (VADIR Summary Form)*

For each school in the district or each charter school for the prior school year (July 1st through June 30th). The *VADIR Summary Form* includes information derived from the individual incident forms, such as tallies of incidents, offenders, and victims by type of incident, as well as other information relating to school safety. School superintendents and chief school officers of Charter schools complete the *VADIR Summary* form online using the web-based Basic Education Data System (BEDS), but SED also makes available a paper version of the form to facilitate recordkeeping and data entry. In many cases, school personnel complete the paper form and then forward it to the superintendent for review, certification, and entry of the data into the online BEDS system's *VADIR Summary Form*.

A "violent or disruptive incident" in a school setting is defined under section 100.2 of the NYS Education law and relates specifically to such activities that occur on the property of the school district, board of cooperative educational services or county vocational education and extension boards. Specific reporting requirements are linked to any and all "violent" incidents that occur on "School Property" which means "in or within any building, structure, athletic field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school; or in or on a school bus ..."

[EARLY Summary of Violent and Disruptive Incidents Form](#)  (61KB)

- [Summary of Violent and Disruptive Incidents Form](#)  (52KB)
- [Directions for Completing the Summary of Violent and Disruptive Incidents Form](#)  (36KB)
- [Glossary of Terms Used in Reporting Violent and Disruptive Incidents](#)  (28KB)
- [Frequently Asked Questions and Answers](#)  (posted 6/16/2011)
- [Individual Violent and Disruptive Incident Report Form for recording individual incidents](#)  (78KB)
- [BEDS Login Directions](#)

APPENDIX D-1 Synopsis of Child Abuse Reporting in an Educational Setting Sect, 1128 Article 23B of Ed Law

DEFINITIONS

- (1) Child Abuse refers to any of the following acts committed in an educational setting:
 - Intentionally or recklessly inflicting physical injury, serious physical injury or death
 - Intentionally or recklessly engaging in conduct which creates a substantial risk of such physical injury, serious physical injury or death
 - Any child sexual abuse
 - The commission or attempted commission against a child of the crime of disseminating indecent materials
- (2) A child is a student under the age of 21 who is enrolled in a school district within this state, other than a school district within a city having a population of over one million or more.
- (3) Employee and volunteer refer to individuals who provide service to a school or school district with or without compensation.
- (4) Educational setting refers to the property of the school district, board of cooperative educational services or county vocational education, extension boards, vehicles provided by the district for student transportation purposes, and any other location where direct contact between an employee or volunteer and a child has allegedly occurred.

DUTIES: Direct Care Staff

Immediately, in any case where an oral or written allegation of child abuse in an educational setting is made to a teacher, school nurse, school guidance counselor, school psychologist, school social worker, school administrator, school board member or other school personnel required to hold a teaching or administrative license or certificate:

- (a) Promptly complete the attached "Child Abuse In An Educational Setting Confidential Report of Allegation" reporting form filling in all required fields.
- (b) Promptly "personally deliver" a copy of this report to the school administrator of the school in which the child abuse allegedly occurred.
- (c) In any case where it is alleged that a child was abused in a school or school district, other than the one he or she attends, the report of such allegations should be promptly forwarded to the superintendents of the school where the student attends as well as the school district where the abuse allegedly occurred.
- (d) Any employee or volunteer who reasonably and in good faith makes a report of allegations of child abuse in an educational setting to a person and in a manner described in Article 23-B "Child Abuse in an Educational Setting" shall have immunity from civil liability which might otherwise result by reason of such actions.

CONFIDENTIALITY

Records, reports, other written materials, and photographs taken concerning a reported allegation of child abuse in an educational setting shall be confidential and shall not be disclosed except to law enforcement authorities involved in an investigation or pursuant to a court ordered subpoena.

DUTIES: School Administrators/Superintendents

Immediately, upon receipt written report alleging child abuse in an educational setting where there is a reasonable suspicion to believe that an act of child abuse has occurred:

- (1) Where the subject child has made the allegations:
 - (a) promptly notify the parent of such child that an allegation of child abuse in an educational setting has been made and provide them with a written statement of parental rights and responsibilities
 - (b) where a school administrator receives a written report promptly provide a copy of the report to the superintendent
 - (c) Promptly forward such reports to the appropriate law enforcement authorities. In NO event shall reporting to law enforcement be delayed by reason of an inability to contact the superintendent
- (2) Where the parent of the child has made the allegation:
 - (a) promptly provide the parent with a written statement of parental rights and responsibilities
 - (b) where a school administrator receives a written report promptly provide a copy of the report to the superintendent
 - (c) Promptly forward such reports to the appropriate law enforcement authorities. In NO event shall reporting to law enforcement be delayed by reason of an inability to contact the superintendent
- (3) Where a person other than the subject child or the parent of a subject child has made the allegation:
 - (a) promptly notify the parent of such child that an allegation of child abuse in an educational setting has been made and provide them with a written statement of parental rights and responsibilities
 - (b) ascertain from the person making such a report the source and basis for such allegations
 - (c) where a school administrator receives a written report promptly provide a copy of the report to the superintendent
 - (d) Promptly forward such reports to the appropriate law enforcement authorities. In NO event shall reporting to law enforcement be delayed by reason of an inability to contact the superintendent
- (4) Any school administrator or superintendent who reasonably and in good faith makes a report of allegations of child abuse in an educational setting to a person and in a manner described in Article 23-B "Child Abuse in an Educational Setting" shall have immunity from civil liability which might otherwise result by reason of such actions.

ADDITIONAL DUTIES: School Superintendents

- (1) Where the superintendent has forwarded a Child Abuse in an Educational Setting report to law enforcement, he or she shall refer such report to the commissioner where the employee or volunteer alleged to have committed the act of child abuse in an educational setting holds certification or license.
- (2) A report which is made and does not, after investigation, result in a criminal conviction shall be expunged from any record which may be kept by a school or school district with respect to the subject of such a report after a period of five years from the date of the making of such report or at such earlier time as such school, or school district, as the case may be, determines

APPENDIX D-1 - NOTIFYING PARENTS

(Today's Date)

Dear _____,

When it has been determined that reasonable suspicion exists concerning a reported allegation of child abuse in an educational setting, the building administrator must promptly notify the parents and forward a copy of the report to the superintendent and to appropriate law enforcement authorities. I am writing to inform you that such an allegation has been made concerning _____ and that _____ School District is following all regulations in compliance with New York State law.

Because a reasonable suspicion does exist action has been taken to ensure the safety of your child as well as the other students and we will keep you informed of the status of this investigation.

Please call me with any questions or concerns that you have.

Respectfully,

Administrator

APPENDIX E - BOMB THREAT FORM

Date: _____ Time: _____ a.m. _____ p.m. _____

Name of Recipient: _____

Location of Recipient: _____

Telephone Number of Recipient: _____

Exact Words of Person Placing Call: _____

QUESTIONS TO ASK (for use with bomb threat only):

1. When is bomb going to explode? _____

2. Where is bomb right now? _____

3. What kind of bomb is it? _____

4. What does it look like? _____

5. Why did you place the bomb? _____

APPENDIX F - TELEPHONE THREAT INFORMATION SHEET

DESCRIPTION OF SUBJECT'S VOICE:

Male _____ Female _____

Young _____ Middle-Aged _____ Old _____

Tone of Voice: _____

Accent: _____

Background Noise: _____

Is voice familiar? _____

If so, who did it sound like? _____

Time suspect hung up: _____ a.m. _____ p.m. _____

REMARKS: _____

APPENDIX G - THREAT ASSESSMENT REPORT FORM

Date: _____

Time: _____ ☐ a.m. ☐ p.m.

Location/Building: _____

Name of Threat-maker: _____ ☐ Male ☐ Female

Relationship to school/recipient: _____

Exact Words of threat: _____

How the threat-maker appeared (physically and emotionally): _____

Names/Actions of others directly involved: _____

When incident occurred: _____

Where incident occurred: _____

Name(s) of potential victims: _____

Physical conduct that would substantiate intent to follow through on the threat (tone of voice, actions):

Events prior to incident: _____

Any history leading up to the incident: _____

What event(s) triggered the incident: _____

Names/Positions of responding staff: _____

Consequences or impact of incident: _____

Conclusion of incident: _____

Status of threat-maker: _____

Steps taken to ensure the threat will not be carried out: _____

Person Completing Form: _____

Forward Completed Form to Building Administrator Immediately

APPENDIX H - PROCEDURES FOR CLEANING UP BODY FLUID SPILLS

These procedures must be used to clean up all spills involving: vomitus, blood, feces, urine, semen or vaginal secretions.

1. PUT ON PROTECTIVE GLOVES

Wear disposable gloves. If unanticipated contact occurs immediately wash affected areas with soap and water.

2. CLEAN UP

For small spills, use paper towels to wipe up then use clean paper towels with soap and water. For larger spills, apply an absorbent material (i.e., Discard, Quaff) until absorbed then vacuum or sweep up all material. Place all waste in a plastic bag and seal.

3. DISINFECT AREA

For hard surfaces such as floors use a clean mop and disinfectant. Shampoo carpets, rugs and cloth furniture with disinfectant.

4. BAG DIRTY MATERIALS

Place all disposable items in plastic bag, remove gloves and seal. Note: Clothing and other non-disposable items should be rinsed in a disinfectant solution and placed in a plastic bag to be sent home.

5. DISPOSE OF DIRTY MATERIALS

Place all bags of disposable waste into another plastic bag (double bag), secure and dispose of immediately in dumpster located outside building. Dispose of dirty water down the drain.

6. CLEAN EQUIPMENT

Rinse broom, dustpan, mop bucket or other equipment in disinfectant solution then rinse thoroughly with hot water. Soak used mops in fresh disinfectant solution then rinse thoroughly. Disinfectant solution should be promptly disposed of down the drain.

7. WASH HANDS

Wash hands with soap and water. Bar soap is acceptable.

APPROVED DISINFECTANTS

The disinfectant must be able to kill bacteria, fungi, viruses and tuberculosis causing organisms. The following disinfectants are registered by the United States Environmental Protection Agency (EPA) for use in schools; 3M #10 Quaternary Disinfectant, Quest, DMQ Disinfectant and Neutralizer

APPENDIX I - PROCEDURES IF STUDENTS ARE MISSING DURING OUT-OF-SCHOOL ACTIVITIES

Students on field trips must always be in the sight of staff and under their supervision. Student emergency information forms should be taken on all fieldtrips in the event phone numbers and other pertinent information are needed.

1. In the event a student runs away or is missing, staff will look for them and continue to do so until they are found or, it becomes unsafe for the staff to continue to search.
2. In the event a student is missing and appears to be in any danger, police, parents and administration will be notified immediately.
3. In the event a student is missing due to running away or being lost in a reasonably safe area (museum, park) for more than ½ hour, program administration and police must be called, and parents notified. The superintendent and assistant superintendent should be notified as soon as possible.
4. In the event a student is missing due to running away or being lost, a responsible adult must stay in the area until the matter is resolved. Missing students must never be left at any location even if assumed safe.
5. Immediately following an event where a student or students were missing due to running away or being lost, a complete report of the incident will be prepared for the superintendent and assistant superintendent. A staff meeting will be held in the affected program for the purpose of preventing future incidents by review of procedures.

APPENDIX J - ANNUAL WRITTEN INSTRUCTIONS TO STUDENTS AND STAFF

The Superintendent of Schools, together with each chief school administrator of an educational agency other than a public school located within the school district, shall provide written instructions on emergency procedures in their respective schools for all students and staff. The written instructions shall be distributed by October 1 of each school year to students and staff by any of the following methods:

1. School district newsletter mailed to all district residents.
2. Special mailing to students' homes.
3. Handout for students to carry home.

At a minimum, written instructions shall include the following information:

1. Identify alarm warning system.
2. Various response actions which may be required, such as early dismissal and sheltering, and a description of each.
3. Name of District Emergency Coordinator, and the names and roles of the members of the Emergency Response Team.
4. Methods for disseminating information during an emergency.
5. A source for additional information.

APPENDIX K - DRILL NOTIFICATION

The following notice will be issued by building principals one week prior to the scheduled drill. Such notices will be mailed to the student's last address of record. Where possible, enrolled siblings will be included on one notice.

TO: Parent or Guardian of: _____

ADDRESS: _____

SUBJECT: Early Dismissal

The Chittenango School District has scheduled its annual test of the Early Dismissal Plan for (date).

Students will be released 15 minutes earlier than their normally scheduled time in order to test the early dismissal response of the District's Emergency Plan.

Please make appropriate arrangements for the early arrival of your children as a result of this drill. Thank you.

Principal (signature)

APPENDIX L - SCHOOL BUS FLEET

Detailed Information Withheld

APPENDIX M - MAINTENANCE VEHICLE FLEET

Detailed Information Withheld

APPENDIX N - NON-PUBLIC SCHOOLS AND DAY CARE CENTERS

Detailed Information Withheld

APPENDIX O - ASSISTED EVACUATION PLANS FOR STUDENTS WITH SPECIAL NEEDS

An assisted evacuation plan form should be completed for any child who has limited mobility and for any other child who would require assistance to leave the building in the emergency. These forms can be obtained from the Education Center.

The plan should include alternatives for situations in which the person with primary responsibility is not available.

It is suggested that the Building Administrator not be designated as the person with primary responsibility. In an emergency situation the Building Administrator must attend to many immediate demands and decisions. Also, the Building Administrator should be free to report to the designated place in the assembly area to meet staff members and to give instructions.

It is also suggested that the person with primary responsibility be someone who is likely to be near the child who needs assistance, not someone who may have to take time to travel through the building or against the flow of traffic.

One strategy for the evacuation of a child who cannot use the stairs unassisted, or who cannot negotiate crowded stairs quickly, is to designate an area of the stairwell out of the flow of traffic (Remember that the stairwells are designed to retard the spread of fire). The child remains there with an adult assistant until the students have passed and the stairs can be used.

This form should be completed for every child who needs any kind of special accommodations in emergency evacuations. Copies should be distributed according to the instructions on the form. The plan should be reviewed annually.

APPENDIX P - PUBLIC HEALTH EMERGENCY COMMUNICABLE DISEASE PLAN

Introduction

This plan has been developed in accordance with the amended New York State Labor Law Section 27-c and New York State Education Law paragraph m of subdivision 2 of Section 2801-a (as amended by Section 1 of part B of Chapter 56 of the laws of 2016), as applicable.

In accordance with New York Education Law §2801-a(2)(m) and New York Labor Law §27-c the Chittenango Central School District (the "District") has prepared the Public Health Emergency Communicable Disease Plan (the "Plan") to guide the District employees and the community in preparation for and in response to a declared public health emergency involving a communicable disease.

This plan was developed with input from members of the District Wide Safety Committee, School Resource Officers and representatives from the Unions listed below:

- CTA (Chittenango Teachers' Association) – Teachers
- Local 2630A, Council 66 – Custodial & Maintenance
- SAANYS – Administration
- SRPA (Chittenango School-Related Professional Association) – Aides & Teacher Aides
- Teamsters – Chittenango CSD Bus Drivers

No content of this plan is intended to impede, infringe, diminish, or impair the rights of the District or our valued employees under any law, rule, regulation, or collectively negotiated agreement, or the rights and benefits which accrue to employees through collective bargaining agreements, or otherwise diminish the integrity of the existing collective bargaining relationship.

A copy of the final version of this plan will be published in a clear and conspicuous location and shall be included in the District Safety Plan under Appendix P.

The District publishes this Plan based on the requirements in place at the time of its publication but recognizes it must be flexible in the time of response to a communicable disease. Accordingly, the Plan may be updated over time. The District will comply with applicable local, state and federal orders, rules, laws, and regulations (collectively, the "Authority"). To the extent the Authority conflicts with any provision of these Protocols, the District will comply with the Authority.

The Superintendent is responsible for the oversight of the implementation of this Plan and may designate one (1) or more employees to assist in such oversight. The Superintendent will consult legal counsel for guidance regarding any executive orders, rules, laws or regulations, as needed.

Planning Assumptions

The health and safety of our employees and contractors are crucial to maintaining our mission-essential operations. The fundamentals in reducing the spread of communicable diseases include, but are not limited to:

- Using hand sanitizer and washing hands with soap and water frequently, including:
 - After using the restroom
 - After returning from a public outing
 - After touching/disposing of garbage
 - After using public computers, touching public tables and countertops, etc.
- Practicing social distancing, when possible.
- If you are feeling ill or have a fever, notify your supervisor immediately.
- If you start to experience coughing or sneezing, step away from people and food, cough or sneeze into the crook of your arm or a tissue, the latter of which should be disposed of immediately.
- Clean and disinfect workstations at the beginning, middle, and end of each shift.
- Other applicable guidance should also be considered, which may be published by the New York State Department of Health ("NYSDOH") and/or local public health departments.

The following assumptions have been made in the development of this plan:

- The health and safety of our students, employees and contractors, and their families, is of utmost importance.
- The circumstances of a public health emergency may directly impact our own operations.
- Impacts of a public health emergency will take time for us to respond to, with appropriate safety measures put into place and adjustments made to operations to maximize safety.
- The public and our constituency expect us to maintain a level of mission-essential operations.
- Resource support from other jurisdictions may be limited based upon the level of impact the public health emergency has upon them.
- Supply chains, particularly those for personal protective equipment (PPE) and cleaning supplies, may be heavily impacted, resulting in considerable delays in procurement.
- The operations of other entities, including the private sector (vendors, contractors, etc.), non-profit organizations, and other governmental agencies and services may also be impacted due to the public health emergency, causing delays or other disruptions in their services.
- Emergency measures and operational changes may need to be adjusted based upon the specific circumstances and impacts of the public health emergency, as well as guidance and direction from public health officials and the Governor.
- Per S8617B/A10832, 'essential employee' is defined as a public employee or contractor who is required to be physically present at a worksite to perform their job.
- Per S8617B/A10832, 'non-essential employee' is defined as a public employee or contractor who is not required to be physically present at a worksite to perform their job.

Concept of Operations

In executing this plan, all employees and applicable contractors of the District shall be notified by emails and/or texts with additional information and updates provided on a regular basis, as information and updates become available. The Superintendent and other designated administrators will be notified of pertinent operational changes by way of written notification via email and/or texts. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The Superintendent, or their designee, will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The Superintendent of the District, or their designee, will maintain awareness of information, direction, and guidance from public health officials and the Governor's office, directing the implementation of changes, as necessary.

Upon the conclusion of the public health emergency, as determined by the applicable governmental agency, the Superintendent of the District, or their designee, will direct the resumption of normal operations or operations with modifications as necessary.

Essential Functions & Essential Positions

When confronting events that disrupt normal operations, the District is committed to ensuring that essential functions will be continued even under the most challenging circumstances. Essential functions are those functions that enable an organization to:

1. maintain the safety of employees, contractors, and our constituency;
2. provide vital services and applicable supervision of those services;
3. provide any services required by law;
4. sustain critical operations and maintenance; and
5. uphold the core values and mission of the District.

Essential functions are prioritized according to a number of factors, which includes but is not limited to:

- the time needed and the priority of each essential function;
- interdependency of a function to other functions; and/or
- how vital the function is to the ongoing operations and mission of the District. ▮

Priority 1 identifies the most essential of functions, with priority 4 identifying functions that are essential, but least among them.

District-Wide Safety Plan
Chittenango Central School District
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Essential Function	Description/Justification	Priority
Administration	<i>Oversight of District continuity of operations and central point of communication and leadership</i> <i>Ensures continuity of all business operations</i> <i>Ensures continuity of Instructional Operations</i> <i>Oversees management of individual school building, instructional support & instructional tools</i>	1
Custodial & Maintenance	<i>Management of facilities including but not limited to; cleaning, disinfection, maintenance & repair of school buildings</i>	3
Food Service	<i>Oversight of food preparation and food service operations</i>	6
Instruction	<i>Providing instruction & instructional tools for students</i>	5
Business & Personnel	<i>Provide support to employees including but not limited to; employment, insurance, payroll, central purchasing, retirement, school taxes</i>	4
Technology	<i>Maintain, Repair & Support all technology used for communication and instructional support</i>	2
Transportation	<i>Management of Transport Facility including but not limited to; Bus Dispatch, Bus Repair, Student pickup/drop off, distribution of meals, and other services as needed</i>	7

Essential Positions

Each essential function identified above requires certain positions on-site to effectively operate. The table below identifies the positions or titles that are essential to be staffed on-site for the continued operation of each essential function. Note that while some functions and associated personnel may be essential, some of these may be conducted remotely, as determined by the Superintendent or their designee, and do not need to be identified in this section.

Essential Function	Essential Positions/Titles	Justification for Each
Administration	<ul style="list-style-type: none"> Superintendent Asst. Supt. For Instruction Asst. Supt. For Business Director of Special Education/PPS Principal 	<ul style="list-style-type: none"> Ensures central point of communication and leadership, the safety of facilities and continuity of District operations Oversees instructional services for students Oversees Business Operations Oversees instructional services, occupational & physical therapy for students with special needs Oversees management of individual school buildings, instructional support and instructional tools
Business/Personnel	<ul style="list-style-type: none"> Asst. Supt. For Business Secretary 	<ul style="list-style-type: none"> Oversees operations of the Business Office Follows up with assignments as required

District-Wide Safety Plan
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	<ul style="list-style-type: none"> • <i>Clerical</i> • <i>Payroll Specialist</i> • <i>Treasurer</i> 	<ul style="list-style-type: none"> • <i>Orders products & pays invoices as needed</i> • <i>Conducts payroll activities as needed</i> • <i>Collects taxes</i>
<i>Custodial & Maintenance</i>	<ul style="list-style-type: none"> • <i>Director of Facilities</i> • <i>Clerical</i> • <i>Custodial Staff</i> • <i>Maintenance Staff</i> 	<ul style="list-style-type: none"> • <i>Oversees of facility operations</i> • <i>Ordering food service products, cleaning products & PPE as needed</i> • <i>Proper cleaning/disinfecting of facilities</i> • <i>Proper Maintenance and/or repair of facility equipment</i>
<i>Food Service</i>	<ul style="list-style-type: none"> • <i>Food Service Director</i> • <i>Head Cooks</i> • <i>Food Service Helpers</i> 	<ul style="list-style-type: none"> • <i>Oversees food service operations</i> • <i>Preparation of meals, packaging for transport & aid in distribution of meals</i> • <i>Packaging meals for transport & kitchen clean up</i>
<i>Instructional Services</i>	<ul style="list-style-type: none"> • <i>Asst. Supt. For Instruction</i> • <i>Director of Special Education/PPS</i> • <i>Applicable Personnel</i> 	<ul style="list-style-type: none"> • <i>Oversees instructional services for students</i> • <i>Oversees instructional services, occupational & physical therapy for students with special needs</i> • <i>Provide instructional materials and instruction to students</i>
<i>Technology</i>	<ul style="list-style-type: none"> • <i>Director of Technology</i> • <i>Coordinator of Instructional Technology</i> • <i>Computer Service/Technicians</i> 	<ul style="list-style-type: none"> • <i>Oversees Technology services for the District</i> • <i>Ensures all Instructor's technology equipment is in working order</i> • <i>Ensures technology equipment is in working order within the school building</i>
<i>Transportation</i>	<ul style="list-style-type: none"> • <i>Director of Transportation</i> • <i>Bus Drivers</i> • <i>Bus Attendant</i> • <i>School Bus Dispatcher</i> • <i>Mechanic Foreman & Mechanics</i> 	<ul style="list-style-type: none"> • <i>Oversees Transportation services</i> • <i>Drive the bus (CDL Licensed Operator)</i> • <i>Oversees student needs while enroute to destination</i> • <i>Ensures buses are sent to the proper location and arrange for emergency services when needed</i> • <i>Oversees bus repairs and provide secondary transportation as needed</i>
<i>Other</i>	<ul style="list-style-type: none"> • <i>Complete as needed</i> 	<ul style="list-style-type: none"> • <i>Complete as needed</i>

Reducing Risk Through Remote Work & Staggered Shifts

By assigning certain staff to work remotely and by staggering work shifts, we can decrease crowding and density at worksites and on public transportation.

Remote Work Protocols

In executing this plan, those employees identified by the Superintendent, or their designee, as non-essential will be notified and authorized to work remotely, as needed working remotely requires:

1. Identification by the Superintendent or their designee of the staff who will be authorized to work remotely;
2. Approval and assignment of remote work and related schedules;
3. Remote work logs to track work progress and troubleshoot issues that arise;
4. Equipping staff for remote work, which may include but is not limited to:
 - a. Internet-capable laptop;
 - b. Necessary peripherals;
 - c. Access to VPN and/or secure network drives;
 - d. Access to software and databases necessary to perform their duties;
 - e. A solution for telephone communications
 - Note that phone lines may need to be forwarded to off-site staff

Staggered Shifts

Implementing staggered shifts may be needed for personnel performing duties that are necessary to be performed on-site but perhaps less sensitive to being accomplished only within core business hours. As possible, management will determine whether opportunities for staff to work outside core business hours as a strategy of limiting exposure is possible. Regardless of changes in start and end times of shifts, the District will ensure that employees are provided with their typical or contracted minimum work hours per week. Staggering shifts requires:

1. identification of positions for which work hours will be staggered;
2. approval and assignment of changed work hours; and
3. communication with applicable parties.

Personal Protective Equipment

The use of PPE to reduce the spread of the communicable disease is important to supporting the health and safety of our employees and contractors. PPE that may be needed can include but is not limited to:

- masks;
- face shields;
- gloves; and/or
- disposable gowns and aprons.

Note that while cleaning supplies are not PPE, there may be a related need for cleaning supplies used to sanitize surfaces, as well as hand soap and hand sanitizer. Protocols for providing PPE include the following:

1. Identification of the need for PPE based upon job duties and work location.
2. Procurement of PPE:
 - a. At least two pieces of each required type of PPE shall be obtained for each essential employee and contractor during any given work shift for at least six months.
 - b. Examples of available PPE include face masks, gloves, and gowns, and thermometers.
3. Storage of, access to, and monitoring of PPE stock:
 - a. PPE shall be stored in a manner that will prevent degradation.
 - b. Employees and contractors have immediate access to PPE in the event of an emergency and PPE will be available in classrooms and office spaces.

- c. An eight-week supply of PPE will be monitored by Facilities to ensure integrity and track usage rates.
- d. Main PPE storage is in the Maintenance Building, additional PPE will be stored in each building which includes: Bolivar Road Elementary, Bridgeport Elementary, Chittenango High School, Chittenango Middle School, and the Transportation Center.

4. Personal Protective Equipment (PPE) Suppliers:

- a. PPE is procured from vendors based on availability of the product. Vendors may include but are not limited to:
 - Hillyard, 125 Rawson Road, Victor, NY 14564 (Ph: 585-924-2820)
 - Hill & Markes, 1997 NY-55, Amsterdam, NY 12010 (Ph: 800-836-4455)
 - Grainger, 6285 E. Molloy Road, E. Syracuse, NY 13057 (Ph: 315-433-2771)

5. Cleaning Supplies

- a. Cleaning Supplies are procured from vendors based on availability of the product. Vendors may include but are not limited to:
 - Hillyard, 125 Rawson Road, Victor, NY 14564 (Ph: 585-924-2820)
 - Hill & Markes, 1977 NY-55, Amsterdam, NY 12010 (Ph: 800-836-4455)

Staff Exposures, Cleaning, and Disinfection

Staff Exposures

Staff exposures are organized under several categories based upon the type of exposure and presence of symptoms. Following NYSDOH guidelines, we have established the following protocols:

- A. If employees or contractors are exposed to a known case of communicable disease that is the subject of the public health emergency (and deemed as a “close contact” with someone who is confirmed infected and it is determined the “close contact” isolate/quarantine, as determined by the local public health department):
 - 1. Close contacts shall remain at home or in a comparable setting and practice social distancing for the lesser of 14 days or other current applicable NYSDOH/public health guidance for the communicable disease in question.
 - a. As determined by the Superintendent, or their designee, these employees will be permitted to work remotely during this period of time if they are not ill, if such duties are capable of being performed remotely.
 - 2. As authorized by law and applicable government agencies, essential employees may continue work following potential exposure, provided they remain symptom-free and additional precautions are taken to protect them, other employees and contractors, and our constituency/public.
 - a. Additional precautions will include the requirement of the subject employee or contractor, as well as others working in their proximity, to wear appropriate PPE at all times to limit the potential of transmission.
 - b. In-person interactions with the subject employee or contractor will be limited as much as possible.
 - c. Work areas in which the subject employee or contractor are present will be disinfected according to the current NYSDOH/public health protocol. See the section on Cleaning and Disinfection for additional information on that subject.
 - d. If at any time they exhibit symptoms, refer to item B below.
 - e. The Superintendent or his/her designee shall ensure these protocols are followed.
- B. If an employee or contractor exhibits symptoms of the Disease that is the subject of the public health emergency, the Superintendent or their designee shall:
 - 1. Immediately separate employees and contractors who exhibit symptoms in the workplace from other employees, customers, and visitors. They should immediately be sent home with a recommendation to contact their physician.
 - 2. Instruct employees and contractors who exhibit symptoms outside of work to notify their supervisor and stay home, with a recommendation to contact their physician.

3. Instruct employees not to return to work until they have met the criteria to discontinue home isolation per NYSDOH/local public health department guidance and/or have consulted with a healthcare provider, as applicable.
 4. Not require sick employees to provide the District a negative test result for the disease in question or healthcare provider's note to validate their illness, qualify for sick leave, or return to work unless there is a recommendation from the NYSDOH/public health officials to do so.
 5. Allow persons exhibiting symptoms to return to work if at least 24 hours have passed since the last instance of fever without the use of fever-reducing medications or in accordance with other NYSDOH/local public health department guidance.
- C. If an employee or contractor has tested positive for the communicable disease that is the subject of the public health emergency the District shall:
1. Apply the steps identified in item B, above, as applicable.
 2. Close areas occupied by the subject employee or contractor in accordance with applicable NYSDOH/local public health department guidance.
 - a. NYSDOH and other local public health department guidance will be considered before cleaning, disinfecting, and reoccupying of those spaces will take place. If this time period is not possible, a period of as long as possible will be given.
 - b. Any common areas entered, surfaces touched, or equipment used shall be cleaned and disinfected immediately.
 - c. See the section on Cleaning and Disinfection for additional information on that subject.
 3. Identification of potential employee and contractor exposures will be conducted.
 - a. If an employee or contractor is confirmed to have the communicable disease in question, the Superintendent or Designee will inform all contacts of their possible exposure. Confidentiality shall be maintained as required by the Americans with Disabilities Act (ADA).
 - b. Apply the steps identified in item A, above, as applicable, for all potentially exposed individuals.

We recognize there may be nuances or complexities associated with potential exposures, close contacts, symptomatic persons, and those testing positive. We will follow the NYSDOH/local public health department recommendations and requirements and coordinate with our local public health department for additional guidance and support as needed.

Cleaning and Disinfecting

NYSDOH/local public health department guidelines will be followed for cleaning and disinfection of surfaces/areas. Present guidance for routine cleaning during a public health emergency includes:

1. The District Custodial staff shall be responsible for cleaning/disinfecting workspaces daily and/or after use as needed.
2. Employees and contractors will clean their own workspaces at the beginning, middle, and end of their shifts, at a minimum.
 - A. High traffic/high-touch areas and areas that are accessible to the public/constituents will be disinfected at least hourly.
 - B. The District Custodial Staff shall be responsible for cleaning common areas daily.
3. Staff tasked with cleaning and disinfecting areas will be issued and required to wear PPE appropriate to the task.
4. Soiled surfaces will be cleaned with soap and water before being disinfected.
5. Surfaces will be disinfected with products that meet EPA criteria for use against the virus in question and which are appropriate for that surface.
6. Staff will follow instructions for cleaning products to ensure safe and effective use of the products.

Employee and Contractor Leave

Public health emergencies are extenuating and unanticipated circumstances in which the District is committed to reducing the burden on our employees and contractors. The District shall comply with applicable collective bargaining agreements as well as state and federal laws and regulations related to employee leave. This policy may be altered based upon changes in law or regulation, as applicable.

Additional provisions may be enacted based upon need and the guidance and requirements in place by federal and state employment laws, FMLA, executive orders, and other potential sources.

Contractors, either independent or affiliated with a contracted firm, are not classified as employees of the District, and as such are not provided with paid leave time by the District unless required by law.

Documentation of Work Hours and Locations

In a public health emergency, it may be necessary to document the work hours and locations of each employee and contractor to support contact tracing efforts. Identification of locations shall include on-site work and off-site visits.

This information may be used by the District to support contact tracing within the organization and may be shared with local public health officials.

The location and work hours of all District employees, including District Contract employees, may be tracked through use of their school ID Badge, Building Administrator or work assignment.

Housing for Essential Employees

There are circumstances within a public health emergency when it may be prudent to have essential employees lodged in such a manner which will help prevent the spread of the subject communicable disease to protect these employees from potential exposures, thus helping to ensure their health and safety and the continuity of the District essential operations.

If such a need arises, as determined by the Superintendent, hotel rooms may be the most viable option. If hotel rooms are for some reason deemed not practical or ideal, or if there are no hotel rooms available, the Superintendent or their designee will coordinate with the Madison County Emergency Management Office, 134 N. Court St., Building 4, Wampsville, NY (Ph: 315-366-2789/Fax: 315-366-2452) to help identify and arrange for these housing needs.

Local hotels, within a 10 mile radius, include:

- Comfort Inn Carrier Circle
6491 Thompson Road
Syracuse, NY 13206
Phone: 315-437-0222
- Fairfield Inn & Suites by Marriott Syracuse Carrier Circle
6593 Weighlock Drive
East Syracuse, NY 13057
Phone: 315-433-2777
- Hampton Inn & Suites Cazenovia
25 Laker Lane
Cazenovia, NY 13035
Phone: 315-655-7666

Appendix Q: Emergency Remote Instruction Plan

INTRODUCTION

The Chittenango Central School District developed the following Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner's Regulations for inclusion in the 2023-2024 District-Wide School Safety Plan. Additionally, the plan adheres to guidance set forth in the following Board of Education policies:

- 4326 Limited English Proficiency Instruction
- 4510 Instructional Materials
- 4526 Educational Technology Use
- 5100 Student Attendance
- 5151 Education of Students in Temporary Housing
- 5300 Code of Conduct

BACKGROUND INFORMATION

The NYS Education Department (NYSED) authorized a "snow day pilot" program during the Covid-19 pandemic 2020-2021 and 2021-2022 school years. This program allowed school districts to deliver instruction remotely on days in which they would otherwise have closed due to an emergency.

To give districts greater predictability, in September 2022, the NYSED Board of Regents amended section 175.5(e) of the Commissioner's regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, **but are not required to**, remain in session and provide instruction through remote learning and count these instructional days towards the annual hours requirement for State Aid purposes. Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2023-2024 school year, such instruction must be consistent with the school district's Emergency Remote Instruction Plan.

NYSED also amended section 155.17 of the Commissioner's regulations to require public schools, BOCES, and county vocational education and extension boards amend their District-wide School Safety Plans to include plans for remote instruction beginning with the 2023-2024 school year. This gives the public an opportunity to provide feedback on such plans for remote instruction prior to their adoption. The Emergency Remote Instruction Plan must include the methods that the school district will ensure the availability of: devices; internet access; provision of special education and related services for students with disabilities; the expectations for time spent in different remote modalities.

Such plans also require that each chief executive officer of each educational agency located within a public school district report information on student access to computing devices and access to the internet each year.

NYSED additions to section 100.1 of the Commissioner's regulations define the term "remote instruction." This definition identifies various ways in which remote instruction may be delivered, but which must include, in all situations, regular and substantive teacher-student interaction with an appropriately certified teacher.

The NYS Board Regents adopted the amendments noted above that became effective as a permanent rule on September 28, 2022.

Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide remote instruction in the 2022-2023 school year on days they would otherwise close due to an emergency and to count such instructional days towards 14 minimum requirements and to identify the ways in which such remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private schools for the education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the final rule was January 25, 2023.

REMOTE INSTRUCTION

The Commissioner's regulations define remote instruction as "instruction provided by an appropriately certified teacher, or in the case of a charter school an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher." For the purpose of this plan, remote instruction means the instruction occurring when the student and the instructor are in different locations due to the closure of one or more of the district's school buildings due to emergency conditions as determined by the Superintendent of Schools. Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficient water supply, prolonged disruption of electrical power, shortage of fuel, destruction of a school building, shortage of transportation vehicles, or a communicable disease outbreak, and the school district would otherwise close due to such an emergency.

UNSCHEDULED SCHOOL DELAYS AND EARLY RELEASES

Instructional hours that a school district scheduled but did not execute, either because of a delay to the start of a school day or an early release, due to emergency conditions, may still be considered as instructional hours for State aid purposes for up to two instructional hours per session day, provided the School Superintendent certifies such to NYSED, on the prescribed NYSED

form, that an extraordinary condition existed on a previously scheduled session day and that school was in session on that day ([NYSED Part 175.5](#)).

The Emergency Remote Instruction Plan shall identify various ways in which instruction may be delivered, including synchronous and asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified teacher.

Synchronous instruction engages students in learning in the direct presence (remote or in-person) of a teacher in real time. During remote instruction, students and teachers attend together from different locations using technology. Asynchronous instruction is self-directed learning that students engage in learning without the direct presence (remote or in-person) of a teacher. Students access class materials during different hours and from different locations. During an emergency closing, synchronous instruction is the preferred method of instruction, whereas asynchronous instruction is considered supplementary instruction.

ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS/DEVICES)

The Chittenango Central School District shall survey families to find out who has a reliable high-speed internet connection. A survey conducted in 2020 identified families who live in the district that do not have access, therefore remote learning is a challenge, if not impossible, for these students. Since 2020, every student who enrolls in the district provides information on internet access and computer accessibility. All survey information is stored and available in the ParentSquare archive. When students do not have internet access, the district works with the families to develop a plan to provide instructional materials for them as well as a process for recording attendance and grading. The district works with the community to provide locations where internet access could be used if they are able to use these locations.

Commissioner's regulation 115.17(f) outlines the annual data collection that districts must submit to SED every year by June 30. It requires the school district to survey families regarding internet and device access at the student's place(s) of residence. The chief executive officer (School Superintendent) shall survey students and parents and persons in parental relation to such students to obtain information on student access to computing devices and access to internet connectivity.

District policy #4526 and procedures are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

Chittenango Central School District EMERGENCY CLOSURE REMOTE LEARNING PLAN

POLICIES	<p>The plan adheres to guidance set forth in the following Board of Education policies:</p> <ul style="list-style-type: none"> • 4326 LIMITED ENGLISH PROFICIENCY INSTRUCTION • 4510 INSTRUCTIONAL MATERIALS • 4526 Educational Technology Use • 5100 STUDENT ATTENDANCE • 5151 EDUCATION OF STUDENTS IN TEMPORARY HOUSING • 5300 Code of Conduct
INTERNET AND DIGITAL DEVICE ACCESS	<p>The school district provides all students in grades K-12 access to a personal computing device (Ipad) In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction.</p> <p>The school district participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home.</p> <p>All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.</p>
PEDAGOGY	<p>All teachers in grades K-12 will use Google classroom or Schoology as their primary instructional platform.</p> <p>Several district provided instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach may include a combination of:</p> <p><u>Synchronous "Live" Instruction</u> - Using Zoom along with other digital platforms, teachers will deliver real time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project based opportunities within this model.</p>

	<p><i>Teachers will make personal connections with all students during scheduled class times via Zoom. These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning.</i></p> <p><u>Asynchronous “Flipped” Instruction</u> - Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students participation and assignment completion in Schoology or Google Classroom. These activities may include teacher/student synchronous interactions for a portion of the lesson.</p> <p><u>Authentic Independent Instruction</u> - Using a variety of methods, teachers will engage students in high quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.</p>
STUDENT EXPECTATIONS	<p>All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction students are expected to be school ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations.</p> <ul style="list-style-type: none"> All students are expected to practice appropriate digital etiquette and responsible behavior during assigned zoom sessions: <ul style="list-style-type: none"> Mute yourself on meets as directed by your teacher Cameras are to be kept on during classroom meets unless directed specifically by your teacher to do otherwise. Students are expected to work in an appropriate setting when participating remotely / on-line. Work places include a desk, table, kitchen counter, etc... Other locations are not appropriate or acceptable. Student dress must be appropriate in all platforms - the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms. <p>If there are any circumstances preventing full and appropriate participation the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.</p>
DAILY SCHEDULE	<p>The virtual day will follow the same schedule framework as the HS, MS and Elementary School to which the student is assigned. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled time. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters. Teachers will provide the schedule and communicate this information with students and families.</p>
COMMUNICATION PROTOCOL: INTERVENTION	<p>Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.</p>
SPECIAL SERVICES	<p>School districts are required to implement supports, services and accommodations, as indicated in students’ IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a “lens of reasonableness” to their approach. Please see this document for specific guidelines.</p>
NON- INSTRUCTIONAL SERVICES	<p>When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.</p> <ul style="list-style-type: none"> TRANSPORTATION FOOD SERVICE MAINTENANCE CUSTODIAL CLERICAL/ ADMINISTRATIVE SUPPORT

NYSED Plan Requirements

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction;
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and
6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS

Pursuant to Section 175.5 of Education Law the school district may decide to transition to remote instruction in the event emergency conditions dictate the closure of the PreK through Grade 12 facilities. Under the provisions of New York State Education Law and the District Emergency Remote Instruction Plan any instruction sessions provided during the closure of the school facilities are counted towards annual hour requirements for meeting 180 days required for State financial aid.

Annual Hourly Requirements for the purpose of apportionment of State Aid (for districts receiving foundation aid) are noted below:

- 450 instructional hours for pupils in half-day kindergarten
- 900 instructional hours for pupils in full-day kindergarten and grades one through six
- 990 instructional hours for pupils in grades seven through twelve

The district estimates the number of instructional hours it intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions from a minimum of 1 remote instruction day due to emergency conditions, up to the full year's annual hourly requirement. A district remote instructional day is the same number of hours as an in-person instructional day.

TRANSPORTATION

When a school district is in remote session, pupil transportation must be provided to students attending religious and independent schools, charter schools or students whose individualized education program (IEP) have placed them out of district. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation for students attending school outside of the district. Decisions not to transport need to be based on real-time information relevant to the safety of students, staff and vehicles. School districts and religious and independent schools, charter schools and other programs are encouraged to work together to ensure continuity of education while ensuring that transportation can be provided in a safe and efficient manner.

REPORTING

IMMEDIATELY

Whenever a school building must close to instruction due to the activation of its District-wide School Safety Plan or Building-level Emergency Response Plan, a *Report of School Closure* must be submitted to the Commissioner of Education by the School Superintendent as required under CR 155.17(f) via the NYSED Report of School Closure portal. Even when remote instruction is provided during an emergency closure, a *Report of School Closure* must be submitted. This also applies when instruction can be delivered in an interim location or via another instructional modality.

When it is determined that it is safe to re-open a school building after an emergency closure, the School Superintendent must notify the Commissioner by completing a corresponding *Report of School Re-Opening*, via the NYSED Report of School Re-Opening portal.

The *Report of School Closure* is intended to provide immediate notification to the Commissioner regarding an emergency closure. The *Report of School Re-Opening* notifies the Commissioner of the re-opening and also collects the actual duration of the closure, the location and modality of instruction, and detailed information that may not have been available at the time of the closure.

Reasons for building closures may include, but are not limited to, natural disasters, power outages, instances of infectious disease, extraordinary adverse weather conditions and threats of violence. It is no longer required to submit a *Report of School Closure* for routine snow days.

ANNUALLY BY JUNE 30TH

The School Superintendent shall notify the NYSED Commissioner the results of the survey on student access to computing devices and access to internet connectivity through the Student Information Repository System (SIRS) every year by June 30th.

END OF THE SCHOOL YEAR

The school district shall report Emergency Remote Instruction through the State Aid Management System at the end of the school year. After the close of the school year starting with the ending of 2023-2024, the School Superintendent reports remote instructional days under emergency conditions through the State Aid Management System, and certifies this at the time NYSED's *Form A* is submitted as part of other required certifications. Using the NYSED prescribed form, the School Superintendent certifies to NYSED:

- That an emergency condition existed on a previously scheduled session day and that the school district was in session and provided remote instruction on that day;
- How many instructional hours were provided on such session day; and
- Beginning with the 2023- 2024 school year, that remote instruction was provided in accordance with the district's Emergency Remote Instruction Plan.