

# **Clinton Central School District**

## **District-wide School Safety Plan**

*Commissioner's Regulation 155.17  
Plan posted on August 26, 2022 for public review  
Public Hearing September 27, 2022  
Adopted September 27, 2022*

### **Introduction**

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a District-wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies.

The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts are at risk of a wide variety of acts of violence, natural, and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the school district and its schools.

The Clinton School District continues to support this integral component of the SAVE Legislation through the regular review and updating of its contents. The Superintendent of Schools encourages and advocates this ongoing district-wide cooperation and support of Project SAVE.

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## Section I: General Considerations and Planning Guidelines

### A. Purpose

The Clinton Central School District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Clinton Central School District Board of Education, the Superintendent of Clinton Central School District appointed a District-wide School Safety Team and charged it with the development and maintenance of the District-wide School Safety Plan.

### B. Identification of School Teams

As referenced in the previous section, the Clinton Central School District has appointed a District-wide School Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations; school safety personnel; and, other school personnel. The members of the team and their positions or affiliations are as follows:

Members Name	Title
Mr. Dave Langone	Interim Superintendent
Mr. Joe Barretta	Assistant Superintendent for Business
Dr. Luke Perry	Board of Education
Dr. Matt Lee	Principal
Dr. Shaun Carney	Principal
Mrs. Ellen Leuthauser	Principal
Mr. Edward Waskiewicz	Director of Athletics, Safety & Wellness
Mr. Michael Colangelo	Safety & Emergency Services Coordinator at OHM BOCES
Mr. Jim Scoones	Health and Safety Coordinator, Clinton Fire Department, Clinton CSD Staff/Transportation
Mr. Chuck Kriz	School Resource Officer
Mr. Jim Sodja	Oneida Office of Probation
Officer Shawn Occhipinti	Kirkland Police
Mr. John King	Teacher
Mr. Michael Pavone	Teacher
Mrs. Kelly Landry	Teacher
Mrs. Cynthia Smiegal	Nurse
Mrs. Jennifer Mitchell	Nurse
Mr. Derek Marks	Parent
Mr. Doug Soika	Parent
Mrs. Heidi Venero	Parent

### C. Identification of the Chief Emergency Officer (CEO)

Clinton Central School District has designated the Superintendent as the Chief Emergency Officer.

The responsibilities of the CEO include, but not be limited to:

- a) Coordination of the communication between school staff, law enforcement, and other first responders;
- b) Lead the efforts of the District-Wide Safety Team in the completion and yearly update of the District-Wide School Safety Plan, by September 15<sup>th</sup> and the coordination of the District-Wide Plan with the Building-Level Emergency Response Plans;
- c) Ensure staff understanding of the District-Wide School Safety Plan;

- d) Ensure the completion and yearly update of Building-Level Emergency Response Plans for each school building by the dates designated by the Commissioner;
- e) Assist in the selection of security related technology and development of procedures for the use of such technology;
- f) Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan by September 15<sup>th</sup> annually;
- g) Ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law Section 807.

#### **D. Concept of Operations**

- General protocols reflected in the District-wide School Safety Plan guide the development and implementation of the Building Safety Plans. The District-wide Safety Plan sets forth the general procedures and protocols to be adhered to at each school and serve as the standard operating procedures.
- In developing the district-wide plan, key internal and external stakeholders were involved in order to garner the best local operational knowledge and the best emergency management and safety expertise in creating and revising the plan. The Clinton Central Schools are an integral part of the community and, as such, it is important that community stakeholders are involved and understand the role of the school district and its relationship to the safety of the community at large.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the Building Emergency Response Team (BERT).
- Upon activation of the Building Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified. Efforts may be supplemented by county and state resources through existing protocols.

#### **E. Plan Review and Public Comment**

- Pursuant to Commissioner's Regulation, Section 155.17 (e)(3), this plan will be made available for public comment at least 30 days prior to its adoption. The district-wide plan may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.
- Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. In addition, the Building Safety Plans will be sent to the New York State Police and the Kirkland Police Department.

- This plan will be reviewed periodically during the year and will be maintained by the District-wide Safety Team. The required annual review will be completed on or before September 1 of each year after its adoption by the Board of Education. A copy of the plan will be available on the district website.
- While linked to the District-Wide School Safety Plan, Building-Level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provisions of the law, in accordance with Education Law Section 2801-a. Building-Level Emergency Response Plans will be provided to the New York State Police, Oneida County Sheriff's Office and Police Department(s) within 30 days of adoption and no later than October 1<sup>st</sup> of each year.

Task	Date(s)
District-Wide Safety Team annual review date	8.15.2022
District-Wide School Safety Plan – Public comment period (began & ended)	8.26.2022 - 9.27.2022
Public Hearing	9.27.2022
District-Wide School Safety Plan approved by Board	9.27.2022
District-Wide School Safety Plan posted to website	8.26.2022
URL of District-Wide School Safety Plan verified	<a href="https://www.ccs.edu/Page/2274">https://www.ccs.edu/Page/2274</a>

## **Section II: Risk Reduction/Prevention and Intervention**

### **A. Prevention/Intervention Strategies**

Initiatives that improve the culture and climate in our schools and improve communication at all levels can substantially enhance our ability to truly prevent any negative event from occurring. Prevention would always be preferred over risk reduction. However, not all such events will be prevented despite our best efforts. Therefore, we must formulate plans to intervene and reduce risk by minimizing the impact of any negative event.

This section will identify specific prevention and risk reduction strategies that have been implemented within the Clinton School District. Many of these components serve as both prevention and risk reduction tools.

### **Program Initiatives**

The Clinton Central School District recognizes the importance of programs and activities that improve the school climate and communication throughout the school community and that encourages the reporting of potentially dangerous, suspicious or violent behavior. Such efforts serve to improve the security, safety and quality of life for all those in the Clinton school community. The following is a partial list of such current initiatives:

#### **Clinton High School**

- School Resource Officer Presentations
- Positivity Project
- RtI behavioral supports as needed
- Distracted Driving presentation
- Health Classroom Instruction
- County Probation Officer on site one day per week and more time as needed
- Awareness and instruction regarding “See something, say something”
- Counseling Plan

#### **Clinton Middle School**

- School Resource Officer Presentations
- RtI behavioral supports as needed
- Health Classroom Instruction
- YWCA and Childhood Advocacy Center Presentations
- Hamilton College Mentors
- Counseling Plan
- National Honor Society Mentors for Middle School Students
- Intervention Response Team
- County Probation Officer on site one day per week and more time as needed
- Awareness and instruction regarding “See something, say something”
- Advisory/House program
- Positivity Project

## **Clinton Elementary School**

- School Resource Officer Presentations
- Second Step social competence and bullying prevention program
- Counseling Plan
- Monthly newsletter highlighting the news, events, and points of pride of the elementary school sent through the PTA and from classroom teachers.
- RtI behavioral supports as needed
- Classroom instruction that includes literature and discussion around tolerance
- Periodic presentations by the Center for Missing and Exploited Children centered on personal and Internet safety, and bullying prevention
- Positivity Project

The district encourages buildings to develop strategies that support a positive safe learning environment for students, such as community involvement in the schools, mentoring programs, or adjusting scheduling to minimize potential for conflicts or altercations.

### ***Training, Drills, and Exercises***

The District will provide annual multi-hazard school safety training for all staff and students. The components of this training will be consistent across the district while the means of dissemination will likely be varied due to the grade levels involved and other building specific issues. Staff training will be routinely conducted at the school level followed by age-appropriate drills with the entire school population.

The District will ensure that each building conducts drills and exercises to test the components of their respective building-level plan. The use of tabletop exercises to accomplish this task in coordination with local and county emergency response and preparedness officials may be considered when live drills are impractical or not sufficient to meet training goals.

Specific drills and training will be conducted for selected response protocols including (S-H-E-L-L): Shelter-In-Place; Hold-In-Place, Evacuation, Lockout, and Lockdown. Additionally, fire, natural gas, bomb threat, emergency callback, and alternate site evacuations will be conducted periodically and may involve a staff drill or training session only or the entire school population. In addition, where and when appropriate, training in small unit leadership and survival should be considered.

In addition, Early Dismissal drills will not occur more than 15 minutes earlier than normal dismissal time. Transportation and communication procedures will be included in the test, and parents and guardians will be notified in writing at least one week prior to such drill.

The emergency back-up generators and lighting are also tested annually and all systems verified functional without electricity.

Front office staff should participate in Front Desk Training provided by BOCES.

## ***Implementation of School Security***

### **Routine Precautions by all staff**

All staff are expected to immediately report to their building principal any information they have received or observations they have made regarding anything that could possibly impact the safety and security of anyone within the school community.

Note: Staff should always err on the side of safety and share such information each and every time. No detail is too small or inconsequential as individual staff may not be aware of all circumstances surrounding a particular student or concern.

### **Limited Access**

Each school district building is tasked with implementing this policy while tailoring it to the specific needs of their building. Generally, this means that the fewest exterior doors necessary to maintain normal business will remain unlocked during portions of the regular school day – most commonly to facilitate morning arrival. Those doors that may need to remain unlocked during a portion of the school/business day should be monitored in some fashion. All entrances are to be secured shortly after the start of the instructional day.

Once secured for the instructional day, the schools may utilize an audio and/or video electronic, visitor access control system at their primary entrances that provides a means for school staff to remotely screen and approve visitors prior to actually granting them access into the building.

The schools also utilize a keyless entry / electronic access control system allowing specific access (designated days/times, buildings and entrances) to authorized personnel by presenting a programmed proximity identification card to a reading device at those entrances. This system also automatically unlocks and locks specific entrances to accommodate normal arrival, dismissal and after school activity.

### **Staff Photo Identification Badges**

All Clinton School District employees are issued photo identification (proximity) badges that are to be **displayed at all times** while on school district property to assist visitors, students and staff in identifying employees as well as possible intruders. The district will consider the implementation of identification badges for students for grades 9-12.

### **Visitor policy**

All visitors should report to the main office upon entry into the building. Visitors will sign-in and be issued a name badge, which needs to be visible at all times. Visitors are required to sign-in and out where they first entered the building.

Should an unannounced visitor appear at a classroom, office or be observed in the hallways without proper identification (visitor pass or a note from the office), staff may approach and inquire as to a subject's business or contact their school's main office immediately.



### **Student Sign-Out Procedures**

Schools are diligent in ensuring that only those persons authorized to sign-out students are allowed to do so utilizing the applicable data maintained within School Tool and at the elementary school with the Raptor Visitor Management System. Staff may also require a photo ID if the requesting party is unknown to them and may contact a parent or guardian for confirmation when deemed appropriate.

### **Video Surveillance**

A digital video surveillance system is in service at all Clinton schools to assist in monitoring, deterring and recording activity in high use areas, as well as areas of chronic concern or perceived vulnerability.

### **Fire Alarm**

A fire detection alarm that is linked to a central monitoring station is in service at every Clinton school. These alarms and fire response procedures are tested regularly consistent with New York State Education Department regulations.

### **Mass Communication System (Parent Square)**

The School District utilizes the Parent Square mass communication system capable of making emergency notifications to all or a portion of the school community.

### **School Resource and Special Patrol Officers (SROs and SPOs)**

The District contracts with the Town of Kirkland to provide a School Resource Officer, and with Oneida County to provide a Special Patrol Officer, on campus during the school day and at other district events as needed/requested.

### **Random Drug Sniffing Canine Search**

The District will occasionally conduct canine searches throughout the school year.

### ***Vital Educational Agency Information***

The District maintains general information about each educational agency located in the school district, including information on: school population, number of staff, transportation needs, and the business and home telephone numbers of key officials of each such educational agency.

## **B. Early Detection of Potentially Violent Behaviors**

The District recognizes the importance of early recognition and intervention into conflicts and potentially violent or threatening behaviors. As such, the District will ensure that appropriate school violence prevention and intervention training will be incorporated into all phases of staff professional development.

Informative materials regarding the early detection of potentially violent behaviors shall be made available to the school community through various means that may include brochures, district-wide newsletters, and the district website.

Students, parents, and all staff are encouraged to share information regarding any student conflicts, threats or troubling behaviors with the appropriate school administrator so that an investigation can commence in a timely fashion if deemed necessary.

### **Strategies for Improving Communication Among Students and Between Students and Staff and Reporting of Potentially Violent Incidents**

The District recognizes the importance of good communication among students and between students and staff. All parties are encouraged to strive for improvement at all times. Sharing information is the first line of defense in keeping students safe. It is vital that students understand that reporting information about potential problems is a way of preventing harm to another. Reporting concerns that may impact on the safety and health of others is the responsibility of the entire District's community.

Short term and long-term strategies to bettering communication and preventing violence at the District include:

- Set clear expectations for students and communicate these standards to students, staff and parents. (Code of Conduct)
- Pay attention to what students are saying
- Encourage communication among parents, student, staff and community members
- Train staff to listen and question effectively
- Institute programs, initiatives and community service students to promote character development.

This communication may extend beyond Clinton School District personnel to include members of the District's Safety Team, Law Enforcement, Mental Health Professionals, etc., when deemed appropriate and within existing legal parameters.

### **C. Hazard Identification**

The list of sites of potential emergency include: all school buildings, playground areas, properties adjacent to schools, on and off-site athletic fields, buses, off-site field trips, and Hamilton College. Each individual Building Health and Safety Team has assessed their own facility for any unique hazards and has documented them on their respective Building Safety Plans.

The District has developed multi-hazard response plans, based on the Incident Command System and the National Incident Management System (NIMS), for the following emergency situations:

**Multi-Hazard List**

Hazard Category	Type
Civil Disturbance	Bomb Threat, Intruder Alert, Hostage Taking, Kidnapping, Physical Assault or Threat
Environmental Emergency	Flood, Hazardous Materials Incident, Snow/Ice Storm, Tornado Warning, Thunder/Lightning Storm, Wind Storm, Fire, Explosion, Gas Leak
Building Failure	System Failure, Structural Failure
Medical Emergency	Sick/Injured Person, School Bus/Car Accident, Mass Illness/Epidemic, Influenza Pandemic/Pandemic

**Identified Onsite Hazards**

- Various chemical storage areas
- Welding/hot work area
- Indoor vehicle transportation areas
- Compressed gas storage areas
- Paint spray booths
- Areas of student congregation
- Student/teacher/administrator conference areas
- Boiler/mechanical rooms

**Identified Offsite Hazards**

- Major highways (chemical transport)
- Airport (flight path)
- Railroad
- Certain industrial sites (refineries, etc.)
- Clinton Village wastewater
- Creeks

**D. Construction and Capital Project Safety**

Each school under the direction of the Assistant Superintendent for Business and the Director of Facilities as well as the involved construction manager (if applicable) will take steps to ensure the safety and security of the students and staff during periods of construction. This requirement may include conducting background checks on workers, maintaining sufficient and appropriate emergency egress routes, and notifying building occupants of any changes.

The District Safety Committee, or a subcommittee thereof, will be involved in monitoring safety during construction projects as needed. The Committee may include the Director of Facilities,

Assistant Superintendent for Business, a principal, architect, construction manager, and contractors. The Committee will hold additional meetings as needed to review issues and address complaints related to health and safety resulting from the construction project.

### **Section III: General Emergency Response Planning and Response to Threats and Acts of Violence**

#### **A. Notification and Activation (Internal and External Communications)**

Quick and accurate contact with appropriate law enforcement officials is essential in the event of a violent incident. These relationships have been established through the participation of local response officials on Building-Level Emergency Response Teams. These individuals and appropriate means of contact are documented in the Building-Level Emergency Response Plans. Internal communication is also of prime importance and will be specifically defined in each Building-Level Emergency Response Plan.

Incident Commanders are authorized to and will initiate contact with the appropriate law enforcement officials in the event of a violent incident. The district maintains a list of local law enforcement agencies, and the designation of the individual who is authorized to contact the law enforcement agencies.

The process for informing educational agencies within a school district of a disaster or an act of violence include the following possible forms of communication: telephone, e-mail, district radio system, NOAA weather radio, district website, intercom or PA system, local media, Parent Square Emergency Alert System, others as appropriate or necessary.

The system may specify that in the event of an emergency, or impending emergency, the district will notify all principals/designees within the district to take the appropriate action.

The District will utilize the Parent Square Emergency Alert System to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal. The district might also use local media in some instances or post information on the district website.

#### **B. Situational Responses**

##### ***Multi-Hazard Response***

In the event of a catastrophic emergency (fire, building collapse, etc.) the evacuation of the building and the preservation of life is the only consideration. It is anticipated that specific procedures outlined in this document, particularly as they relate to notifications, line of authority, etc., may well be violated in cases involving catastrophic emergencies.

There are many variables that could impact the manner in which the Building Emergency Response Team responds to a particular occurrence. These variables could include: time of

day, weather, age of students, and location of students, anticipated response time of emergency responders, availability of support personnel, and availability of transportation. Specific emergency situations are identified and standard response procedures are detailed in Building-level Emergency Response Plans; however, given the aforementioned variables, it is impractical to try and map out the specific steps to take for every conceivable scenario. It is more practical to focus on just a few critical decisions that need to be made in every emergency pursuant to our primary goal of preventing injury and loss of life. In the event that the following response actions, emergency closing, early dismissal, evacuation, shelter-in-place, lockdown, lockout are activated, the following actions will be implemented. For example: a response protocol could include the following steps:

1. Assess the situation – Incident Commander/Designee
2. Response Action Implementation
3. Notification of Parents/Guardians
4. Recovery
5. Evaluation

Each Building-Level Emergency Response Plan includes procedures and actions that will be implemented in the event of the occurrence of a hazardous event. Such plans are not available to the public, nor are they to be included in the District-Level Safety Plan.

The Superintendent is designated as the Chief Emergency Officer and Incident Commander during the initial response to any emergency at the District. The Superintendent will provide leadership, organize activities and disseminate information with the assistance of the Emergency Response Team(s). If the Superintendent is unavailable or not on site, a Designated Alternate will act in their absence with the same authority and responsibility.

The first administrator on scene or notified of an emergency is designated as the person in charge – the **Incident Commander (ICS)** – during the initial response to any emergency. The ICS will provide leadership, organize activities and disseminate information with the assistance of the Building Emergency Response Team (BERT) and/or the District Emergency Response Team (DERT), if needed. The initial ICS may transfer command at any point based on the circumstances. A **Designated Alternate** will be appointed in the absence of any administrator to ensure continuity of leadership and command in a particular building or the district.

In most instances where this level of school response is warranted, the school will be seeking assistance from outside emergency responders in resolving the situation. As such, the immediate objective is generally to **contain and manage** the incident until the emergency responders arrive on scene.

Procedures for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law. By contacting Oneida County 9-1-1, the system for coordinating the delivery of assistance from both the county and local agencies will be activated.

Each Building-level Emergency Response Plan includes procedures and actions that will be implemented in the event of the occurrence of a hazardous event. Such plans are not available to the public, nor are they to be included in the District-level Safety Plan.

***Responses to Acts of Violence: Implied or Direct Threats***

The District's policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school will be included in the Building-level Safety Plans. The following types of procedure(s) may be used by the district:

- ◆ Follow procedures outlined in the Code of Conduct
- ◆ Use of staff trained in de-escalation or other strategies to diffuse the situation.
- ◆ Inform Building Principal of implied or direct threat.
- ◆ Determine level of threat with Superintendent/Designee.
- ◆ Contact appropriate law enforcement agency, if necessary.
- ◆ Monitor situation, adjust response as appropriate, include the possible use of the Emergency Response Team.

***Acts of Violence***

The District's policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school will be included in the Building-level Safety Plans. The following types of procedure(s) could be used by the district:

- ◆ Determine level of threat with Superintendent/Designee, Principal and other safety team members as needed.
- ◆ If the situation warrants, isolate the immediate area and evacuate if appropriate.
- ◆ Inform Building Principal/Superintendent if not already informed through threat assessment.
- ◆ If necessary, initiate a lockdown procedure, and contact the appropriate law enforcement agency.
- ◆ Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.
- ◆ Keep parents/guardians informed.

**Responses to Violence (Incident reporting, Investigation, Follow-Up, Evaluation, and Disciplinary Measures)**

The District requires all incidents of violence, whether or not physical injury has occurred (verbal abuse, threats of violence, etc.), to be reported immediately by employees and students and documented. With the realization that employees and students may otherwise be reluctant to come forward, all must maintain confidentiality. Individuals are assured that there will be no reprisal for reporting their concerns. Incidents will be reported as follows:

- The School Building Principal/Administrator or Designee will be responsible for receiving and responding to all incident reports including anonymous reports.

- Information on the reporting process for students and staff will be provided as part of the violence prevention training program.
- Each incident will be reported to and evaluated by a Threat Assessment Team for the purpose of compiling data and evaluating the Violence Prevention Program.

Relationships have been established with the Police Department and other emergency response agencies at the building level. Representatives from these agencies (Law Enforcement, Fire and Emergency Medical Responders) are asked to participate on Building-Level School Safety Teams.

### *Reporting*

Once an incident has been reported, and depending on its severity, the School Building Principal/Administrator or Designee will assume responsibility as the Incident Commander, who should take the following steps:

- Report it to the Police Department;
- Secure the area where the disturbance has occurred;
- Ensure the physical safety/medical management of students/staff remaining in the area
- Ensure that while responding to the incident, the remainder of the building remains appropriately supervised;
- Quickly assess the area of the incident to determine damage as a result of the incident and if it is safe to remain; if necessary, evacuate or shelter as per the Building-Level Emergency Response Plans;
- Provide notification to Administration;
- Provide incident debriefing to students and staff as needed;
- Notify parents.

### *Investigation*

After the incident has occurred, the Threat Assessment Team will conduct a detailed investigation. It is the purpose of the Team to focus on facts that may prevent recurrence, not find fault. The Team conducting the investigation will:

- Collect facts on how the incident occurred;
- Record information;
- Identify contributing causes;
- Recommend corrective action;
- Encourage appropriate follow-up; and
- Consider changes in controls, policy and procedures.

### *Follow-up*

The District recognizes the importance of responding quickly and appropriately to the medical and psychological needs of students/staff following exposure to a violent incident. All individuals affected by a violent act will be provided with appropriate medical and psychological treatment and follow-up. Provisions for medical confidentiality and protection from discrimination will be included to prevent the victims of violent incidents from suffering further loss.

### *Evaluation*

Emergency Response/Threat Assessment Team is responsible for ensuring that an initial school building security analysis is conducted and periodically re-evaluated. These physical evaluations will focus on the identification and assessment of school building security hazards and address necessary changes in building practices. These evaluations will review the potential for different types of violent incidents including bomb threats, hostage-taking, intrusions, and kidnapping. Professionals will be utilized from local law enforcement and private consultants as necessary.

### *Disciplinary Measures*

The Code of Conduct will be the basis for determining the appropriate disciplinary measures that may be necessary.

### *Code of Conduct*

The District has created a detailed Code of Conduct to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary actions resulting from violations of the Code. The Code, which will be communicated to all students/staff and parents, will serve as a major component of the violence prevention program. The Code will be evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct will be made available to students, parents, staff and community members. The Code of Conduct is updated and adopted by the Board during the July reorganizational meeting, and then made available and posted on our website (<https://www.ccs.edu/Page/3165>).

### ***Response Protocols***

The District's selection of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage takings, intrusions and kidnappings will be included in the Building-level Safety Plans. The following possible protocols are provided as examples:

- ◆ Identification of decision-makers
- ◆ Plans to safeguard students and staff
- ◆ Procedures to provide transportation, if necessary
- ◆ Procedures to notify parents
- ◆ Procedures to notify media
- ◆ Debriefing procedures

### ***Arrangements for Obtaining Emergency Assistance from Local Government***

Arrangements for obtaining assistance during emergencies from emergency services organizations and local government agencies include contacting 9-1-1 immediately. Additional support can be obtained by contacting the Kirkland Police Department Chief, the Clinton Fire Department Chief, Hamilton College Director of Campus Safety, the Town Supervisor, the Village Supervisor, the OHM BOCES Safety Office, the Oneida County Sheriff's Department, and the Oneida County Emergency Services.



### ***Procedures for Obtaining Advice and Assistance from Local Government Officials***

- ◆ See above

### ***District Resources Available for Use in an Emergency***

District resources which may be available during an emergency include all of our facilities at the campus, our buses, and other vehicles and trucks. We can also contact the Village and Town Highway Department for access to heavy equipment and other resources.

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

The Clinton Central Schools will use the Incident Command System to coordinate the use of school district resources and manpower during emergencies.

### ***Protective Action Options***

Plans for taking the following actions in response to an emergency where appropriate will be included in Building-level Emergency Response Plans: school cancellation, early dismissal, evacuation, and sheltering.

## **Section IV: Recovery**

### **A. District Support for Buildings**

After an incident, the District School Crisis Response Guide will be initiated by the appropriate level emergency response team. Necessary resources will be deployed in order to support the Emergency Response Teams and the Post-Incident Response Teams in the affected school(s).

### **B. Disaster Mental Health Services**

Mental health services needed will be addressed by the appropriate emergency response team using the District School Crisis Response Guide.

**Clinton Central School District Emergency Response Plan**  
**Additional Threat Specific Annex**

## **Pandemic**

### **Purpose**

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school property in the event of a pandemic.

### **Scope**

The annex outlines responsibilities and duties, as well as procedures for staff responding to a pandemic. A pandemic is a worldwide spread of a new disease.

### **Core Functions**

In the event of a pandemic threat, schools will contact state and local health departments for their assistance and follow CDC guidelines and recommendations. Practiced procedures will be put in to action to alert and protect students and staff could include:

- Collaborate with local and state health departments.
- Provide educational material to students, parents and staff.
- Provide information to nurses, teachers, administration staff and food service and staff about infectious diseases and how to prevent and control outbreaks.
- Monitor/evaluate illness and absences based on school physician's recommendations.
- Formulate plans regarding continuation of school operations and instructional programs.
- Review disinfection process.
- Review Crisis Plan.

### **Functional Annexes That May Be Activated**

Functional Annexes that may be activated in the event of a pandemic may include the following:

- Communications
- Continuity of Operations

## **Activating the Emergency Response Plan Incident Commander Actions**

- Issue instructions to students, staff, and parents/guardians
- Activate communications annex.
- Be available to deal with the media.
- Determine when to activate the Continuity of Operations annex.

Approved: September 27, 2022