



2024-2025
PALMYRA-MACEDON
CENTRAL SCHOOL
DISTRICT

DISTRICT-WIDE SCHOOL
SAFETY PLAN

DATE OF BOE REVIEW- 6/4/24

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SECTION 1.0

General Information and Guidelines

1.1 INTRODUCTION

School safety is the job of the entire school community. This effort requires leadership and coordination by school administration, and involvement and participation from all sectors of the school community. Planning, conducting drills, and participating in exercises with law enforcement, fire, emergency officials and other members of the school community ensures a comprehensive, unified approach to school emergency response planning. Building relationships and community engagement are vital to building a safer school community.

The purpose of the District-Wide School Safety Plan and each school's Building-Level Emergency Response Plan is to help school officials identify and respond to potential emergencies by assigning responsibilities and duties of the school employees, students, families, and community stakeholders. Emergency Response Plans provide parents/guardians and the community reassurance that the school has established guidelines and procedures to respond to threats and hazards efficiently and effectively. Individualized policies and procedures have been developed by the Palmyra-Macedon Central School District based on potential circumstances and resources. Tools to manage an emergency include response procedures that are developed through threat assessments, safety audits, planning, and training.

The District-Wide School Safety Plan is required by law to be posted on the District website and contains only basic safety information. Each individual school building in the Palmyra-Macedon Central School District also has an independent Building-Level Emergency Response Plan that contains information about school Emergency Response Team members, students and staff with special needs, and any other information critical to each school building. Building-Level Emergency Response Plans are not available to the public and are confidential. Building-Level Emergency Response Plans are submitted to the New York State Police and local emergency responders (police and fire departments) as required by law, for review and approval.

1.2 SUMMARY OF LAWS

New York State Education law §2801-a (Project SAVE) and Commissioner's regulation 155.17 set standards for District-Wide Safety/Emergency Response Plans. Both laws set minimum requirements of a District-Wide Safety Plan and Building-Level Emergency Response plans which include policies and procedures relating to responding to certain threats. These plans were designed to prevent or minimize the effects of emergencies and to facilitate the coordination of schools and school districts with local and county resources in the event of such emergencies.

SECTION 2.0

Risk Reduction, Prevention and Intervention

2.1 PREVENTION / INTERVENTION STRATEGIES

The administration of the Palmyra-Macedon Central School District believes that improved communication among students, parents/guardians, and school staff adds to the quality of life and sense of safety at all of our schools. Such communication allows for the reporting, intervention, and prevention of potentially violent incidents before they actually occur. The following is a brief list of programs and initiatives that are in place at some or all of the Palmyra-Macedon Central School District schools that promote open communication and have a positive impact on the quality of life in our schools:

- Positive Behavioral Interventions and Supports (PBIS)
- Bullying Reporting Process
- Peer Mediation
- Director of School Safety
- Truancy Reduction Prevention and Assistance
- Trauma, Illness and Grief (TIG) Teams
- National Incident Management System (NIMS) and Incident Command System (ICS)
- Social emotional learning direct instruction and the counseling curriculum plan
- Restorative Justice
- Building and District Threat Assessment Teams
- Updated Code of Conduct outlining all expected behavior and consequences for students, staff, parents and visitors.
- NaviGate Prepared Emergency Management Software with an emergency app., NaviGate Prepared Threat Assessment and Suicide Screening software.

2.2 TRAINING, DRILLS AND EXERCISES

Training

The District understands the importance of training. All school staff, students, and others deemed appropriate by the school receive training during the school year to better prepare them for an incident. The annual training reviews the District-Wide School Safety Plan and individual Building-Level Emergency Response Plans to brief staff on their roles and communication procedures during an emergency. The District also submits certification to the NYSED that all district and school staff have undergone annual training components on violence prevention and mental health. New employees hired after the start of the school year receive training within 30 days of hire. All other school staff receive this training by September 15th of each school year. All students and staff will receive training in the newly required emergency response terms; shelter/shelter-in-place, hold/hold-in-place, evacuate/evacuation, secure lockout, and lockdown.

Multi-Hazard Training

The District provides annual multi-hazard school safety training for staff and students. The components of this training are consistent district-wide. Staff training will be routinely conducted at the school level followed by drills with the entire school population. These drills will focus on our standard response actions to potentially dangerous or threatening incidents. The use of tabletop drills to accomplish or compliment this training will be considered when live drills are impractical or not sufficient to meet the training goals.

Drills and Exercises

The Palmyra-Macedon Central School District follows all mandated guidelines regarding the number of drills and exercises that must be conducted during the school year. The number of drills and exercises are established by New York State.

The current guidelines state that there must be four (4) Lockdown drills, eight (8) evacuation drills, (two (2) during Extended School Year sessions), and one (1) early release drill per school year. The District's Chief Emergency Officer will coordinate and conduct these drills in conjunction with the local police and emergency responders. **All drills and training will be conducted in a trauma-informed, developmentally and age appropriate manner.**

2.3 IMPLEMENTATION OF SCHOOL SECURITY

Director of School Safety – Responsibilities and Authority

The District contracts for a Director of School Safety to assist the schools in dealing with all manners of security and safety issues. The principal role of the Director of School Safety is to safeguard the District's students, staff and visitors from harm; to deter, detect, respond to, and report infractions of the Code of Conduct and New York State Law; and to protect the District's assets from theft and damage. The Director of School Safety contracted by the district is authorized to carry out this role consistent with the Policies and Regulations of the District, and applicable New York State Law.

Visitor Access

School access is controlled during the regular school day by locking down the building and utilizing one point of entry and the buzzer/intercom/camera to screen visitors prior to entrance into the building. Consistent with Palmyra-Macedon Central School District Board Policy and Code of Conduct, an approved visitor to a school will present valid government issued photo identification to be screened into the district's Visitor Management System and be given a pass prior to gaining access to the building. All District employees are required to wear identification at all times.

Video Surveillance

All District school buildings provide video surveillance to enhance the safety of our students and staff. The cameras may/may not be actively monitored, but the recordings are available for district officials and local law enforcement use.

Intrusion Detection

The District's buildings are able to be protected by an intrusion detection alarm system that is linked to a central monitoring station.

2.4 VITAL EDUCATIONAL AGENCY INFORMATION

The Palmyra-Macedon Central School District maintains certain information about each school building within the District including, but not limited to: school populations, transportation needs and emergency telephone numbers of key personnel. In addition, similar information on other district departments as well as the assistance that those departments could provide in the event of an emergency is also maintained at the District level. A list of data and contacts will be updated and made available to key personnel (including all Principals) but is not available to the general public.

2.5 EARLY DETECTION AND VIOLENT BEHAVIORS

The District acknowledges the importance of early recognition and intervention into conflicts and potentially violent behaviors.

- The District will ensure that appropriate school violence prevention and intervention training will be incorporated into teacher conference days and be provided to all staff during regularly scheduled staff training sessions. All threats of violence are taken seriously and investigated.
- The District recognizes that despite our best efforts, students and parents may need additional assistance to respond to bullying. To ensure a quick response to parent and student concerns, the District has developed a bullying reporting process. Each Palmyra-Macedon Central School District school has identified a DASA coordinator responsible for this function.
- Students and staff are encouraged to share information regarding any conflicts or potentially violent behaviors with an administrator (and law enforcement when appropriate) so an investigation can commence.
- The District has developed policies and procedures for contacting parents, guardians or persons in a parental relation to a student in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide.
- The District has a trained Threat Assessment Team that meets periodically throughout the school year to discuss any ongoing incidents with students, parents or staff members. The Threat Assessment Team will also consult on an as needed basis with the Wayne County Threat Assessment Team on cases.
- All staff members are trained in the Palmyra-Macedon Central School District procedures of reporting threats of violence and threats of suicide annually.

2.6 HAZARD IDENTIFICATION

The list of sites of potential emergencies include all school buildings, playground areas, properties adjacent to schools, on and off-site athletic fields, buses and off-site field trip locations. These hazards (and how to handle each issue) will be documented in each Building-Level Emergency Response Plan.

2.7 SCHOOL RESOURCE OFFICERS (SRO's)

- In the event that the Palmyra-Macedon Central School District has contracted with a Law Enforcement Agency in order to provide School Resource Officer (SRO) services, guidelines have been established to follow NYS mandates regarding school discipline. The new Regulations state that every school shall define the roles and areas of responsibility of school personnel, security personnel and law enforcement in response to student misconduct. School discipline in the Palmyra-Macedon Central school District is delegated to each building Principal. Investigations involving possible infractions of the District's Code of Conduct and the imposition of discipline thereunder are the responsibility of the school's administration. While the SRO may act as a resource to a school administrator during an investigation, the SRO may not directly question students or assign discipline. General guidelines for discipline are contained in the Code of Conduct. The roles of the SRO are identified in Appendix 4.
- School officials may conduct searches of students' property and person as permitted by New York State Law. The SRO should not become involved in administrative searches unless specifically requested by the school to provide security, protection, or for the handling of contraband. Administrative searches must be at the direction and control of the school principal. At no time shall the SRO request that an administrative search be conducted for law enforcement purposes or have school staff act as his/her agent.

SECTION 3.0

PREPAREDNESS

3.1 CHIEF EMERGENCY OFFICER

Each school year, the Palmyra-Macedon Central School District appoints a Chief Emergency Officer. The designated Chief Emergency Officer is responsible for:

- 1) Coordination of the communication between school staff, law enforcement, and other first responders.
- 2) Lead the efforts of the District-Wide School Safety Committee in the completion and yearly update of the District-Wide School Safety plan and the coordination of the district-wide plan with each of the Building-Level Emergency Response Plan.
- 3) Ensure staff understanding of the District-Wide School Safety Plan.
- 4) Ensure the completion and yearly update of the Building-Level Emergency Response Plan for each school building.
- 5) Assist in the selection and recommendation of security related technology, and the development of procedures for the use of such technology.
- 6) Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan.
- 7) Ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.

3.2 DISTRICT-WIDE SCHOOL SAFETY COMMITTEE

The District-Wide School Safety Committee is appointed by the Board of Education each school year. It may include, but is not limited to, representatives of the school board, teachers, administrators, law enforcement, local emergency responders, parents, bus drivers and monitors, and school safety personnel. The District-Wide School Safety Committee is responsible for addressing safety issues within the district and developing and updating District-Wide School Safety Plan on a yearly basis.

3.3 EMERGENCY RESPONSE TEAM

During an emergency, the Emergency Response Team shall function under the command of the Superintendent of Schools and the District's Chief Emergency Officer. The District's Chief Emergency Officer will be designated at a Board of Education meeting annually. Under normal circumstances, the District's Chief Emergency Officer will be the Director of School Safety.

3.4 COMMAND POST

During an emergency, the Superintendent of Schools or their designee may activate the Emergency Response Team when necessary, and they will meet at a designated location. In addition to the Emergency Response Team, the Superintendent may summon other resources to report to this location. This designated location will be referred to as the Command Post although the exact location may vary depending on the type and extent of the event.

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SECTION 4.0

GENERAL RESPONSE PROCEDURES

GENERAL RESPONSE ACTIONS FOR EMERGENCIES

Subsequent sections of this District-Wide School Safety Plan outline specific response actions for individual emergency situations. If an emergency situation occurs at the building-level, it is the responsibility of each and every District employee to take those actions which are geared toward preserving the health and safety of all students, staff and visitors. Specific detailed responses are listed in each individual Building-Level Emergency Response Plan.

4.1 CONCEPT OF OPERATIONS

The overall strategy of the District-Wide School Safety Plan and individual Building-Level Emergency Response Plan is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. These plans are based upon the concept that the incident management functions that must be performed by the school staff generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

4.2 IMPLEMENTATION OF INCIDENT COMMAND SYSTEM

The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. In general, the initial Incident Commander at the school will be the building Principal and will be the delegated authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required, and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified Incident Commander. NYCRR Section 155.17 requires a definition of a chain of command consistent with the Incident Command System.

4.3 INITIAL RESPONSE

School personnel are likely to be the first on the scene of an incident in a school setting. Staff and faculty are expected to respond as appropriate and notify the

Principal, or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (Police, Fire or

EMS dependent upon the nature of the incident). Staff will seek guidance and direction from the District and emergency responders. Any staff person or faculty in a building that sees or is aware of an emergency shall be able to activate the Building-Level Emergency Response Plan.

4.4 ORGANIZATION AND ASSIGNMENT OF RESPONSIBILITY

The Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs. The Building-Level Emergency Response Team will be used to delegate these tasks.

4.5 DIRECTION, CONTROL, AND COORDINATION

Coordination with Responders

The Building-Level Emergency Response Plan may have a set of interagency agreements with various agencies to aid in timely communication. Agreements with these agencies and services (including, but not limited to, mental health, law enforcement and fire departments) could help coordinate services between the agencies and the school. The agreements could specify the type of communication and services provided by one agency to another.

In the event of an incident involving outside agencies, a transfer of command from the school Incident Commander to a responding agency will occur.

Use of Resources

The school will use its own resources and equipment to respond to incidents until emergency responders arrive. It will be the responsibility of the Emergency Response Team to help secure these resources.

4.6 ADMINISTRATION, FINANCE AND LOGISTICS

Agreements and Contracts

If school resources prove to be inadequate during an incident, the school will request assistance from local emergency agencies, other agencies and industry in accordance with any existing Memoranda of Understanding. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized district officials. This is a function of the Assistant Superintendent of Finance.

4.7 COMMUNICATION DURING EMERGENCIES

The school will contact and maintain communications with parents, the media and emergency responders during an incident. The School Incident Commander or Chief Emergency Officer works with the District's Superintendent and his designated PIO and emergency responders to coordinate the release of information to ensure that information is consistent, accurate and timely. Communication procedures are detailed further in the Building-Level Emergency Response Plan. Communication is also assisted by the NaviGate Prepared App, which is installed on teachers and staff phones, tablets and computers to help with managing an incident.

4.8 MULTI-HAZARD RESPONSE

There are many variables that could impact the manner in which the Building-Level Emergency Response Team responds to a particular occurrence. These variables could include but are not limited to: time of year, time of day, weather, age of student(s) involved, location of student(s), anticipated delay from emergency responders, availability of support personnel and availability of transportation. Therefore, it is not practical to try and map out the 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 the loss of life and injury of students and school staff.

The building Principal or their designee is designated as the Incident Commander of their school during a crisis situation until relieved by a higher authority. The Principal or designee will provide leadership, organize activities and disseminate information with the assistance of the District's Emergency Response Team or Chief Emergency Officer.

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

4.9 EMERGENCY NOTIFICATIONS

Notification of significant events or events that required a call to 9-1-1 shall be made to the Director of School Safety (via cell phone). The Director of School Safety is the Chief Emergency Officer for the District. In their absence, notifications may be made to the Superintendent's Office. The Director of School Safety will notify the Superintendent of Schools immediately. These notifications shall occur at the earliest and safest possible time during the response phase. The Superintendent, and the Chief Emergency Officer will request the additional resources necessary to assist in the building's issue. One of the possible options will be to activate the Emergency Response Team. The goal of the Emergency Response Team is to provide assistance and resources as needed to deal with the crisis at hand.

4.10 RESPONSES TO ACTS OF VIOLENCE: IMPLIED OR DIRECT THREATS

Having acknowledged that the recognition and early intervention into potentially violent situations is critical, it shall be the policy of the District to deal with all threats and potentially threatening situations and circumstances in a serious and deliberate manner. In addition to reporting and investigating direct threats, all staff are responsible for relaying to their respective school administration information about any student behaviors or communications that suggest a threatening situation is possible.

Depending on the imminent nature of the threat, the following procedures may be used by the district:

- Use of staff trained in de-escalation or other strategies to diffuse the situation.
- Inform the building Principal or designee of implied or direct threat or troubling behaviors or communications.
- Contact 9-1-1 if the threat may be imminent or for their advice and assistance. Direct threats to personal safety may well constitute a violation of law and the student making the threat can be prosecuted. Prosecution in Criminal or Family Court provides another opportunity for intervention.
- The building Principal or designee may initiate a threat assessment inquiry to attempt to determine the level of threat.
- If time permits, this inquiry would also involve interviewing potential witnesses as well as the parties involved. Some factors to consider when evaluating the level of threat include, but are not limited to, specificity of threat to a person or persons, mention of specific means or weapons, specific reason or justification, history of student, known access to weapons and propensity for violence.
- Monitor the situation, adjust response as appropriate, and include the possible use of the counseling staff.
- Follow up with the appropriate procedures as outlined in the District's Code of Conduct.
- Any threats of suicide or suicidal ideations shall be reported by staff to an administrator immediately and without delay. Administrators will investigate all instances of threats of suicide or suicidal ideations without delay.
- The District uses software to help document, manage and follow up these threats.

4.11 SPECIFIC RESPONSE PROTOCOLS

The District has established appropriate response actions to a variety of emergency situations. They are detailed in each Building-Level Emergency Response Plan as recommended by the NYSED Safe Schools Template. Transportation safety procedures are also in place.

4.12 OBTAINING ADVICE AND ASSISTANCE FROM THE LOCAL GOVERNMENT

In the event of an emergency where additional advice, assistance, or assets not readily available to the district are needed, the Superintendent of Schools will activate the Emergency Response Team to help provide needed assistance.

4.13 DISTRICT RESOURCES AVAILABLE DURING AN EMERGENCY

The District has identified district-based resources, which may be available during an emergency. These resources are available through the Emergency Response Team.

4.14 EMERGENCY RESPONSES

Functional Annexes focus on the critical operational functions and the courses of action developed to carry them out. In New York State, to ensure consistency, schools are provided with standardized definitions. These annexes are defined in detail in the Building-Level Emergency Response Plan and quick reference guides. Other Annexes available and listed in this section are Crime Scene Management, Communications, Accounting for all persons, Continuity of Operations, and Recovery. The Medical Emergency Annex has its own section in the District-Wide Safety Plan. The District utilizes the NaviGate Prepared App to help assist in activating a designated Emergency Response.

4.15 CRIME SCENE MANAGEMENT

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. Before those professionals arrive, it is important that the crime scene remains as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence. These procedures are outlined in the Building-Level Emergency Response Plan.

4.16 EMERGENCY EVACUATION OF NON-AMBULATORY DISABLED INDIVIDUALS WITH DISABILITIES

Each building Principal is responsible for identifying non-ambulatory disabled staff or students and listing that information in their Building-Level Emergency Response Plan. This includes assigning an area of rescue assistance for such people on floors above or below the level of discharge. Since Building-Level Emergency Response Plans are provided to local emergency responders, this information will be readily available during an emergency.

4.17 ACCOUNTING FOR ALL PERSONS

The Building-Level Emergency Response Plan has procedures in place to:

- Take attendance and report to the Incident Commander when class relocates inside the building or an evacuation takes place.
- Report to the Incident Commander when a student, staff member, or guest cannot be located.
- Dismiss students if they have been relocated.
 - Staff members will utilize the NaviGate Prepared App to assist in Accounting for all Persons.

4.18 FAMILY REUNIFICATION PLANS

During any building evacuation it is important to have a family reunification plan. In general, families should be reunified at each building's evacuation site and will require assigned personnel and plans that should be detailed in each Building-Level Emergency Response Plan. Depending on the nature of the emergency, a reunification plan will be put into place at the command post, with the assistance of the police department and emergency responders. There are agreements with Community Partners for housing students temporarily if needed.

4.19 CRISES OCCURRING OUTSIDE NORMAL SCHOOL HOURS

Due to the many uncertainties about building occupancy during those times when school is not in session, it is difficult to prescribe a specific course of action that will remedy any and all crises occurring within that time frame. The building Principal will notify their Chief Emergency Officer of the Crisis and the appropriate actions will be taken.

4.20 PROCEDURES FOR INFORMING OTHER EDUCATIONAL AGENCIES OF AN EMERGENCY

1. The Chief Emergency Officer/Director of School Safety/ Superintendent will evaluate the impact of an emergency on other educational agencies within the District.
2. If the impact is evident, the Chief Emergency Officer/Director of School Safety/ Superintendent will telephone the contact person at each affected educational agency and inform them of the status of the emergency.
3. If contact with other educational agencies cannot be made, the Chief Emergency Officer/Director of School Safety/ Superintendent will contact local Law Enforcement for assistance in communicating information to these educational facilities.
4. If transportation, sheltering and other types of assistance are to be provided to other educational agencies, the Chief Emergency Officer/Director of School Safety will make arrangements to implement this assistance.

4.21 PROCEDURES FOR SHELTERING STUDENTS, STAFF, AND VISITORS

In the event that it becomes necessary to shelter/shelter-in-place students, staff, visitors, or other individuals, the building Principal or their designee will contact the Chief Emergency Officer/Director of School Safety (via cell phone). The Chief Emergency Officer/Director of School Safety will notify the Superintendent of Schools. If it becomes apparent that students will not be able to leave the facility, the school principal will make arrangements for adequate supervision of the students under their direction and to make provisions for building maintenance (custodial) and food services. It shall be the responsibility of the Chief Emergency Officer/Director of School Safety and to inform appropriate police, Red Cross, and emergency preparedness officials. The Palmyra-Macedon Central School District has also partnered with different local and state agencies to provide shelter to the community during certain disasters or emergencies. The Chief Emergency Officer is the contact for those agencies during the crisis. The Chief Emergency Officer will take appropriate actions during such incidents.

4.22 MEDICAL EMERGENCIES AND MENTAL HEALTH

A medical emergency is a result of a minor or major illness, or injury to an individual, and can be of such severity as to be life threatening, or merely cause the victim discomfort or pain. The District does not expect unlicensed staff to provide medical care. The District does expect unlicensed staff to call for emergency assistance (e.g. 9-1-1, school nurse) and stay with the victim until help arrives. In each case, the guiding principles are to provide appropriate care until competent medical or parental care is secured. Emergency care is not authorized beyond proper first aid. First aid is treatment that will attempt to protect the life and comfort of the victim until authorized medical treatment is available, or in the case of a student, until the child is placed under the care of the parent or guardian. Staff should use judicious avoidance and standard precautions in managing all emergencies. School nurses follow their standard district policies, procedures and training not listed in this section.

The number of medical emergencies that can develop is potentially endless. Each Building-Level Emergency Response Plan will designate Building-Level Response Teams that may be used to respond in a medical emergency.

The Palmyra-Macedon Central School District has also developed policy and procedures for contacting parents, guardians, or persons in a parental relation to a student in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide or suicidal ideations. When a staff member notices signs of mental health issues or signs of suicide or suicidal ideations, they should report those signs or issues to an administrator immediately and without delay. The Administrator will investigate the issue with counselors using the suicide screening protocols set in place and contact parents with available resources as necessary.

SECTION 5.0

RECOVERY

5.1 DISTRICT SUPPORT FOR BUILDINGS

In addition to support during an emergency, the District will use all resources at its disposal to support the Emergency Response Teams and the Post-Incident Response Teams in the affected school(s) after the incident has been resolved to the point where recovery of normal operations can commence. Additional support includes but is not limited to mental health services, building security and facility restoration.

5.2 DISASTER MENTAL HEALTH SERVICES

In addition to District mental health services, District office staff will assist in the coordination of Disaster Mental Health Resources, in support of the Post-Incident Response Teams, in the affected school(s). This may take the form of seeking out additional local support or could, if warranted, involve accessing federal and state mental health resources as well.

5.3 REVIEW AND DEBRIEFING

The involved school's Building-Level Emergency Response Team will meet to review the specific incident to determine if the school's Building-Level Emergency Response Plan was adhered to and if any improvements are needed to enhance the plan. This review may, depending on the nature and degree of the incident, include input from the Emergency Response Team and/or representatives of local emergency response agencies. The review and debriefing may include the items summarized in the next section describing the Post Incident Response Guide.

5.4 POST-INCIDENT RESPONSE

The Palmyra-Macedon Central School District has a Responding to Tragedy and Crisis Plan. The Emergency Response Team, Trauma and Grief Team and the Building-Level Post Incident Response Team will have the responsibility of assisting the school community and guiding staff and administration in coping with the aftermath of a serious violent incident or emergency. It is likely, however, that these duties and responsibilities will be shared by members of the Trauma and Grief Team, Building-Level Emergency Response Team, and the remainder of the school community.

- Convene at the earliest possible time following the crisis for a meeting to help the Principal prepare a written statement for the staff to be presented at the emergency staff meeting. It may be most prudent to convene on the weekend in some crisis situations to effectively manage communications to staff and parents and to initiate the proper support services as needed.
- Review roles in providing support during the day of the critical incident.
- Attend an end-of-school debriefing meeting for staff. Prepare to offer any support in ways needed.
- Meet with the Principal, following staff debriefing, if possible, to process the day's events and prepare for the next school day.
- Meet daily, for as many days as necessary, to process events and decide measures needed to meet the needs of students, staff, family, and community.
- Solicit and encourage feedback from students, staff, family and community. Feedback will be recorded on the Building-Level Emergency Response Plan feedback form for evaluation purposes.
- Meet after the passage of two to three weeks to evaluate and possibly revise the plan based on students, staff, family, and community feedback.

5.5 TRAUMA AND GRIEF TEAM (TIG)

The District TIG team is a group of counselors, psychologists, social workers, nurses and other staff members who have received specialized training in responding to the emotional needs of children, teachers, and other school personnel, which arise from trauma, violence, illness, grief and loss. The TIG team will oversee the initial and ongoing training program for all building crisis teams and maintain records.

5.6 CONTINUITY OF OPERATIONS PLAN (COOP)

As part of the COOP, the District will use resources to:

- Identify primary and secondary relocation sites for each building that meet the needs of the school.
- Allow the COOP to be activated at any time and sustain it for up to 30 days.
- Re-establishing essential functions, such as restoration of school operations, and maintaining the safety and well-being of students and the learning environment.
- Ensuring students receive applicable related services in the event of a prolonged closure.
- Protect vital documents and make them available at alternate sites.
- Identify personnel to assist in developing COOP and training them.
- Identify resources available to students and staff for online learning in case schools may not be occupied

5.7 PANDEMIC EMERGENCY PREPAREDNESS PLAN

BOARD OF EDUCATION POLICY

CATASTROPHIC, WIDESPREAD COMMUNITY DISASTERS FROM NATURAL, TERRORIST, OR INFECTIOUS CAUSES

The Board of Education recognizes the profound impact a major catastrophic event such as but not limited to biologic, chemical, radiation exposures, widespread infectious diseases, such as pandemics, or disasters by forces of nature, may have on routine school function.

The Board of Education further recognizes the importance of a cooperative, integrated approach with local, state, and federal authorities according to the National Incident Management System (NIMS) to contain damage and safeguard our school community with the least disruption possible to normal instructional activities for our children and staff.

Accordingly, the Board will follow all local, state, and federal guidelines for the management of widespread disease or disasters, including but not limited to the need for school closure, sheltering, or use of a building for community assistance, as well as other yet unforeseen matters that a specific disaster may require. This will include a focus on planning and coordination, continuity of student learning and core operations, infection control, and communications.

The Board of Education designates the Superintendent of Schools to work directly with the local and state Commissioners of Health (or designates) according to NIMS to implement an action plan at their direction. The Superintendent of Schools will also ensure that written agreements for mutual aid are always in place according to NIMS guidelines.

The Board of Education further designates the Superintendent of Schools to work cooperatively with the County Supervisor (or designate) according to NIMS in whatever manner is necessary to maintain public order and ensure the provision of widespread emergency assistance to the school and larger community, including facilitation of the use of school buildings as requested by local, state, or federal authorities as a point of dispensation of medical services, vaccinations, or medication, and/or sheltering community members.

BOARD OF EDUCATION REGULATIONS:

CATASTROPHIC, WIDESPREAD COMMUNITY DISASTERS FROM NATURAL, TERRORIST, OR INFECTIOUS CAUSES

I. STUDENT AND STAFF SAFETY: PANDEMIC INFECTION CONTROL

The Superintendent will work with the Commissioner of Health who may grant authority by a written mutual aid agreement to operate as a public health authority to contain infectious diseases or other medical emergencies in whatever capacity is needed to assist the school district, the local community, the state and the federal government to secure the safety of our school, our community, our state, and our country.

In operating in the capacity as a public health authority, the superintendent may designate the school physician and/or school nurse to receive critical patient-specific medical information normally released to public health officials, such as immunization records or other critical medical information sharing for the purpose of public health.

The Superintendent also has the authority to designate the school physician and/or other safety and/or health services designates to develop a program whereby the district may operate as a vaccine provider in the event federal, state, or local authorities indicate a need for assistance.

The Superintendent will receive guidance from the school physician who will assist the principals, health educators, buildings and grounds directors, health and safety officers, crisis teams, and nursing staff regarding the need for preparation and regular training in

- infection prevention,
- standard precautions,
- judicious avoidance,
- respiratory hygiene,
- limitation of the spread of primary or collateral infection,
- proper use of isolation, quarantine, and reporting to the local Public Health Department all mandated reportable diseases or unusual, bizarre, or clustered illnesses,
- parent letters of notification for reportable contagious diseases that involve risk to the public health.

The Superintendent will ensure the department of purchasing has provided sufficient and accessible infection prevention supplies and training as recommended and requested by the health services team. These may include, but are not limited to sufficient trash receptacles, disposable tissues and hand towels, surgical masks for ill individuals, N-95 masks for nursing staff, gloves, and sharps disposal systems. The nursing staff will ensure that these supplies are adequate, utilized, and distributed as needed.

The Superintendent of Schools will ensure that smooth procedures and protocols are in place and are consistent with guidelines from the National Incident Management System (NIMS) and other federal, state, and local authorities that will address

- the need for emergency action plans as required by local, state or federal directives,
- transportation of ill children or staff who need to be returned home,
- interim liberal and non-punitive sick leave for ill staff and students as appropriate,
- a contingency plan for children that depend on schools for nutrition,

The Superintendent will require principals to maintain emergency crisis teams trained to take immediate action in the event of an emergency according to National Incident Management System (NIMS) guidelines.

The Superintendent's designate(s) will become certified in all NIMS areas required (IS-100-NIMS and IS-700) to ensure that the district is in compliance with standards necessary to receive emergency funding. The Superintendent will ensure that at least one individual has such certification within the district at all times.

The principals will ensure that emergency procedures are reviewed following a drill at least once annually simulating various scenarios of catastrophic events and will report the outcome to the Superintendent. The Superintendent will report to the Board of Education annually about the status of emergency preparedness and the need for revision or funding.

II. CONTINUITY OF STUDENT LEARNING AND CORE OPERATIONS

To be completed by division of curriculum and instruction

III. COMMUNICATION

To be completed by division of communications

IV. PLANNING AND COORDINATION

To be completed by division of risk management and buildings and grounds

BOARD OF EDUCATION REGULATION

PRACTICE AND PROCEDURES CATASTROPHIC, WIDESPREAD COMMUNITY DISASTERS FROM NATURAL, TERRORIST OR INFECTIOUS CAUSES

I. STUDENT AND STAFF SAFETY: PANDEMIC INFECTION CONTROL PRACTICES AND PROCEDURES

Prevention and limitation of the spread of infection

All health services staff will follow specific guidelines and medical advisories offered by the Centers for Disease Control, the New York State Department of Health, the County Health Department and the district physician for any disease outbreak that poses a risk for a pandemic outbreak. Guidelines will outline the criteria for diagnosis, isolation, and quarantine.

The standing protocols for health office staff as documented in the district health practice and procedures manual shall remain in effect during catastrophic disasters.

In addition, staff will pay particular attention to the following precautions to reduce the spread of infection in the school setting:

Judicious Avoidance

Prevention of Self Injury

- 1. Before committing to assist another, thoroughly assess the situation for personal risk and ability to respond safely in a manner that might help another, not add additional risk or harm to self or others. Know your limits.**
- 2. Call for assistance before beginning any rescue attempts, so help is on the way while you begin assistance.**
- 3. If available, use protective garments or devices before personal exposure, including but not limited to face masks or gloves.**
- 4. If victims can assist, assist them to help themselves while attempting not to expose yourself directly to contamination. For example, provide the person with ample absorbent tissues, trash cans, masks, or other supplies that will allow them to care well for themselves, such as to stop bleeding, as you support them verbally.**
- 5. Ensure you have careful and thorough hand washing and
decontamination of any exposed areas or clothing as soon as you are able**
- 6. Report any suspected exposure to your supervisor and seek early medical assistance from your private health care provider.**

Respiratory Precautions and Respiratory Hygiene
Prevention and Containment of The Spread of Infection by Respiratory or Aerosolized Droplets

1. Surgical masks should be offered to any staff or student coming into the health office with significant respiratory infections that include uncontrollable sneezing or coughing while they await evaluation. This will be more routine during a known or suspected outbreak.
2. If masks are not available, or if students cannot wear them, ample tissues should be available, and students should be given instructions on when to use them and how to dispose of them, and cautioned to cover their mouths and noses with the tissues when coughing, sneezing, or trying to control nasal secretions.
3. Whenever possible designate an area where students with respiratory symptoms can be segregated ideally in a private room or cubicle, but by at least 3 feet from other students who do not have respiratory symptoms.
4. All students, but especially those with respiratory symptoms, should be encouraged and reminded to perform good hand hygiene upon entering and leaving the health office. If sinks are not available, pre-moistened hand towelettes or alcohol based liquid hand gels may be used.
5. Health office staff should use OSHA N-95 masks when evaluating students with severe respiratory infections that include coughing, sneezing, or nasal discharge during a known community or school outbreak of a specific communicable disease, and should practice meticulous hand hygiene and disinfecting of nursing couches or chairs between students especially during a pandemic outbreak. Before a mask is placed, staff should remain at least 3 feet from unmasked patients with respiratory symptoms except in emergencies. All staff wearing OSHA N-95 masks must have prior respiratory clearance to wear the mask.

Standard (Formerly Universal) Precautions and Blood Infections.
Prevention and Containment of the Spread of Infection by Body Fluids

1. Treat all persons the same, as if anyone may be a carrier of HIV, Hepatitis B and C or other body fluid-borne organisms.

2. Wash hands with warm water and soap frequently and especially after any potential exposure to blood or other body fluids. If water and soap are not available, pre-moistened towelettes or a 60% alcohol-based product is acceptable initially or if soap and water are not available, ideally followed by water and soap wash when available. **Contaminated hands need to be washed for 3 minutes by the clock.**

3. Cover with bandages all open cuts, blisters, rashes, or abrasions, or oozing lesions. Change dressing if it becomes wet. Extra Band-Aids and bandages are available in the Health Office.

4. Use disposable gloves when dealing with secretions, vomitus, blood, or excretions. Wash hands thoroughly after removal of gloves and discard gloves. Use a red bag designated for biohazardous waste for saturated or dripping materials. If hands become contaminated with body fluid, scrub hands and nails thoroughly with warm water and soap using much friction for at least **three-minutes** at the first available opportunity. Report exposure to supervisors. Disposable gloves are located in the Health Office, the cafeteria, the custodian's closet, and are available to classroom teachers upon request. It is suggested that each teacher have one pair of gloves in each classroom in the teacher's desk for emergency use. Use eyeglasses or protective goggles whenever spurring blood needs to be managed. If an eye splash occurs, rinse the eye immediately with water or saline and continue the rinse for at least **three-minutes**. Report exposure to supervisors. Eyewash bottles are available in the Health Office and science labs. Protective goggles are available in the Health Office.

5. Dispose of needles and sharp objects in a container that is dedicated and designated for these items and is impervious to penetration. Never dispose of a sharp object in any other container. Disposal boxes must be conspicuously labeled "biohazardous waste" and be kept in a secure location until they can be disposed of at an approved medical waste disposal site according to established district guidelines. (See Exposure Control Practices and Procedures Manual). Do not bend, clip, break, or attempt to recap needles. Disposal boxes are located in the Health Office.

6. Separate waste receptacles must be designated for contaminated biohazardous waste and must be lined with either an impervious red medical waste liner or red double bagged. If the outside of a contaminated waste bag becomes contaminated, the entire bag must be carefully placed into another red bag and securely sealed. Use of disposable gloves is required for the handling of hazardous waste. Thorough hand washing after handling red bags is essential. Red bags are available in the Health Office and custodian's office and should be reserved for only those contaminated items that are saturated or dripping with blood/body fluids. Filled red bags must be labeled Biohazardous Waste.

7. Health offices and bathrooms require daily disinfecting with a "Green Clean" suitable disinfectant cleaner designed to disinfect blood borne pathogens in all areas at risk for contamination. Any spills that occur in any area of the building require prompt cleanup and disinfecting by staff educated to handle biohazardous waste. Cleaners are available in the Health Office and custodian's closet.

8. Use disposable mouthpieces for resuscitation whenever possible. If mouthpieces are unavailable and exposure occurs, rinse the mouth thoroughly for **three-minutes** with water or mouthwash and report exposure to supervisors. Mouthpieces and mouthwash are available in the Health Office.

9. Contaminated cloth or student or staff clothing must be placed in double bags for delivery home. Soiled school property should be double bagged, labeled "Biohazard" and sent to be laundered. Staff should not take home saturated soiled cloth or clothing to be laundered at home. Arrangements for cleaning saturated items can be made through the supervisor, the director of risk management or safety, or the school physician.

10. Reusable equipment and instruments must be properly disinfected.

Hand Hygiene

Prevention and Containment of The Spread of Infection by Direct Contact

1. Frequent and thorough hand washing is the most important aspect of infection prevention and control.
2. Hand washing with soap and warm water and vigorous rubbing for at least 30 seconds is the preferred method of cleaning hands routinely.
Contaminated hands require cleansing for at least three minutes by the clock.
3. In the absence of soap and warm water, soapless hand cleaners, pre-moistened towelettes, or 60% alcohol-based hand gels may be used. If hands are heavily soiled, doing a preliminary cleaning followed by a repeat of the process is in order.
4. Ideally, after cleansing, a barrier, such as a paper towel, is ideal for opening a door knob.
5. Hands should be kept away from nose, mouth, and eyes. If one sneezes, coughs, or uses a tissues hands should be washed as soon as possible and before eating or touching common property.
6. All soiled hand towels, pre-moistened towelettes, or tissues require immediate disposal in a trash receptacle.

Disposal of Biohazardous Waste, Infectious Materials, or Nuclear Matter

Prevention and Containment of The Spread of Infection or Disease Via Contaminated Materials

1. All objects soaked with body fluids will be disposed of only by individuals specifically trained in handling biohazardous waste according to the district's exposure control plan (see Exposure Control Practice and Procedures Manual).
2. Any suspected or confirmed contaminated objects with other potentially dangerous or infectious material, such as but not limited to anthrax or radiation, will ideally be contained within an enclosed area and or at least left untouched or handled by staff until hazardous materials trained professionals arrive on the scene. Any staff thought to have had inadvertent exposure will receive immediate medical management including appropriate decontamination and/or isolation as warranted.
3. No staff member may participate in the clean up of any infectious or nuclear waste without specific clearance by the district's health and safety risk management director in cooperation with federal, state, or local experts with authority to manage hazardous materials.

Use of Isolation and Quarantine

Prevention and Containment of the Spread of Infection Via Person-to-Person Contact

1. At the first suspicion of a communicable disease, all staff will refer a child or report themselves to the school health office for evaluation
2. If the school nurse, LPN, or health aide have reasonable suspicion that a staff or student may have a communicable disease, that person will be isolated, i.e. placed apart from direct contact with others, and/or given a surgical mask to wear.
3. The use of school closure and/or quarantine, i.e. containment of people potentially exposed to a communicable disease as a means of containing the spread of infection, is a serious and significant determination that will be made by the Centers for Disease Control, the NYS Department of Health and/or the County Public Health Department in cooperation with the superintendent of schools.

SECTION 6.0

BUILDING-LEVEL EMERGENCY RESPONSE PLANS

6.1 PLAN DEVELOPMENT AND MAINTENANCE

Each Palmyra-Macedon Central School District Building-Level Emergency Response Plan will be developed by the Building-Level Emergency Response Team under the direction of the Director of School Safety and Security. NYCRR Section 155.17 requires that each school shall have a Building-Level Emergency Response Team that consists of representatives from the following groups: teacher, administrator, and parent organizations, school safety personnel, bus drivers and monitors, and other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate. A Building-Level Response Team and Post Incident Response team will also be appointed. The Building-Level Emergency Response Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating training and exercising the School Building-Level Emergency Response Plan. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

6.2 DISTRIBUTION OF THE PLAN

NYCRR Section 155.17 mandates that a copy of the ERP and any amendments shall be filed with the appropriate local law enforcement agency **and** with the New York State Police within thirty days of adoption. This function will be completed by the Director of School Safety and Security.

Send Building-Level Safety Plans to:

New York State Police
Headquarters – Field Command
Attn: Safe Schools NY
1220 Washington Avenue, Building 22
Albany, NY 12226

Or by email to:
info@safeschools.ny.gov

6.3 RECORD OF DISTRIBUTION

Copies of the Building-Level Emergency Response Plan, including appendices and annexes are recommended to be distributed to your School Building-Level Emergency Response Team, local fire department, area law enforcement (including village, town, county and state police), local and county emergency management, the District Superintendent and any other persons deemed appropriate by the Building-Level Emergency Response Team.

SECTION 7.0

EMERGENCY CLOSINGS AND EARLY DISMISSAL

7.1 DISTRICT CLOSINGS

The decision to close school is based on the nature of the emergency and the expected impact that the emergency will have on student safety and welfare. Most often, school closings are the result of inclement weather conditions that adversely affect the safety of student walkers and/or bus riders. The District may close all of its schools or only one of its schools, depending upon the specific nature of the emergency. It may also elect a late starting time or an early dismissal, depending on an up-to-the-minute appraisal of the specific situation.

The Superintendent of Schools (or designee) will make every effort to decide school closings in a timely manner. This will be done after the district has thoroughly evaluated the situation and per the Emergency Closing Policy. All school closings will be reported to local radio and television stations for broadcast to the general public and posted to www.palmaccsdcsd.org. An automated message will be sent out via Parent Square as well.

Whenever District schools close, all public, private, and parochial schools in the district are also closed. No transportation is provided for Palmyra-Macedon students attending schools outside the District and all afternoon and evening activities will ordinarily be canceled.

Parents, staff, and students should not call their neighborhood school, District Office, or radio and television stations to ask if schools are open. Telephone lines become tied up quickly, which prevents crucial calls from going through.

Parents should instruct their children on where they are to stay when school is closed, or when school is dismissed early. Working parents should make prior arrangements with friends and neighbors for the temporary housing of their children in the event that an emergency arises while they are not at home.

While the District will make every effort to make decisions that are in the students' best interest, weather, street, and sidewalk conditions can vary widely among individual schools. Weather conditions can also change radically within a very short period of time. For these reasons, parents are always the final authority in deciding if their children are to be sent to school during any given emergency when the schools are open.

The district's Public Information Officer is responsible for notifying the appropriate news agency to announce school closings or delays. The up to date list of news agencies notified will be maintained by the Public Information Officer.

7.2 DISTRICT EVACUATIONS AND EARLY DISMISSAL PROCEDURES

1) If a building needs to evacuate to another location:

- As soon as possible, the building will notify transportation that there is a possibility that we may have to evacuate the building and transport the students to an alternative location.
- Transportation will transport students to the building that is designated in the Building-Level Emergency Response Plan unless directed to take the students to a different location by the Incident Commander.

2) If there is a potential for an evacuation to send students home the process is as follows:

- As soon as possible, the building will notify transportation that there is a possibility that the building needs to be evacuated and the District needs to transport the student's home.
- Transportation will run PM routes.
- It is important to note that the PM route sheets contain all of the special needs, babysitter and PM drop information. .
- The District/building will work with the Communications Manager to send a notice to parents that the district is sending the students home early so those at work or not at home can make proper arrangements.

**2024-2025
BOARD OF EDUCATION**

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CHIEF EMERGENCY OFFICER

John Colella

District Offices: 127 Cuyler Street, Palmyra, New York 14522 **Telephone:** 315-597-3400
Web Address: <https://www.palmaccsd.org/>

APPENDIX #1

Palmyra-Macedon Central School District

Plan Required by NYS §155.17(c)(1)(xxi)(a-d)

In-Person Learner's Transition Plan to Emergency Short-Term Remote Learning

Individual School Communications

Following the District communication, each school will send out specific information through Parent Square regarding their Remote Learning procedures. Please make sure your family contact information is up to date in order to get important updates. Check SchoolTool and contact your child's school to provide updated information.

Short-Term School Closure Transition

The transition to full remote learning will occur over 3 days.

ATTENDANCE IS REQUIRED STARTING ON DAY 2

DAY 1

A Parent Square message will be sent to students and families sharing:

1. Students that did not bring their devices home will have an opportunity to pick them up at A time that will be provided.
2. Information regarding Google Meet access codes, attendance expectations, and schedules if different that the regular school day.

DAY 2

1. All schools will follow the daily schedule.
2. Students will connect with class and course to check-in and go over the appropriate learning management systems (i.e. SeeSaw, Schoology)
3. Attendance will be taken.
4. Synchronous and asynchronous learning activities will be provided.
5. Learning will mostly be asynchronous.

DAY 3

1. All schools will follow the daily schedule.
2. Students will join course according to the daily schedule.
3. Attendance will be taken.
4. Synchronous lessons will be provided to students. Duration in time will be flexible based on the lesson.
5. Students will complete assigned asynchronous activities.
6. Teachers will be available for questions and support during the asynchronous portions of

Instructional Framework for Short-Term Closure

Asynchronous (not real time) and Synchronous (live) Instruction of new material will be provided with support from the student's teacher. This may include students' watching video lessons, students' watching digital lessons created by individual teachers and/or direct contact between teachers and students through live Google Meet sessions.

Instruction will focus on standards that are foundational for future learning in other courses and/or grade levels.

Teachers will stick to the essentials. Concrete goals and detailed examples/modeling will be communicated. Student practice and feedback will be incorporated to foster the ongoing learning cycle through asynchronous and synchronous learning opportunities.

Instructional Technology Devices & Support

Students should be bringing home their device and charger home each night. If a student did not bring their devices home. They will have an opportunity to pick them up at their school at a communicated time. Students will need to use their Pal-Mac issued device.

All Schools will use Google Meet to have live (synchronous) classes. Each class will have a distinct code or nickname so that students can join when a class has started. Codes will be sent through individual school communications. It is important all family contact information is updated to get these important communications.

Teachers will use a variety of applications to deliver instructional material.

Expectations During Remote Learning

- As a remote learning student, *the same rules and expectations apply for students who attend in-person instruction including the District's Code of Conduct and all other policies governing student behavior.* Some additional expectations will assist in this process.
- To identify the student for attendance and engagement purposes, the student camera used during instruction must be turned on and a student must be visible. ● The **recording of classmates or teachers during class time is strictly prohibited.** As to not distract other learners, students may be asked to mute the microphone during the delivery of instruction.
- To support an efficient and safe learning environment, the teacher may have other specific classroom expectations for students that will be followed.

Joining a GOOGLE MEET

To join, first, go to meet.google.com and then click “Use a meeting code.” Type in the meeting code provided for that particular course and then click “Continue.” If you get a message that says “The meeting hasn’t started yet”, don’t worry. It only means that the teacher hasn’t started the meeting yet and you should try again after waiting a minute.

When you can join, and see that your teacher has started the meeting, you will click “Join now” as a final step to be a part of the class meeting.

Remote Learning Point of Contacts

During REMOTE LEARNING, your Point of Contact will be your child’s classroom/course teacher.

In ParentSquare in RESOURCES there is additional information on Remote Learning. For Technical support, A Technical Support Help Desk has been created to support our community with any technical questions or concerns:

techhelp@palmaccsd.org

APPENDIX # 2

STANDARD CONSULTING for School Safety

The School District engages with a Consultant to perform School Safety Director services for the School District.

Scope of Duties.

The Consultant's Scope of Duties shall include:

- Promoting school success and responsible student behavior and self-discipline through a focus on prevention and intervention activities, advocacy, and social/emotional guidance by:
 - Assisting and directing hallway and cafeteria management
 - Assisting building administrators in conducting internal investigations of student-related incidents for the purpose of resolving conflicts and/or pursuing further action.
 - Monitoring school facilities for the purposes of providing visibility, maintaining security, and deterring crime.
 - Attending student disciplinary hearings when appropriate.
 - Meeting with students who are placed in in-school suspension or out-of-school suspension.
 - In collaboration with school counselors, promoting youth development through individual, group, and classroom guidance in:
 - Social skills.
 - Problem-solving, decision-making, and goal setting.
 - Conflict resolution.
 - Avoiding drug and alcohol use.
 - Conducting home visits to meet with parents and students.
 - Being a member of the building's crisis team.
 - Creating an environment where students, faculty & staff, administration, and community members feel safe by:
 - Communicating district policies and enforcement procedures to students, staff, and visitors.
 - Having oversight of visitor management, access control, security camera, and Navigate Prepared systems.
 - Coordinating emergency drills district wide.
 - Proactively identifying and communicating potential safety and security issues to the building-level administrators.
 - Supervising and coordinating special events such as concerts, competitions, and dances.
 - Monitoring cameras both proactively and reactively.
 - Responding to emergency situations to address immediate safety concerns.
 - Interacting with parent groups and community organizations.
 - Attending Building-Level School Safety Committee meetings.
 - Providing parking lot security.

- Assisting and supporting community law enforcement agencies.
- Not detaining or questioning students about their immigration status.
- Consultant shall not enforce school rules or policies. Matters of school discipline shall be referred to the appropriate building principal.
- Assisting the Superintendent and other administrators to ensure the District is in compliance with school safety laws and regulations by:
- Providing safety / security recommendations to the Superintendent.
- Planning and directing a staff development program related to safety and security.
- Conducting periodic safety audits of the facilities.
- Developing and conducting table-top training sessions.
- Ensuring District compliance with laws and regulations regarding safety and security.
- In collaboration with the Director of Instructional Support Services, conducting residency investigations.
- Assisting staff in the implementation of best practices in school safety.
- Writing and submitting applications for related competitive grants.
- Tabulating, analyzing, and disseminating data concerning school safety.
- Participating in research aimed at improving school safety programs.
- Chairing the District-Wide School Safety Committee.
- Serving as the Superintendent's designated Chief Emergency Officer for the District.
- Updating Building-Level and District-Wide School Safety Plans.
- Preparing documentation (e.g., incident and activity reports, parking permits, tracking tickets, identification cards, referrals, schedules, etc.) for the purpose of providing written and verbal support and/or conveying information.

The Consultant is providing service as an independent contractor and not as an employee of the District. The Consultant shall act in accordance with its independent contractor status. Neither the Consultant, nor any employees or agents of the Consultant shall hold themselves out as, nor claim to be, officers or employees of the District, except as specifically authorized by the District. The consultant shall perform its services with care, skill, and diligence, in accordance with the applicable professional standards currently recognized by such profession, and shall be responsible for the professional quality, technical accuracy, completeness and coordination of all reports, plans, information, and specifications. The consultant shall comply with all applicable federal, state, and local laws, ordinances, codes, and regulations in performing its services.

Confidentiality. The Consultant will not disclose any data, facts, or information concerning services performed by it for the District or obtained while performing such services, except as authorized by the District in writing or as may be required by law

Authorization. Active, certified police officers employed by Consultant performing services under this Agreement are authorized to possess a firearm on school grounds, so long as such individual(s) are duly licensed

to possess such firearm, are acting in the performance of his/her duties under the Agreement, and are up to date on all applicable firearm training required by the police department employing such individuals. This authorization may be revoked by the School District at any time upon written notice to the Consultant.

New York Education Law Section 2-d is applicable to the contractor.

APPENDIX # 3

Workplace Violence Prevention Policy

8200

The **Palmyra-Macedon Central School District** is committed to the safety and security of our employees. Workplace violence presents a serious occupational safety hazard to the District, staff, and students.

Workplace Violence is defined as any physical assault or act of aggressive behavior occurring where a school employee performs any work-related duty in the course of his or her employment. This includes but not limited to:

1. An attempt or threat, whether verbal or physical, to inflict physical injury upon an employee;
2. Any intentional display of force which would give an employee reason to fear or expect bodily harm, intentional and wrongful physical contact with a person without his or her consent that entails some injury; or
3. Stalking an employee with the intent of causing fear of material harm to the physical safety and health of such employee when such stalking has arisen through and in the course of employment.

Acts of violence against District employees where any work-related duty is performed will be thoroughly investigated and appropriate action will be taken, including summoning law enforcement when warranted. All employees are responsible for helping to create an environment of mutual respect for each other as well as clients, following all policies, procedures and practices, and for assisting in maintaining a safe and secure work environment.

This policy is designed to meet the requirements of NYS Labor Law 27b and 12 NYCRR 800.6 a. The process involved in complying with this law will include a workplace evaluation designed to identify the risks of workplace violence to which our employees could be exposed. Authorized Employee Representative(s) will, at a minimum, be involved in:

1. Evaluating the physical environment;
2. Developing the Workplace Violence Prevention Program and;
3. Reviewing workplace violence incident reports at least annually to identify trends in the types of incidents reported, if any, and reviewing the effectiveness of the mitigating actions taken.

All employees will participate in the annual Workplace Violence Prevention Training Program.

The goal of this policy is to promote the safety and well-being of all people in our workplace. All incidents of violence or threatening behavior will be responded to immediately upon notification. All personnel are responsible for notifying the designated contact person of any violent incidents, threatening behavior, including threats they have witnessed, received, or have been told that another person has witnessed or received.

The Board of Education will annually appoint a designated contact person for this policy as well as acknowledge the recommendations of the Superintendent for the Workplace Violence Prevention Program team membership. Contact information for the designee will be posted in each building.

Adopted: February 6, 2024

APPENDIX # 4

SCHOOL RESOURCE OFFICER PROGRAM

The School Resource Officer (SRO) program is a collaboration between the Palmyra-Macedon Central School District and the Village of Palmyra, NY.

The goals of the program include:

- Building positive and effective community relations with students, staff, parents and community members.
- Working with and assisting school administration and staff with tasks or issues that arise throughout the school day.
- Serving as a positive influence to all students, staff and parents.
- Discussing and presenting in-class instruction on various issues such as current events, law-related topics, character education and much more.
- Attending and being visible at athletic events and other extracurricular activities.
- Enforcing and explaining Penal, Vehicle & Traffic or other related laws when requested to do so.
- Assisting with and participating in Emergency Drills throughout the school year.
- Assisting with training and staff development.
- Supporting the Director of School Safety.
- Carrying out the Mission, Vision and Core Values of the School District.

Article 5-G of the New York State's General Municipal Law ("GML"), provides the authority for municipal corporations to enter into agreements for the performance between themselves, or one for the other, of their respective functions, powers and duties on a cooperative contract basis; and

The School District and the Village of Palmyra (Agency) are both municipal corporations, as that term is defined by GML § 119-n(a); and

The Agency and School District may enter into an Agreement for the purpose of placing an Agency officer on site at the School District to serve as SRO. The Agency will assign the SRO to the School District and the SRO will be on site at the designated School District building(s). The SRO hours will be flexed if they are needed at an athletic/extracurricular or high volume attendance event.

Services rendered will be in compliance with applicable Federal and State constitutional requirements, local laws, rules, regulations, including but not limited to, the New York State Workers Compensation Law, New York State Civil Service Law, New York State General Municipal Law, and applicable regulations of the Commissioner of Education.

The Chief of Police and Superintendent will meet on a regular basis to review the quality of the SRO program and identify any concerns needing to be addressed.

The term of an agreement for the deployment of a School Resource Officer will be made between the District and the Agency on an annual basis with resolutions being approved by the respective boards.

The Agency will provide and pay the SRO's salary and employment benefits in accordance with the applicable salary schedules and employment practices of the Agency.

The agency will provide the SRO with an agency vehicle at no additional cost to the District.

The School District will:

- a. Confirm that the SRO has received all training required under the terms of this Agreement (4b; 5.a.1) by obtaining a certificate evidencing the training requirement has been satisfied.
- b. Train staff annually regarding the appropriate role of SRO in schools, and appropriate conditions under which SRO assistance may be requested. The SRO will also be expected to complete required training for all school district employees, as well as in topical areas such as child and adolescent development and psychology; age-appropriate responses; cultural competence; restorative justice techniques; special accommodations for students with disabilities; practices proven to improve school climate; and challenges relative to students' senses of belonging (Policy 0105).
- c. Review data collected by the Agency at least once each year pertaining to all school-based searches, seizures, citations, ticketing, arrests, use of force, interrogations, court referrals, disaggregated by location of arrest/school, charge, arresting agency, gender, age, race/ethnicity, disability and English as a New Language (ENL) status, and use such data to evaluate and revise policies to ensure the Agreement is carried out in a manner consistent with civil rights and anti-discrimination laws.
- d. To the extent permitted by law and/or School District policy, provide designated SRO with an office which includes access to a location for files and records that can be properly locked and secured.
- e. Access to other general office equipment such as computer, copy machines, etc.
- f. The School District acknowledges that the SRO may be required to attend, at the direction of the Agency and in consultation with the Superintendent, emergencies, special needs and training functions as deemed necessary by the Agency.

The Agency will:

- a. Train the SRO regarding their role in the School District prior to his/her placement in the School District. Such training should encourage the SRO to exercise discretion to minimize arrests for minor misbehaviors and use all available diversion programs and other alternatives to arrest.
- b. Collect data reflecting all school-based searches, seizures, citations, ticketing, arrests, use of force, interrogations, court referrals, and disaggregate the data by location of arrest/school, charge, arresting agency, gender, age, race/ethnicity, disability and ESL status. The Agency shall provide this data to the School District at least once each year during the term of this Agreement.
- c. Cooperate with the School District to implement the SRO Program with the least possible disruption to the educational process.

Duties of SRO. The Agency shall provide the School District with an officer capable of providing the following SRO services:

- a. Report directly to the Village of Palmyra Police Department Chief of Police or his/her designee.
- b. Provide for the security and safety of all students, staff, and visitors, protect school property and maintain order in and around the school site.
- c. Attend Superintendent's hearings with students as requested by the School District.
- d. Provide intervention between students and/or staff using appropriate techniques to calm and control situations.
- e. Under the supervision of the Village of Palmyra Police Department Chief of Police or his/her designee, and in coordination with the School District's administration, investigate all crimes and incidents occurring on and in the vicinity of school grounds. Provide the appropriate documentation for such investigations.
- f. Report all violations of law, school rules, regulations or policies to School District's administration.
- g. Enforce governing New York State and federal laws, rules, and regulations and assist schools in meeting requirements mandated by New York State law.

- h. Act as liaison with police and other emergency personnel.
- i. Build relationships by being a liaison between the Village of Palmyra Police Department and the School District.
- j. Advise the School District's administration of any circumstances or situation that may create any potential harm to persons, or damage to, or loss of property.
- k. When feasible and requested to do so by School District's officials, and in a manner which does not infringe upon individuals' Constitutional rights, screen persons entering the building or school grounds.
- l. Become familiar with all hidden recesses in the building and check them periodically.
- m. Maintain post integrity. Be highly visible and available at all times and refrain from unnecessary fraternization with other officers/employees of the School District.
- n. Question any individual not having appropriate identification to ascertain his/her status.
- o. Develop and maintain a positive and open relationship with students, administrators, faculty, staff, and parents.
- p. When requested, participate in meetings with school officials, parents or the School Board to assist in dispute resolution and/or in developing policy and procedures concerning school safety. Additionally, provide information to students and staff in regard to Driving While Intoxicated (DWI), weapons, sale of illegal drugs, motor vehicle and traffic safety, child car seats, etc.
- q. Seize and store/dispose of any illegal substance or contraband seized by school officials as required/not required for evidence in prosecution.
- r. Educate students in crime prevention and safety.
- s. Develop or expand crime prevention efforts for students.
- t. Serve at extracurricular and athletic functions as determined by the school district.
- u. Collaborate with the District's Director of School Safety and implement the SRO program with the Director's guidance.
- v. Serve as a liaison with other law enforcement and service agencies (e.g., New York State Police, Sheriff, Macedon Police Department, Department of Social Services, Child Protective Services).

The SRO shall not enforce school rules or policies: matters of school discipline shall be referred to the appropriate building principal. The SRO shall not detain or question students about their immigration status. The SRO shall abide by School District policies except to the extent that such policies conflict with the officer's responsibilities as a law enforcement officer or in a situation where life or property is in danger. All of the obligations of the Agency as required under this Agreement shall be met without discriminating on the basis of race, color, sex, national origin, language status, disability, religion, sexual orientation, or membership in any other protected class.

SRO Program Objectives.

The objectives of the SRO program are to:

- a. Provide a police presence at School District events in order to promote and provide an atmosphere of enhanced school safety for faculty, staff, students and school visitors.
- b. Provide a Law Enforcement resource to students, teachers, school administrators and parents, so as to:
 - i. Increase student awareness about personal safety, crime prevention, internet safety, conflict resolution, violence prevention, restorative justice, peer mediation, other related topics through formal and informal instructional strategies.
 - ii. Increase school faculty and staff awareness about policies and procedures for preventing/responding to incidents of violence and other threats to school safety.
- c. Facilitate crime prevention, Law Enforcement, and security consultation.

- d. Build lines of communication and promote positive attitudes between students and the Village of Palmyra Police Department.
- e. Proactively address problems and pressures as they relate to students before such problems manifest into socially and legally unacceptable behavior. These problems may involve the use of alcohol, drugs, tobacco, illegal and prohibited substances. They may also involve peer pressure and sexual activity.
- f. Provide a positive role model to the students.
- g. Provide education in law enforcement, as requested and appropriate.

Qualifications of SRO.

All individuals performing SRO services under this Agreement shall be and remain at all times properly licensed and/or credentialed in accordance with applicable law to perform services in accordance with this Agreement. The SRO shall meet the following qualifications:

- h. Be a certified police officer of the State of New York with prior law enforcement experience;
- i. Have excellent communication skills;
- j. Be able to relate well to children of all ages;
- k. Possess good coordinating and planning skills.; and
- l. Be approved by the Superintendent of Schools in consultation with the Chief of Police.

The Agency shall be providing services to the School District as an independent contractor, and any and all services performed by the SRO under this Agreement shall be performed in such capacity. Officer.

Confidentiality. The parties agree that all information exchanged is considered confidential and will be used only for the purpose outlined in the Agreement, unless otherwise required by law.