

DISTRICT-WIDE SCHOOL SAFETY PLAN



Churchville-Chili
Central School District

Where learning leads to a lifetime of opportunities

Churchville-Chili Central School District – District-Wide Safety Plan

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District-wide School Safety Plan

Commissioner's Regulation 155.17

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 School Safety Plan is responsive to the needs of all schools within the district. It is consistent with the more detailed Building-Level 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 enacted the *Safe Schools Against Violence in Education* (SAVE) law in 2000. This component of Project SAVE is a comprehensive planning effort that addresses Mitigation, Prevention, Preparedness, Response and Recovery with respect to a variety of emergencies in the school district and its schools.

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The Churchville-Chili Central 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 ongoing district-wide cooperation and support of Project SAVE.

Section 1.0 General Considerations and Planning Guidelines

1.1 Purpose

The Churchville-Chili Central School District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Churchville-Chili Central School District Board of Education, the Superintendent of the Churchville-Chili 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.

The plan provides guidance and reference for the Emergency Response Team (ERT) during an emergency and describes the roles and responsibilities of its members. It identifies who will coordinate an incident and the procedures employed. The plan also outlines how Churchville-Chili will coordinate with adjacent school districts as well as Town, County and State agencies.

Individuals appointed as part of the ERT are the direct representatives of the Superintendent and their directives are to be followed.

1.2 Identification of School Teams

The CCCSD has an established District-Wide School Safety Team (Safety and Security Committee). Appointed members include but are not limited to representatives of the School Board, Safety and Security Personnel, Public Safety Representatives (Police and Fire), District Administrators representing various departments, Teacher Organizations, Parent Organizations, Union Representatives, and other School Personnel including bus drivers and monitors. Meeting quarterly, the Safety and Security Committee conducts annual review and updates the District-Wide Safety Plan.

1.3 Concept of Operations / Relationship between the District-wide School Safety Plans and the Building-Level Emergency Response Plans

General protocols reflected in the District-wide School Safety Plan guide the development and implementation of individual Building-level Emergency Response Plans. This Plan sets forth the general procedures and protocols expected at each individual school, essentially serving as the "safety" standard operating

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procedures. This includes the consistent use of plain language terminology for events and procedures to ensure understanding and to prevent confusion.

The Principal at each school appoints a Building-level School Safety Planning Team that develops and maintains the Building-level Emergency Response Plans at the building level. It is expected and understood that no two Building-Level Emergency Response Plans will be identical as each has a unique student and staff population, physical layout and geographical considerations. This does not however relieve any school from abiding by the expectations set forth in the District-wide School Safety Plans.

8 NYCRR Section 155.17 (b) and 155.17 (c) (12), requires that each school shall have a Building-Level Emergency Response Planning Team. The team shall include, but not be limited to, representatives of teacher, administrator, and parent organizations, school safety personnel, other school personnel including bus drivers and monitors, community members, local law enforcement officials, local ambulance, fire officials or other emergency response agencies, and any other representatives the school board, chancellor or other governing body deems appropriate.

The Building-level School Safety Planning Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating training and exercising the School ERP. Team members work closely together to make recommendations for revising and enhancing the plan.

Various agencies and services are involved in responding to school incidents, including emergency responders from law enforcement, fire, emergency medical services, mental health and other community organizations. An important component of the School ERP includes advanced planning with various federal, state, county and/or local agencies, as well as community service providers to aid in a timely response to an incident. Advance planning may or may not include written agreements to help coordinate services between the agencies and school.

8 NYCRR Section 155.17 (e) (3) mandates that a copy of the ERP and any amendments are filed with the appropriate local law enforcement agency **and** with the New York State Police within thirty days of adoption. School ERPs are confidential and shall not be subject to disclosure under Article VI of the Public Officers Law or any other provision of law.

The District-wide safety plans include the designation of a ‘Chief Emergency Officer’ who is responsible for coordinating communication between staff and law enforcement and first responders and for ensuring staff understanding of the district-level safety plan. The chief emergency officer shall also be responsible for ensuring completion and yearly update of building-level emergency response plans. The building-level emergency response plan shall be kept confidential and shall not be disclosed except to authorized department staff and law

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enforcement officers. The Assistant Superintendent for Business Services is the designated Chief Emergency Officer and the Director of School Safety and Security reports under his direction.

1.4 Plan Review and Public Comment

Pursuant to Commissioner's Regulation, Section 155.17 (e) (3), this plan is available for public comment at least 30 days prior to its adoption. The School Board may adopt it after a public hearing that provides for the participation of school personnel, parents, students and any other interested parties.

The District shall file a copy of its district-wide safety plan and all its amendments, with the commissioner no later than 30 days after their adoption. A copy of each building-level emergency response plan and any amendments thereto filed with the appropriate local law enforcement agency and with the State Police within 30 days of its adoption, but no later than October 1, 2020 and each subsequent October 1 thereafter. Building-level emergency response plans shall be confidential and shall not be subject to disclosure under article six of the Public Officers Law or any other provision of law. Each district-wide school safety plan and building-level emergency response plan shall be reviewed by the appropriate school safety team on at least an annual basis, and updated as needed.

Section 2.0 Glossary of Key Terms

Aide - an individual assigned to provide general and/or specific support to scene managers.

Alternate Site Evacuation - An evacuation of the building wherein the population is moved to one of the pre-determined alternate evacuation sites for shelter while incident addressed.

Building-level emergency response planning team - means a building-specific team appointed by the building principal, in accordance with regulations or guidelines prescribed by the board of education, the chancellor in the case of New York City, or other governing body. The building-level emergency response planning team is responsible for the designation of the emergency response team and the development of the building-level emergency response plan and its required components. The building-level emergency response planning team shall include, but not be limited to, representatives of teacher, administrator, and parent organizations, school safety personnel, other school personnel including bus drivers and monitors, community members, local law enforcement officials, local ambulance, fire officials or other emergency response agencies, and any other representatives the school board, chancellor or other governing body deems appropriate.

Chief Emergency Officer - Responsible for coordinating communication between staff and law enforcement and first responders and for ensuring staff understanding of the district-level safety plan. The chief emergency officer shall also be responsible for ensuring completion and yearly update of building-level emergency response plans.

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Command - The act of directing, ordering and/or controlling resources by virtue of explicit legal, agency or delegating authority.

Command Post - A command post (CP) is a location for those specific personnel to assemble who are responsible for determining the exact status of the emergency, the resources that will be necessary and the incident strategy. Generally, the CP will be located in the vicinity of the incident but not within the potential danger zone and will provide for basic needs such as shelter from the elements and a means of communication.

Congregate Care Centers - A location, such as a school, at which temporary lodging, feeding, clothing, registration, welfare, inquiry, first aid and essential social services provided to disaster victims during the immediate/sustained emergency period.

Crisis - means an unpredictable, tragic event or situation that has potential to cause a state of upset and disorganization. Some examples death of a student, death of a staff member, death of a significant other to a student or staff member, traumatic event, suicide, serious accident, fire, violent school intrusion, community/national/world crisis event or a natural disaster.

Designated Alternate - Persons designated by the Building Principal to act as the Incident Commander (IC) in the Principal's absence. In this capacity, they have the same responsibility and authority as the Principal.

Disaster – *Disaster* means occurrence or imminent threat of widespread or severe damage, illness, injury, or loss of life or property resulting from any [natural or manmade causes] incident, such as fire, flood, earthquake, hurricane, tornado, high water, landslide, mudslide, windstorm, wave action, epidemic, air contamination, drought, explosion, water contamination, chemical accident, communicable disease outbreak, war or civil disturbance.

District Data and Contacts - An updated list of district data and contacts will be updated and made available to key personnel (including all building principals) but is not available to the public.

District Media Specialist - means a person designated by the District who provides information to the public and media.

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District-wide school safety team - means a district-wide team appointed by the board of education. The district-wide team shall include, but not be limited to, representatives of the school board, teacher, administrator, and parent organizations, school safety personnel and other school personnel including bus drivers and monitors. At the discretion of the board of education, a student may be allowed to participate on the safety team, provided however, that no portion of a confidential building-level emergency response plan shall be shared with such student nor shall such student be present when details of a confidential building-level emergency response plan or confidential portions of a district-wide emergency response strategy are discussed.

Duck and Cover - a position students and staff may be directed to assume when there is an imminent threat of a violent attack, building failure or severe weather. Generally persons are directed to sit on the floor along the inside walls of the room away from any windows / glass. Knees should be pulled up to the chest with the face turned down while covering their heads with their arms.

Early Dismissal - means returning students to their homes or other appropriate locations prior to the time of normal dismissal.

Emergency - means a situation including but not limited to a disaster that requires immediate action, occurs unpredictably and poses a threat of injury or loss of life to students or school personnel or of severe damage to school property.

Emergency Broadcast System (EBS) - A method for local government officials to provide urgent broadcasts to the residents of their area utilizing commercial and educational radio and television stations.

Emergency Response Team - means a building-specific team designated by the building-level emergency response planning team that is comprised of school personnel, law enforcement officials, fire officials, and representatives from local, regional and/or State emergency response agencies and assists the school community in responding to a violent incident or emergency.

Evacuate and Evacuation - means to move students for their protection from a school building to a predetermined location in response to an emergency.

Family Reunification Plans - A plan to reunite students with their parents/guardians following an unplanned event or crisis. Location may be an Alternate Evacuation Site.

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Finance Sector - A part of the general staff of the Incident Command System, activated on long duration incidents, responsible for cost and financial analysis for the incident.

Hold and Hold-in place - means the restriction of movement of students and staff within the building while dealing with short term emergencies.

Incident - means any event that poses a threat or potential threat to students, school personnel, or school property. Action by school personnel will be required to prevent or minimize the danger to life and/or property.

Incident Commander (IC) - means the one individual in charge at any given time of an incident and responsible for the management of all incident operations.

Incident Command System (ICS) - means the combination of facilities, equipment, personnel, procedures and communications operating within a command structure

Lockdown - means immediately clear the hallways, lock and/or barricade doors, hide from view, and remain silent while readying a plan of evacuation as a last resort. [Lock-down] *Lockdown* will only end upon physical release from the room or secured area by law enforcement. Lockdown initiated during incidents that pose an immediate threat of violence in or around the school. During emergencies, staff authorized can temporarily cover classroom door vision panels when it is likely to protect staff and students. For example, covering vision panels may prevent an intruder from determining if a classroom is occupied, thereby discouraging attempts to gain access. During emergencies, staff authorized to temporarily block doors to slow the access of intruders. Building-level emergency response plans must address the temporary covering of door vision panels and the temporary blocking of doors during emergencies.

Logistics Sector - A part of the general staff of the incident Command System responsible for advance planning for accumulation of equipment and supplies for immediate response to an incident.

Mutual Aid - each school district operates under an informal agreement with other districts to provide assistance during emergencies. The mutual aid is provided through contact with the Superintendent of Schools.

Office of Emergency Preparedness (OEP) - the Monroe County office responsible for countywide emergency planning and coordination. Provides staff support to the County Executive during an emergency as well as a wide range of support and coordination functions.

Operations Sector - A part of the general staff of the Incident Command System that is responsible for strategy and tactics to control an incident, under direction of the Incident Commander.

Pandemic – A pandemic is an epidemic of an infectious disease that has spread across a large region, such as a whole country or worldwide, affecting a substantial number of people. This differs from an epidemic which is a

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wide spread increased occurrence of an infectious disease in a community that differs from what is normally expected.

Planning Sector - A part of the general staff of the Incident Command System responsible for gathering and compiling of intelligence and information and communicating that information to the Incident Commander.

Post-incident response team - means a building-specific team designated by the building-level emergency response planning team that includes appropriate school personnel, medical personnel, school health personnel, mental health counselors and others who can assist the school community in coping with the aftermath of a violent incident or emergency.

Runner - A person assigned the task of going from classroom to classroom or location to location to deliver information and directions relative to an incident. Information may be verbally given or through a delivered document.

Sanitized and Cleared Area - An assembly location, such as a gymnasium, or auditorium, that may be used to shelter students and staff after it has been thoroughly searched by school staff for any suspicious packages, objects or individuals. Students and staff are in lockdown at that location while the incident (typically a non-specific bomb threat) addressed.

School Cancellation - Means a determination by school officials that a school or schools should not be in session for one or more school days due to an emergency.

School safety plan - Means a district-wide school safety plan or a building-level [school safety] emergency response plan.

Serious violent incident - means an incident of violent criminal conduct that is, or appears to be, life threatening and warrants the immediate response by students and/or staff, because of an imminent threat to their safety or health, including, but not limited to -- riot, hostage-taking kidnapping and/or the use or threatened use of a firearm, explosive, bomb, incendiary device, chemical or biological weapon, knife or other dangerous instrument capable of causing death or serious injury.

Secure lockout - means students and staff remain inside locked and secured school buildings during incidents that pose an imminent concern outside the school.

Shelter and shelter-in place - mean keeping students in school buildings and providing them with shelter when it is deemed safer for students to remain inside rather than to return home or be evacuated.

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Threat Assessment Team - A team of school and community officials who are called upon to assist in reviewing information (behavioral assessment) of a particular student or students, whose behavior may be cause for concern relative to the safety of any member of the school community. Membership will routinely include, but is not limited to school administrative, instructional, counseling and security personnel as well as community law enforcement and mental health agencies.

Trauma Illness and Grief (TIG) - A countywide, multi-agency team whose goal is to develop, implement and maintain a community and school based consortium of culturally sensitive and clinically appropriate training, support and resources to assist schools in responding to the emotional needs of children, teachers, and other school personnel, which arise from trauma, violence, illness grief and loss.

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

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

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

Section 3.0 Risk Reduction / Prevention and Intervention

3.0 Mitigation and Prevention Strategies

Initiatives that improve the culture and climate in our schools and improve communication at all levels can substantially enhance our ability to prevent any negative event from occurring. Prevention would always be preferred over mitigation.

However, not all such crises will be prevented despite our best efforts. Therefore, we must formulate plans to mitigate - or minimize the impact and damage - of any negative event.

This section will identify specific prevention and mitigation strategies implemented within the CCCSD. Many of these components serve as both prevention and mitigation tools.

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3.1 Program Initiatives

The Churchville-Chili 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 partial list of programs and initiatives that promote open communication and have a positive impact on the quality of life in our schools:

- Positive Behavior Intervention Strategies (PBIS)
- Bullying Reporting Process
- Anonymous 24-hour “Safe School Helpline” for reporting issues relative to school violence and safety
- Harassment and bullying will not be tolerated
- Support groups facilitated by counselors and psychologist
- Academic Support Services
- Conflict Resolution
- Peer Mediation
- Athletic and extra-class activities
- Intramurals
- Instructional Support Plans
- Musical opportunities
- Career exploration
- Internships and other work-based programs
- Social Skills Training
- Life Space Crisis Intervention
- Therapeutic Crisis Intervention
- Trauma, Illness, and Grief (TIG)
- National Incident Management System (NIMS)
- Incident Command System (ICS)
- Restorative Practices
- Workplace Violence Prevention Program

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3.2 School Safety Assessments

School Safety and Workplace Violence Prevention Assessments are performed at all schools and the Transportation Facility within the Churchville-Chili Central School District. Consultations conducted with the administrators of each school as well as the departments of Transportation and Operations and Maintenance. Included in this process is review of Police, Fire and EMS calls for service at all Churchville-Chili Schools.

3.3 Training, Drills, and Exercises

The District understands the importance of training. All school staff, students, and others deemed appropriate by the school, should receive training during the school year to better prepare them for an incident. The annual training will review the District-Wide School Safety Plan, individual Emergency Response Plans (ERP's), and brief staff on their roles and communication procedures during an emergency. The District also submits certification to the New York State Education Department (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 will receive this training by September 15th of each school year.

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. The means of dissemination 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. Drills will be conducted in a trauma informed, developmentally and age-appropriate manner and shall not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence or other emergency; occur after annual training in emergency procedures has been provided to students and staff; and be completed on different days of the week and during different times of the school day;

These drills will primarily focus on our ability to responsibly and efficiently assess a situation, initiate the proper notifications to the appropriate personnel and agencies and to be able to identify and implement the necessary protective actions in a timely manner to mitigate the negative impact of an event. Staff will be familiarized with a description of the roles and responsibilities of the building-level emergency response team; use of the building-level incident command system for implementing emergency response protocols; procedures for conducting drills; and procedures for addressing medical needs. Additionally, consideration for the access of functional needs of students and staff, transportation and emergency notification to parents or persons in parental relation to a

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student, and procedures for reunification of students with parents or persons in parental relation following an emergency.

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. Drills will focus on our standard response actions to a potentially threatening incident to include early dismissal, lockdown procedures, Hold and Hold-in-place, Shelter and Shelter in place, Secure Lockout, and Evacuation procedures.

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

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

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

A minimum of 12 drills must be held each year, eight of which shall be held between September 1 and to December 31.

Evacuation and Lockdown drills shall be conducted with students at least twelve times in each school year, eight of which required between September 1 and December 31 of each such year.

Eight of all such drills shall be evacuation drills, four of which shall be through use of the fire escapes on buildings where fire escapes provided or through use of identified secondary means of egress, such as through different corridors, hallways, stairways and exit doors. Four of all such required drills shall be lock-down drills. Drills shall be conducted at different times of the school day. Students shall be instructed in the procedure to be followed in the event that a fire occurs during the lunch period or assembly, provided however, that such additional instruction may be waived where a drill is held during the regular school lunch period or assembly. Four additional drills

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shall be held in each school year during the hours after sunset and before sunrise in school buildings in which students provided with sleeping accommodations. At least two additional drills shall be held during summer school in buildings where summer school conducted, and one of such drills shall be held during the first week of summer school.

After school programs, events, or performances - the person in charge must notify attendees at the beginning of the program, event, or performance on emergency procedures.

Drills will be conducted periodically throughout the school year (not all within a few days for example) so as to make the most of the training. The Chief Emergency Officer will be responsible for ensuring compliance with this drill requirement and maintain records of it.

3.4 Implementation of School Security

Security Personnel - Hiring and Training

CCCSD Security personnel are hired through the appropriate civil service process under the titles of Director of School Safety and Security, Security Supervisor, School Sentry I, and Security Worker. They are trained and licensed consistent with the requirements contained within the New York State Security Guard Act of 1992 and the requirements set forth in the New York State Division of Criminal Justice Services.

Security Personnel - Responsibilities and Authority

The District employs security personnel to assist in dealing with all matters of security and safety issues. The primary role of CCCSD Security personnel is to assist in safeguarding 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. Security personnel employed by CCCSD are authorized to carry out this role pursuant to applicable policies, regulations and training.

School Resource Officer (SRO)

The District utilizes a School Resource Officer in conjunction with the Monroe County Sheriff's Office. The Memorandum of Understanding (MOU) between the School District and the Sheriff's Office is included as an appendix to the District-Wide Safety Plan. The below supplements the MOU by describing the SRO role.

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SRO Role

The School Resource Officer (SRO) is a sworn Police Officer charged with developing a strong, supportive relationship between students, faculty, and law enforcement. Through a variety of functions and under the direct supervision of the Director of School Safety and Security, the SRO assists the School Administration with emergency response planning and maintaining a safe and secure environment. The SRO serves as a resource for educators in the sharing of their experience and expertise as a law-related educator. Working collaboratively with the Safety and Security Department and within the guidelines of established District Policies, Rules, and Regulations (including the Student Code of Conduct), the SRO will respond swiftly to threats of harm to students and staff, disruptions and criminal offenses that may occur at schools and/or on District property. Significantly, SROs are not school disciplinarians and should not be involved in investigating school rule violations. If a violation of a school rule constitutes a criminal offense, the SRO may conduct a concurrent investigation under the policies and procedures set forth by their police agency.

Arrests on School Campuses

Whenever practical in advance of making an arrest of a student, the SRO will consult with the Director of School Safety and Security. To minimize disruption to the learning environment, the SRO must consider the reasonableness of making an arrest on campus. When considering whether it is reasonable to arrest a student on campus, the SRO shall consider factors to include whether the arrest is in response to the commission of a school-related offense; the seriousness of the offense; whether there is an imminent threat to public safety; and whether the SRO is able to accomplish the arrest by other means. If the arrest is not reasonable given the considerations listed above, the arrest of the student shall occur at another time/place.

Limited Access policy

All school exterior doors locked during the regular school day.

- All schools utilize a video/audio electronic locking system at their main entrances that provides a means to screen and approve visitors prior to granting access.
- Several entrances are equipped with an electronic keyless entry system allowing specific access (time and location) to authorized personnel by presenting a key fob to a reader at that location.

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Staff Photo Identification badges

All CCCSD employees issued Photo Identification Badges expected 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.

Visitor policy

Consistent with the District’s Code of Conduct, an approved visitor will complete a sign-in procedure and will be issued an approved visitor pass prior to gaining access to the building. Greeters reserve the right to request and confirm identification of any visitor when deemed appropriate.

Video Surveillance

A digital video surveillance system is active in all schools and several CCCSD facilities to assist in monitoring, deterring and recording activity in areas of chronic concern or perceived vulnerability. Security Monitoring Center Operators and designated staff in each school building can access, view, search, and recover images. The cameras may or may not, be actively monitored, but the recordings are available for district officials and local law enforcement use.

Intrusion Detection Alarm

An intrusion detection (burglar) alarm system linked to a central monitoring station is active in schools and several CCCSD facilities. Each such facility will utilize this alarm system as designed and will ensure that necessary personnel trained in its proper use to maximize the performance of the system and minimize the incidence of false alarms.

Fire Alarm

A fire detection alarm linked to a central monitoring station is active at every school building and several CCCSD facilities. These alarms and our fire response procedures tested regularly consistent with NYSED regulations.

3.5 Vital Educational Agency Information

The District maintains general information about each educational facility located within the geographical boundaries of the school district, including non-public schools and childcare facilities.

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Such information includes-school population, number of staff, transportation needs, and the business and home telephone numbers of key officials of each such educational agency.

3.6 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 is incorporated into all phases of staff professional development.

Students, their 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 assessment or investigation can commence in a timely fashion if deemed necessary. This communication may extend beyond Churchville-Chili School District personnel to include members of the District's Threat Assessment Team - Law Enforcement, Mental Health Professionals, etc. when deemed appropriate and within existing legal parameters.

The District has an established Workplace Violence Prevention Program. All staff receives training on the subject and information and reporting instructions are available on the District website and Intranet.

3.7 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, and off-site field trips.

Internal sites involving potentially hazardous chemicals may include:

- Science and technology classrooms, chemical storage and preparation areas,
- Swimming Pool chemicals / water treatment system
- Operations and Maintenance cleaning products
- CCCSD transportation department - fuel and maintenance related fluids and materials
- External sites involving potentially hazardous chemicals and sites of potential emergencies involving a transportation related accident and resulting hazardous material spill identified and listed in the Building-Level Emergency Response Plans.

In addition, each Building-Level Emergency Response Planning Team tasked with reviewing their respective Safety Plans to ensure that they have incorporated into their plans all potential hazards that may be unique to their

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building, site, neighborhood or relative location within the community. Each Building-Level Emergency Response Plan will provide for inclusion of these sites.

Such specific hazards might include proximity to manufacturing facilities, railways, waterways, highways, or other sites of potential emergency that could affect their school.

3.8 Construction Safety and Security

Each school with the assistance of the Security Department and the Department of Operations and Maintenance as well as the involved construction manager will take steps to ensure the safety and security of the students and staff during periods of construction. This includes, but is not limited to, maintaining sufficient and appropriate emergency egress routes and notifying building occupants of any changes.

Section 4.0 Preparedness

4.1 Preparedness / Components

The Churchville-Chili Central School District recognizes that quality and thorough planning will facilitate a rapid, coordinated, effective response when a crisis occurs. Most of the information relative to Preparedness detailed in other areas of this report and referenced below.

School Safety Plans

The District-Wide School Safety Plan describes an overall response protocol for emergencies as well as several detailed situational response procedures.

The concept of operations and the relationship between this District-Wide School Safety Plan and each school's Building-level Emergency Response Plan described in Section 1.3.

Classroom Quick Reference Guide

Each classroom district-wide issued a quick reference guide that is to be displayed where it can be accessed quickly. This guide has the definitions of several key protective action directives implemented during an incident, along with a brief list of instructions and expectations associated with each term.

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Building Floor Plans

Current floor plans for each school building are maintained and readily available in the event of crisis. These floor plans include the location of alarm panels, utility shut-offs, chemical storage areas, science rooms, custodial closets and any other areas where hazardous chemicals may be stored or used regularly. They also identify location of video cameras, AEDs, and fire extinguishers.

The Director of School Safety and Security maintains an updated version all of these floor plans as does the Department of Operations and Maintenance.

Emergency Equipment

Each building should maintain at minimum the following emergency equipment in addition to a working inventory of food and water supplies, building master keys, first aid/medical supplies and two-way radios.

- Flashlights - battery operated and/or rechargeable flashlights to compliment emergency lighting
- Battery-operated AM/FM radios with extra batteries to monitor emergency announcements during a power outage
- NOAA (National Oceanic Atmospheric Administration) Weather radio to receive weather related watches and warnings directly from the National Weather Service. If not available at each building then a district level office will monitor the Weather Radio and will utilize internal communication means to notify each building in a timely manner.
- Orange/reflective traffic vests
- Megaphone

Emergency Operations Team (EOT)

The Churchville-Chili Central School District has established an Emergency Operations Team trained in the Incident Command System prepared to assist the Incident Commander in the response to and resolution of incidents occurring within the District.

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- Superintendent of Schools
- Assistant Superintendent for Business Services
- Director of School Safety and Security
- Director of Transportation
- Assistant Superintendent for Instruction
- Assistant Superintendent for Human Resources
- Director of Operations and Maintenance
- Communications Coordinator/Media Specialist
- Assistant Superintendent for Student Services

District Stakeholders

The District has assembled teams of district, school and community stakeholders who are actively involved in crisis planning for the School District. Members of the District-Wide School Safety Team appointed annually and sit on the Safety and Security Committee as identified in Section 1.2.

Building-level Emergency Response Planning Team members identified within the Emergency Planning Summary of each Building-level Emergency Response Plan.

4.2 The Role of the Incident Command System (ICS)

Incident Command System - definition and general discussion

The Incident Command System, (ICS), defined as a standardized on-scene emergency management system that allows multiple agencies to work together without any jurisdictional boundary problems. ICS defines the chain of command as a series of management positions in order of authority. Individuals in the chain of command are typically from different agencies and positions.

Response to all crises requires a clear chain of command between all responders. The ICS based on the premise that every crisis has certain major elements requiring clear lines of command and control.

This premise and concept can apply to incidents that are responded to and resolved at the building level without outside assistance, those requiring assistance at the district level only as well as those that require the coordination of building and district resources and the appropriate community emergency response agencies.

As a practical matter, once emergency responders (Police, Fire, and EMS) become involved, based upon the specific nature of the event, the appropriate lead emergency response agency will assume command and will manage the incident.

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It is the responsibility of the initial IC to manage the incident until such time that they are relieved of that designation by the Superintendent, the Director of School Safety and Security, other district-level administrator or the appropriate Emergency Response Command Officer. At that point, the IC will assume a role within the Unified Command structure.

EXAMPLE:

A Bomb threat is received at a school building. The Principal (or designee) immediately assumes the role of the Incident Commander and initiates the appropriate notifies and protective actions. The role of IC may be transferred to Director of School Safety and Security, Chief Emergency Officer, or superintendent upon arrival at the scene. When the Police arrive, as it is a public safety issue and will involve a criminal investigation, the Command Officer from the responding Law Enforcement Agency may assume the role of the IC. At that point, the Building Principal/Designee and the Director of School Safety and Security will continue to contribute to the handling of the incident through a cooperative effort called Unified Command. In the event that an explosion was actually to occur, the Command Officer from the responding Fire and Emergency Services agency would likely then become the Incident Commander.

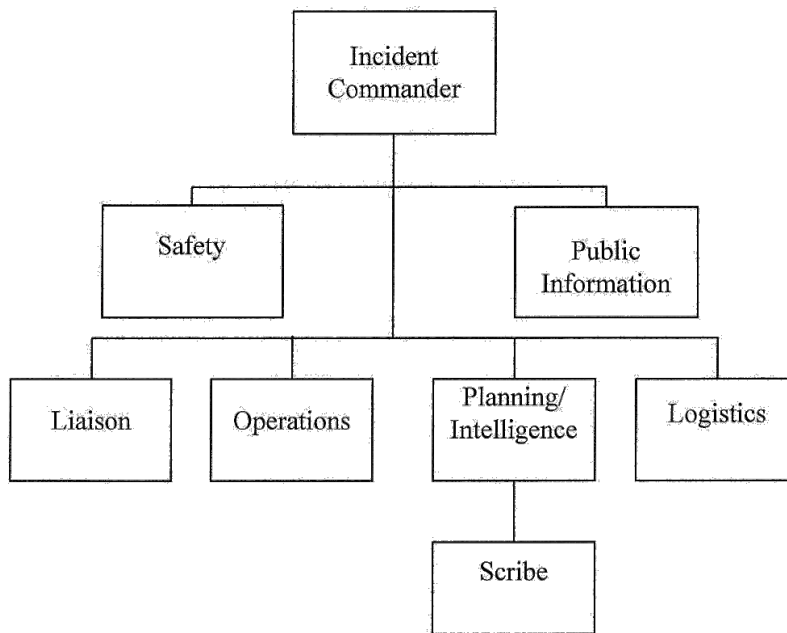
4.3 ICS Organizational Structure

Below is an example of an Incident Command Structure. It is important to understand that the Incident Command System driven by functions performed, not people staffing positions. As such, each function does not necessitate assigning to a different person. One member of the Building-level Emergency Response Team or the Emergency Operations Team (EOT) may be able to handle several functions at once in an efficient and timely manner.

Generally, the School and / or the District should be able to manage an event limited in scope and severity with just a few key functions, frequently with one person handling multiple sets of responsibilities, i.e. minor school bus accident.

Only in the most severe or protracted incident would all of these functions need to be activated and assigned to individual persons. In such a case, District level and Emergency Response Agency personnel would likely fill many of these roles.

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4.4 ICS Titles and Responsibilities

Incident Commander (IC)

- **Generally** - This person manages the entire incident and will very often begin as the Building Principal or in their absence the predetermined Designee.
- **CCCSD** - If the event is of a serious or protracted nature, the Superintendent of Schools or the Director of School Safety and Security may respond and assume this role. Ultimately, a Command Officer from the lead emergency response agency may become the IC.

District Media Specialist (Public Information Officer / PIO)

- **Generally** - This person is responsible for releasing information to families, community members, and the media during a crisis. The media can be a tremendous help in getting accurate and timely information to families and community members.
- **CCCSD** - The District Media specialist, in consultation with the Superintendent and Chief Emergency Officer, may make statements to the press.

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Safety Officer

- **Generally** - This person is responsible for the safety of the scene and the individuals at the scene. His or her role might include determining whether students evacuated far enough from the school.
- **CCCSD** - Initially a member of the Building-level Emergency Response Team is assigned this role. Depending on the severity of the incident, an emergency responder may fill this role in consultation with school officials.

Liaison Officer

- **Generally** - This person is responsible for coordinating with all of the agencies that have responded to the crisis. It is critical that this person be a good communicator and able to convey important information to responders about the situation or the school facility and to school staff about necessary actions.
- **CCCSD** - Initially this will likely be the IC. If the event is of a serious or protracted nature, the IC will assign that function to an appropriate member of the Emergency Response Team.

Operations Officer

- **Generally** - This person manages student and staff care during a crisis. This includes physical (food and water), medical (AED/CPR and first aid), and mental health needs (psychological services), as well as student release procedures.
- **CCCSD** - An appropriate member of the Building-level Emergency Response Team assigned this role. i.e. school nurse, counselors, other non-instructional staff.

Planning and Intelligence Officer

- **Generally** - This person is responsible for documenting the event, analyzing what has transpired thus far, and planning for possible further action.
- **CCCSD** - An appropriate member of the Building-level Emergency Response Team assigned this role, i.e. another building administrator or non-instructional staff. This person should act in the capacity of a scribe or assign someone else to maintain a chronological record of the event. An accurate accounting of the events and response will be critical to after-action reporting and debriefing. *NOTE: Maintain all documentation, notes and records, as these are legal documents.*

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Logistics Officer

- **Generally** - This person manages the supply and staffing needs of the situation. The logistics officer focuses on acquiring the supplies needed to assist the emergency responders. The logistics officer's responsibilities will include long-term needs (beyond the first four hours) for things like food, water, and bathroom facilities, as well as transportation (if students need transport off campus). The logistics officer is also responsible for locating and assigning staff to fill various tasks for emergency-situations. This could include finding staff to carry messages from the operations officer to those staff members directly managing students.
- **CCCSO** - Initially this will likely be the Incident Commander (IC). If the event is of a serious or protracted nature, the IC will assign that function to an appropriate member of the Emergency Response Team, i.e. another building administrator.

4.5 Additional ICS Terms and definitions

Unified Command - This operational guide recognizes the need to insure direction and control for an incident involving more than one school or school district and those that will require the assistance of outside agencies. When such a situation exists, a unified command structure is under the direction of one Incident Commander. The concept of unified command means that all agencies that have responsibilities and authority at an incident will contribute to process of:

- determining overall response objectives
- selection of response strategies
- ensuring joint planning and application of tactical activities
- maximizing use of available resources

When an incident occurs that requires a public safety agency response, the command officer of the appropriate agency will assume command. The Superintendent, Chief Emergency Officer, or Director of School Safety and Security, the Emergency Operations Team (EOT) and the affected building administrators and

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Response Team will assist and continue to coordinate Churchville-Chili School District's personnel and equipment.

Change of Command - Incident direction will remain with the involved Churchville-Chili Incident Commander unless the Incident Commander requests another individual to assume control, the District Superintendent, Chief Emergency Officer, the Director of School Safety and Security, or a public safety official assumes command.

4.6 Command Post (CP)

Command Post - A command post is a location for those specific personnel to assemble who are responsible for determining the exact status of the emergency, developing a strategy and identifying resources necessary to address it. Generally, the CP will be located in the vicinity of the incident but not within the potential danger zone and will provide for basic needs such as shelter from the elements and a means of communication.

Building-level CP- Depending on the nature of the event, the following locations are considerate for a building-level CP: the Main Office, another administrative office within the building, at a designated location outside of the building, in a school bus on the property but outside of the danger zone, or in an adjacent building. Each Building-level Emergency Response Plan will identify CP locations.

District-level CP- Established at the direction of the Incident Director.

- Primary Location: Central Office, 139 Fairbanks Road
- Secondary Location: Designated at the time of the incident based on circumstances.
- When the Churchville-Chili Command Post is activated, the Emergency Operations Team (EOT) will be notified and report to the CP.

Section 5.0 Response

5.1 Response Actions for Emergencies / Multi-Hazard Response Introduction and General Discussion

NOTE: 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. 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.

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There are variables that affect the manner in which the School Emergency Response Team responds to a particular occurrence. These variables include the time of day, weather, age of students, location of students, anticipated response time of emergency responders, availability of support personnel, availability of transportation, to name just a few. It is impractical to map out the specific steps to take for every conceivable scenario. It is more practical to focus on just a few critical decisions necessary in every emergency pursuant to our primary goal of preventing injury and loss of life.

If an emergency occurs at the building level, it is the responsibility of each District employee to take those actions geared toward preserving the health and safety of all students, staff and visitors.

The Building Principal is the designated person in charge - the Incident Commander - during a crisis at their respective school. The Principal will provide leadership, organize activities and disseminate information with the assistance of the Building-level Emergency Response Team and the District Emergency Response Group (ERG), if needed. If the Principal is unavailable or not on site, the designated alternate will act in their absence with the same authority and responsibility.

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

In every emergency type situation regardless of the nature of the emergency or the perceived threat to safety, three critical tasks require timely attention:

Three critical tasks:

- 1) Assess - the level of threat and totality of circumstances
- 2) Make Notifications - to inform and request assistance
- 3) Initiate Protective Action - to protect persons and property from harm

5.2 Assessment ... *“What’s my situation?”*

Based upon the information available, the amount of time taken to complete this assessment may vary greatly. For example, the report of an armed intruder or shots fired require immediate action whereas other lesser events may allow for further investigation before having to make decisions as to notification and protective actions.

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- What is the nature of the apparent emergency?
- Where is the emergency taking place?
- What is the apparent level of threat to anyone's safety?
- How much time do I have?
- Time of day
- Age and size of school population
- Weather conditions
- Access to Bus / transportation resources
- Access to Alternate evacuation site
- Amount of building - level support
- Access to district level support

5.3 Notifications / Communications ... *"Who do I call?"*

- Internal - w/in school, w/in district
- External- emergency responders, other institutions.

Internal Notifications- Building Principal or designee must ensure that the proper persons notified within the building and at Central Office in a timely manner to keep them informed, to obtain necessary assistance and to direct that appropriate protective actions implemented. Notify the Superintendent at the earliest opportunity.

Building level- Public Address system, building e-mail, two-way radios, conventional landline or cellular telephones, or a runner.

District level- Conventional landline or cellular telephones, district e-mail, two-way radios, Tap App (Emergency Notification Mobile Phone App). The Security Monitoring Center is operational during the regular school day.

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In order to notify the Emergency Operations Team (EOT) and activate the emergency response protocol at the district level, contact the Superintendent of Schools and / or the Director of School Safety and Security.

External Notifications Police / Fire / Emergency Medical Services 9-1-1

Should the initial assessment suggest that the assistance of outside emergency responders is necessary, direct someone to call 9-1-1 and to stay on the line. Provide the operator with as much information as possible. If safe to do so, remain on the line and have someone meet the first responders at a designated, safe location to direct to the scene of the incident.

Notifications to Other Educational Agencies - This includes all Educational Agencies, Public and Non-Public.

- The Incident Commander will evaluate the potential impact of an emergency on other educational agencies located within the CCCSD.
- If the impact is evident, the Incident Commander will direct that the contact person at each affected educational agency receive notification by telephone as to the status of the emergency and potential impact to their facility. If unable to make notification, the Incident Commander will contact 9-1-1 and request assistance.

Notifications to Parents / Community - Timely and accurate notification to parents and the community at large can ensure the responsible dissemination of accurate information relative to any unplanned or unusual activity in our schools. With the widespread use of cell phones and other electronic communications devices it is likely that information about such an event will reach the community very quickly and will often be incomplete or inaccurate.

- The District Media Specialist with input and assistance from the Superintendent of Schools, the Director of School Safety and Security and the Building Principal or Designee may notify the local media of any unplanned event that may result in a change in the regular school day schedule (i.e. cancellation, early dismissal, late start).
- In addition, it would be prudent to follow the same protocol as above to formulate a press release relative to any other event that may cause undue panic and concern, resulting in a problematic rush to the school by parents and media.
- A mass communication electronic call management system is available to notify any or all specified groups within the school community of events that could affect that particular group. A transcript from the call management system posted on the district website for parent and community reference.

5.4 Protective Action Options *"How to best protect my school?"*

Based upon the assessment of the situation, the Building Principal or designee will determine what, if any, appropriate protective action to initiate. As all situations are unique and fluid in nature, a combination of our standard protective actions is an option. Response strategy can change as the situation becomes clear or circumstances and variables change. Each Building-level Emergency Response Plan includes a planning summary and documentation that details the building's specific plans relative to how these protective actions implemented.

NOTE: Once any protective action directed, anticipate that many students and staff will begin using their personal cell phones to notify family members. It is critical at the onset that a directive is given and enforced that NO cell phones used until further notice. The failure to do so will likely result in a rush of telephone calls to the school and district as well as vehicles trying to access the school property - all of which will make the task of managing the event much more difficult.

A general description of each protective action follows this listing.

- Cancel School Prior to Start
- Early Dismissal
- Lockdown
- Secure Lockout
- Shelter and Shelter-in-Place
- Hold-in-place
- Evacuation - Outside of building but remaining on campus or moving to an Alternate Site off-campus

Cancel School Prior to Start

Standard Sequential Procedures

When there is any doubt about conducting school due to inclement weather conditions or hazardous roads, the below procedure followed:

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- A. The Director of Transportation will survey area weather conditions and the condition of the roads as early in the AM as possible.
- B. The Director of Transportation should contact the Town Highway Superintendents as to the road conditions in their areas.
- C. The Director of Transportation will contact the Superintendent of Schools (or in his absence, the Asst. Supt. for Business) prior to 5:45 a.m. to inform of weather conditions so they can make the decision on whether or not to conduct school.
- D. If decision made NOT to open school, the administrative phone tree and notification processes activated.

Early Dismissal

(Execute Go Home Early Procedure)

Standard Sequential Procedures

- The Superintendent of Schools will notify the affected school's administrators that school dismissed early and give time the dismissal should take place.
- The local radio and television stations notified of the early dismissal.
- The Director of Transportation will notify bus drivers and other general transportation personnel of the early dismissal.
- The Director of Transportation shall determine the emergency bus schedule and make all arrangements for transportation.
- If an electronic call management system is operational, a message to the affected student's parents and guardians will provide the details of the dismissal. If not, and if phone lists are available, on-site administrators will be responsible for telephoning parents.
- An accounting of students completed and verified immediately preceding the dismissal.

Notification to Commissioner of Education (Emergency School Closing)

Whenever the building-level emergency response plan is activated and results in the closing of a school building, the superintendent or their designee shall notify the Commissioner of Education as soon as possible. Notification is unnecessary for routine snow emergency days.

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Lockdowns

Purpose

Lockdown means immediately clear the hallways, lock and/or barricade doors, hide from view, and remain silent while readying a plan of evacuation as a last resort. *Lockdown* will only end upon physical release from the room or secured area by law enforcement. Lockdown initiated during incidents that pose an immediate threat of violence in or around the school.

This annex describes the courses of action schools will execute to secure school buildings and grounds during incidents that pose an **immediate threat of violence** in or around the school. The primary objective of a lockdown is to ensure all school staff, students and visitors secured in rooms away from immediate danger.

A Lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy. Executing a Lockdown should involve barricading the door, hiding from view, remaining silent and readying a plan of evacuation as a last resort.

Actions

Initiate Lockdown

- Where possible a **Lockdown** will be announced by intercom, Public Address (P.A.) System, or otherwise. **(DO NOT USE CODES, COLORS OR CARDS)**
- Contact 911
- In events where an immediate threat to life safety recognized (such as a person armed with a gun in the hallway), any faculty or staff shall raise the alarm and initiate a lockdown.

Lockdown must be immediate and deliberate. The announcement of a lockdown shall be as follows:

LOCKDOWN! - LOCKDOWN! - LOCKDOWN!

Execute Lockdown

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- **IF SAFE**, immediately gather students from hallways and areas near your room into classroom or office. This includes common areas and restrooms immediately adjacent to your classroom.
- Lock your door(s) and have students/staff move to the designated safe area of the room, ****REMAIN SILENT****
- **Leave lights on and blinds as they are. Do not cover door window.**
- Teachers should position themselves in a location that gives them an advantage to manage their classroom effectively, and take the following action during a lockdown:
 - Do not allow anyone, under any circumstance, to leave your secured area.
 - Do not answer or communicate through your door or classroom phone.
 - Silence cell phones and limit use only to relay pertinent information to 911, (i.e., description/location of active shooter/victim injuries).
 - Do not respond to fire alarm unless actual signs of fire observed. Doing so could compromise the safety of those already secured.
 - Document and attend to any injuries to the best of your ability.
 - Take attendance and include additions and missing students last known location.
 - Do not respond to Public Address (P.A.) system or other announcements.
 - If an intruder enters the classroom, use **WHATEVER** means necessary to protect yourself and the students. You must be prepared to fight for your life and use physical force or possibly deadly force to stop the intruder.
- Potential tactics include:
 - Moving about the room to lessen accuracy.
 - Throwing items (books, computers, phones, etc.) to create confusion.
 - Assaulting the shooter/intruder – use whatever objects you have in the classroom as a weapon such as blunt force objects (fire extinguishers, chairs, etc.) to incapacitate the intruder – **FIGHT!**
 - Tell students to get out anyway possible – **RUN!**
- Staff/students participating in any outdoor activity upon the initiation of a lockdown should seek a safe location away from the building. Call 911 and report your situation including location and number of students.
- Procedures should be in place to re-direct buses in the event of a lockdown.

LOCKDOWN WILL ONLY END WHEN YOU ARE PHYSICALLY RELEASED FROM YOUR ROOM OR SECURED AREA BY LAW ENFORCEMENT

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Secure Lockout

Purpose

Secure lockout means students and staff remain inside locked and secured school buildings during incidents that pose an imminent concern outside the school.

This annex describes the courses of action the school will execute to secure school buildings and grounds during incidents that pose an imminent concern outside of the school. The primary objective of a secure lockout is to ensure all school staff, students, and visitors secured in the school building away from the outside danger.

Actions

Initiate Secure Lockout

- **Secure Lockout will be announced by intercom, Public Address (P.A.) System, or otherwise. (DO NOT USE CODES, COLORS OR CARDS)**

Consider using language similar to this in your announcement:

- **YOUR ATTENTION PLEASE.**
- **THERE IS A SITUATION REQUIRING THE SCHOOL TO SECURE LOCKOUT.**
- **ALL OUTDOOR ACTIVITIES CANCELLED.**
- **PLEASE CONTINUE REGULARLY SCHEDULED INDOOR ACTIVITIES.**

Execute Secure Lockout

- All outdoor activities shall cease and immediately moved indoors (i.e., gym classes, playground, etc.).
- As soon as all students and staff are in the building, all exterior doors locked.
- Normal activity will continue within the building (unless directed otherwise).
- It is not necessary to turn lights off or to close blinds (unless directed).
- Do not respond to the fire alarm unless actual signs of fire observed, or an announcement made.
- Report any suspicious activity observed either indoors or outdoors to the main office.

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- A Secure Lockout lifted when notification made by administration. Activate Annexes appropriate to respond to the situation.

Shelter and Shelter-in place

Purpose

Shelter and shelter-in place - means keeping students in school buildings and providing them with shelter when it is deemed safer for students to remain inside rather than to return home or be evacuated.

A Shelter / Shelter-in-Place annex describes courses of action when students and staff are required to remain indoors, perhaps for an extended period, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

Actions

Initiate Shelter / Shelter-in-Place

- **Shelter / Shelter-in-Place** will be announced by intercom, Public Address (P.A.) System, or otherwise with instructions on how to proceed. **(DO NOT USE CODES, CARDS or COLORS)**

Consider using language similar to this in your announcement:

- **YOUR ATTENTION PLEASE.**
- **THERE IS A SITUATION REQUIRING YOU TO SHELTER-IN- PLACE.**
- **PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS.**
- *Provide specific incident instructions*

Instructions

- Use clear, concise language to provide direction to the school based on the situation.
- If there is a situation requiring students and staff to move away from windows and doors (such as a weather emergency), they should be instructed to move to the interior of the room or relocate to an interior hallway or room. Students in temporary classrooms or outside of the main building for any reason instructed to move into the main school building.

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- If the situation is not a threat to the exterior of the building, student’s in-between classes or outside of their classroom for other reasons instructed to return to their class.

Additional Considerations for Shelter / Shelter-In-Place

The Emergency Response Team should consider the following when reviewing the current plan or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response.

Procedures for the following should be included:

- Turn off utilities and ventilation systems (heating, ventilation and air conditioning) if appropriate.
- Prepare to shelter-in-place for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc. Activate Annexes appropriate to respond to the situation.
- Notify all concerned parties when the Shelter / Shelter-in-Place lifted.

Shelter / Shelter-in-Place (Possible extended duration)

This involves keeping students, staff and visitors in school buildings and providing them with shelter when deemed safer for students to remain inside rather than to return home or evacuated. This could be the result of a severe, extended weather event and may involve providing meals and overnight accommodations.

In the event that it becomes necessary to provide such shelter the Principal or designee will initiate arrangements to provide adequate supervision of the students under his/her direction

NOTE: The decision to provide sheltering for a possible extended duration always made by a District level authority.

Standard Sequential Procedures

- Notify the Superintendent of Schools and the Director of School Safety and Security who will activate the EOT
- The Principal or Designee along with the EOT will make provisions for:
 - Health related needs through the Nurse
 - Food Services through the Director of Food Service
 - Building Maintenance through the Director of Operations and Maintenance
 - Parental and Community notification through the District Media Specialist

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- The Incident Commander will also notify:
 - Monroe County Office of Emergency Planning
 - Red Cross
 - Law Enforcement

Hold / Hold-in-Place

Purpose

Hold and Hold-in place mean the restriction of movement of students and staff within the building while dealing with short term emergencies.

If there is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue or medical emergency, that requires students and staff movement be limited, a “Hold / Hold-in-Place” initiated. Intended to keep students and staff out of the affected area until the situation rectified.

Actions

Initiate Hold / Hold-in-Place

- **Hold / Hold-in-Place** will be announced by intercom, Public Address (P.A.) System, or otherwise with instructions on how to proceed. **(DO NOT USE CODES, COLORS OR CARDS)**
- Consider using language similar to this in your announcement:
 - **YOUR ATTENTION PLEASE.**
 - **THERE IS A SITUATION REQUIRING YOU TO HOLD / HOLD IN PLACE.**
 - **PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS.**
 - *Provide specific incident instructions*

Instructions

- Use clear, concise language to provide direction to the school based on the situation.

Execute Hold / Hold-in-Place

- Students in hallways, bathrooms or other common areas will return to their classroom. If the Hold / Hold-in-Place announced between class periods, students will return to their previous class to await

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instructions. If the route is blocked, students will go to the nearest classroom and advise the teacher that they are unable to get to their class and await instructions.

- All available staff members will assist in maintaining order and accounting for students. Remain in position until further instruction is given or remaining in place compromises safety.

Evacuate / Evacuation

Evacuate and evacuation [means moving] mean to move students for their protection from a school building to a predetermined location in response to an emergency.

Fire Evacuation - An evacuation of the building by pre-determined routes to a predetermined assembly location as the result of a fire alarm activation or actual fire event.

Standard Sequential Procedures

- Upon sensing of smoke or evidence of fire, activate the building fire alarm immediately. **Call 9-1-1** as soon as possible to provide details as to the specific nature and location of fire and to ensure receipt of fire alarm activation.
- **Do not delay** activating the alarm to attempt to extinguish fire.
- **If safe to do so**, the building Principal or designee along with the custodian may investigate the alarm and based upon their findings may contact 9-1-1 to expedite or slow response.
- Evacuate the building following established fire evacuation procedures
 - Students walk out designated exit in a quiet, orderly manner.
 - NO unnecessary talking by students and staff.
 - All must exit - NO exceptions
 - Visitor / Volunteer sign-in books should be taken out to assembly location
 - If a door is hot to the touch, do not open, use alternate route or escape windows
 - In the event of smoke, stay low and close to the floor
 - Classroom windows and doors should be closed but not locked once last person leaves
 - Take attendance at pre-determined assembly locations, report any missing or extra students and staff. Account for all students, staff and visitors.
 - Assembly areas should be a sufficient distance from the building providing unobstructed access for emergency responders / vehicles.
 - Provide traffic control to limit access to campus to emergency vehicles only.

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- Assist those occupants with special needs to evacuation location or to the predetermined "Rescue Areas"
- **If safe to do so**, pre-determined staff will perform a post-evacuation sweep of the building to ensure all notified and did in fact exit.
- Have someone meet the Fire Department to direct to specific location and assist as requested.
- **The alarms in the SHS, NGA, & MS are connected.** When it is determined which building originated the alarm, the Directors of Security or O&M or their designee may allow reentry into the non-source building(s).
- The Fire Department supervisor is in charge of the scene. They make the determination if the originating building can be re-entered.

Building Evacuation - Outside of Building but Remaining on Campus

An evacuation of the building wherein the population moved to a predetermined location away from the building but remaining on campus / school property. Fair weather and foul weather locations established. An evacuation directed as the result of a fire alarm, bomb threat, gas leak or other emergency.

NOTE: based upon the reason for the evacuation some of the following procedures would need to be amended or expanded, i.e.: no radios during a bomb threat.

Standard Sequential Procedures

- Building evacuation directive is given specifying the designated re-assembly location(s) along with reason for evacuation and if applicable, routes of egress to be avoided (plain language - NO CODES)
 - PA system
 - Runner
 - Two-way radios
 - Telephone system
 - Internal e-mail
- Actual evacuation preceded by an inspection by pre-assigned personnel of routes of egress and planned re-assembly location(s)
- Students and Staff evacuate to assigned location(s)
 - Students with special needs accounted and cared for
 - Necessary Medications assembled and transported to location

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- Student attendance taken noting/reporting missing and extra students

Building Evacuation: Moving to an Alternate Site Off-Campus

An evacuation of the building wherein the population is moved to one of the pre-determined alternate evacuation sites for shelter while an incident addressed. Students may walk or be bussed.

Each Building-level Emergency Response Plan Summary identifies multiple Alternate Evacuation Sites for that particular school.

NOTE: This action may be simple such as relocating students for a short period to a nearby school or church, while a minor natural gas leak addressed. Conversely, it may involve a protracted relocation of the entire school population to an alternate site due to a facility failure or an incident of violence and where the students ultimately be reunited with their parents/guardians.

In addition, the CCCSD has a standing agreement with two (2) large sites:

Roberts Wesleyan College
2301 Westside Dr.
Rochester, NY 14624

Spencerport Central School District
2707 Spencerport Rd.
Spencerport, NY 14580

NOTE: The use of either of these two sites requires approval of the Superintendent of Schools. Evacuation coordinated by the Director of School Safety and Security consistent with existing agreements. Contact either to initiate this plan.

Standard Sequential Procedures

- Initiate the Standard Reunification Method (SRM) and utilize the SRM Resource Toolkit
- Identify most appropriate Alternate Site(s) based upon totality of circumstances
- Coordinate with other CCCSD schools if more than one school affected
- Notify appropriate CCCSD administrators to include the Superintendent of Schools and the Director of School Safety and Security.

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- Contact those identified as contact persons for site(s) - or - if close by and we have access (keys and alarm codes ...) direct personnel to go to the site(s) to:
 - Ensure availability and access
 - Assess and address any immediate concerns
 - Prepare location for students arrival
- Notify Transportation of plans if buses will be necessary:
 - The number of buses necessary for school population and the location where the buses staged to board the students will have been pre-determined.
- If buses cannot be waited for and / or site is within walking distance
 - Relay and address any pedestrian / traffic control concerns to Police in preparation for walking the population to the alternate site,

-OR-

- Plan to walk the school population to a designated staging area(s) away from building to await buses for transportation
- Building evacuation directive is given specifying the designated Alternate Site(s) along with the plan for evacuating, (walking, taking buses, walking to staging area) and the reason for evacuation (plain language - NO CODES)
 - PA system
 - Runner
 - Two-way radios
 - Telephone system
 - Internal email
- Students and Staff evacuate to assigned Alternate Site(s)
 - Students with special needs accounted and cared for
 - Necessary Medications assembled and transported to location
 - Student attendance taken noting/reporting missing and extra students
- Prepare for the possibility of:
 - Returning to your home school
 - Dismissal from Alternate Site
 - Reunification with family at Alternate Site

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- Family Reunification Plans
 - The District utilizes the Standard Reunification Method (SRM). An event may be of such a serious or protracted nature that it will not be possible to return to the home school for normal dismissal. In such case, it is likely that many parents and guardians of the students will want immediate access to their children. It may be necessary therefore to facilitate a family reunification at an Alternate Evacuation Site. We must still confirm identification and legal access to the student before releasing.
- In order for that to happen in a structured and safe manner it will be necessary to have at your immediate disposal:
 - Student rosters / hard copy / electronic records
 - Emergency Notification / Contact Cards (records)
 - Current lists involving Court issued Custody Orders or Orders of Protection that specify whether a particular person authorized to have custody or contact with a particular child.
 - Sufficient Personnel to coordinate this process and maintain order.

5.5 CCCSD Multi-Hazard General Response Outline During the Regular School Day

- **Initial Responder**

The first Churchville-Chili employee on the scene of an incident, or the first employee who becomes aware of an incident will:

- Notify 9-1-1 if police, fire or ambulance is needed
- Initiate immediate actions to protect students, staff and property
- Notify the Building Principal or designee who will assume the role as Incident Commander

- **Building Principal or designee - as Incident Commander**

The building Principal or designee notified of the event will:

- Assess the level of threat
- Ensure proper notifies have been made both internal and external
- Implement the protective actions appropriate for level of threat
- Make assignments consistent with established response plans and ICS

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- If appropriate - activate the Emergency Operation Team (EOT) by notifying the Superintendent of Schools or the Director of School Safety and Security and be prepared to provide the following information:
 - Specific location and nature of Incident
 - Protective Actions Implemented
 - Telephone number as a call back
 - Injuries or property damage
 - Immediate needs

- **Superintendent, Director of School Safety and Security, or other Emergency Operations Team (EOT) member - as Incident Commander**

Upon notification of an incident, the following actions needed:

- Gather all available information
- Insure all appropriate initial response actions have been taken
- Go to scene or emergency area if appropriate
- Establish Command Post if not already done
- Identify yourself as Incident Commander/take command/make assignments
- Notify Superintendent
- Give directions to resolve situation
- Make Notifications and Request Assistance
 - Local and county officials
 - Affected educational institutions
 - Other CCCSD Administrators and EOT
 - Other School districts
 - Outside agencies
- Stage resources at one or more locations to support the operation
- Coordinate efforts with community response agencies and District departments to resolve the incident
- Provide for proper recovery and review of event

5.6 CCCSD Multi-Hazard General Response Outline Outside of Normal School Hours

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This section intended to provide direction to those involved in responding to any emergency or crisis- type event that occurs in the school building or on campus outside of the normal school day. This includes the time prior to, and following the regular school day, weekends, summer, and other school holidays.

Due to the many uncertainties about building occupancy and the presence of critical staff (Building -level Emergency Response Team Members) during these times when school is not in session, it is difficult to prescribe a specific course of action that will remedy any and all incidents occurring within this time frame.

Therefore, establishing a clear line of authority at all times within the building is critical. A designated staff member must know that they have charge of the building and should have a reasonable understanding of what activities are taking place, where and when they are taking place as well as the numbers of persons involved and who is supervising each respective activity.

Such authority will often remain with the Principal or Designee as identified in each Building Emergency Planning Summary. As such, it is just as important that handing off this responsibility be clear during off-school hours, as it is during the normal school day.

Evenings, weekends and holidays become more problematic as neither the Principal nor a Designee may be present while various activities continue within the building and on campus.

Typically, the responsibility for the building during these hours falls to a member of the Security Department and Operations and Maintenance staff. As such, these persons must know that they have the responsibility to respond to an unplanned event and hold authority to initiate actions to protect persons and property from harm. Appropriate training provided.

For any unplanned event or emergency that occurs outside of the normal school day the CCCSD will follow the same protocols described and detailed previously in this section. These protocols based upon the responsible completion of the three critical tasks involving **Assessment** of the situation, Making the proper **Notifications** and initiating the appropriate **Protective Action** Options.

How these tasks are accomplished will vary depending on the totality of circumstances, i.e. nature of event, amount of activity within the building, means of communication available.

5.7 Emergency Communications

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The primary system of communication during an emergency will include the use of the Public Address (PA) System, landline (conventional) and cellular telephones, two-way VHF radios and internal e-mail Tap App (Emergency Notification Mobile Phone App). The Security Monitoring Center is an operational resource available during the regular school day.

5.8 Public Information

Public information will be coordinated between on-scene and command post operations. The Media Specialist will act as the Public Information Officer and will work directly with the media. All media requests directed to that office.

If the incident is of a serious or protracted nature, a specific media staging and briefing area designated to maintain control of information released so not interfere with any other activities related to the response to or recovery from the incident.

The Media Specialist will assist in preparing written statements released to the various media outlets.

5.9 Procedures for Obtaining Advice and Assistance from Local Government Officials

In the event of an emergency where additional advice, assistance, or assets not readily available to the District the Superintendent, Chief Emergency Officer, or the Director of School Safety and Security will contact the Supervisor of the Town of Riga or Chili and / or the Monroe County Office of Emergency Preparedness.

5.10 District Resources Available for Use in an Emergency

The CCCSD has identified District-based resources, which may be available during an emergency. These resources include facilities, two-way radios, buses, trucks and other equipment.

5.11 Emergency Evacuation of Non-Ambulatory Disabled Individuals

Each CCCSD School is required to develop plans to provide emergency evacuation of non-ambulatory disabled individuals who may be on floors above or below the level of exit discharge. These plans will

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typically involve identifying "Rescue Areas" (safe areas) where non-ambulatory individuals can go in the event of an evacuation emergency as well as assigning staff to assist these individuals. The Health Office at each school will maintain a running list of individuals within their building who would require such assistance.

ADA definition: Area of Rescue Assistance is an area, which has direct access to an exit, where people who are unable to use stairs remain temporarily in safety to await further instructions or assistance during emergency evacuation.

Affected schools will work with the appropriate fire department to develop this plan and incorporate these details in their respective Building-Level Emergency Response Plans.

Only three schools have multiple levels where students may be located. They are:

- Churchville Middle School
- Fairbanks Road Elementary School
- Churchville Elementary School
- Churchville Middle School
 - Churchville Middle School can evacuate upper floor non-ambulatory persons by crossing one of the two walkways / bridges to the north exiting the building - at grade level - by way of the gym hallway, receiving doors, or dining hall door.

Fairbanks Road Elementary School

- Fairbanks Road has exits at grade level on both levels of student instruction.

Churchville Elementary School

- Churchville Elementary School has established rescue area in the Computer Lab on the second floor with access to rescue windows leading to a large roof area.

Section 6.0 Situational Response Strategies

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The District has established situational response strategies detailed in each Building Level Emergency Response Plan. These include response to civil disturbances, criminal actions, environmental emergencies, weather emergencies, facility related emergencies, medical and mental health related emergencies, and transportation emergencies.

Examples of emergency events (not all-inclusive):

- Abduction; Anthrax Threat; Bomb Threat; Explosive Device Suspected; Fight; Firearm (Suspected Only - Displayed and Threatened - Discharged); Hostage; Intruder; Riot; Sexual Assault; Student demonstration; Suicide threat; Threats of Violence- Direct or Implied; Weapon other than firearm (Suspected - Displayed and Threatened)
- Earthquake; flood; Hazardous Material Spill; High Winds; Snow/Ice Storm; Thunderstorm (severe); Tornado
- Asbestos Fiber; Electrical Systems Failure; Explosion; Fire; Heating System Failure; Natural Gas Leak; Roof Failure / Leak; Structural failure; Water Systems Failure
- Cardiac Arrest - Public Access Defibrillation (PAD); Food Poisoning; Medical Emergencies; Pandemic Flu - Point of Dispensing Plan
- School Bus Accident; Weapon on a Bus

6.1 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 remain as uncontaminated as possible. There are actions to help protect evidence for those who arrive at the scene first. These procedures developed around the RESPOND acronym, designed to aid in remembering the steps to securing crime scenes and evidence.

Actions

Respond

- Ensure your personal safety first, then if possible, formulate a plan and make mental notes.

Evaluate

- Evaluate the severity of the situation. Call 911 if appropriate.
- Identify involved parties.

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- Be aware of weapons, hazards, and potential evidence.
- To preserve safety, do not touch anything unless necessary.

Secure

- Clear away uninvolved people.
- Establish a perimeter that prevents people from entering the potential crime scene.

Protect

- Safeguard the scene – limit and document any people entering the area.
- Do not use phones or bathrooms within the crime scene area.
- Do not eat, drink or smoke in the crime scene area.

Observe

- Write down your observations as soon as is safe to do so.
- Record detailed information – do not rely on your memory.
- Notes will aid first responders upon arrival. Also utilized in court.

Notify

- Call 911 if not already called or police are not on scene.

Document

- Take good notes - such as: time, date, people at scene, weather, doors open or closed, lights on or off and the position of furniture.
- Be prepared to provide your notes and information to police.

6.2 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 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 secured. Emergency care not authorized beyond proper first aid. First aid is treatment that will attempt to protect the life and comfort of the victim until authorized

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medical treatment is available, or in the case of a student, until the child placed under the care of a 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 Emergency Response Teams used to respond in a medical emergency.

The District has established plans for mental health and disaster mental health services that are included within the Building-Level Emergency Response Plans. In addition to District Psychologist, counselors and social workers, CCCSD may solicit the assistance of outside agencies in support of the Post-Incident Response Teams at the affected school(s). This may involve seeking out additional local (nearby school districts, Town, County) support or could, if warranted, involve accessing federal and state mental health resources as well.

6.3 Threats of Violence - Direct or Implied

Threat Assessment Protocol

Definition

A threat of violence is an expression of intention to do harm. This intention expressed through direct communication (verbal, written, electronic) or implied by other behaviors or communications.

Comment

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

Most school attackers did not threaten their targets directly. Therefore while it is important to respond to all students who actually make threats it is also important that we identify and address those persons who may pose a threat as evidenced by their behaviors that indicate an intent, planning, or preparation for an attack.

NOTE: Contact Law Enforcement immediately if upon initial assessment the direct or implied threat of violence appears to be of a serious and/or imminent nature. Contact police at any time for their advice and assistance

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regarding any level of threat. Direct threats to personal safety may well constitute a violation of law and the student making the threat may be eligible for prosecution. Prosecution in Criminal or Family Court provides yet another opportunity for intervention.

Procedures depending on the imminent nature of any direct or implied threat:

- Immediate deployment of staff trained in de-escalation or conflict resolution techniques to attempt to diffuse the situation - as identified in each Building's Emergency Response Team.
- Inform the Building Principal or designee of implied or direct threat or troubling behaviors or communications.
- The Building Principal or designee may then initiate a threat assessment inquiry to attempt to determine the level and viability of the threat. This determination accomplished with the input and assistance of other building or District level administrators, the respective instructional and counseling team, and security personnel. If appropriate, Law Enforcement and Community Mental Health officials may also become involved as part of the Threat Assessment Team.
- Each building's Emergency Planning Summary lists several ad hoc members of their respective School Safety Team. Among these members are individuals who comprise the District's Threat Assessment Team. These members consulted at any time during a threat assessment inquiry. The following is a partial listing of personnel and organizations typically represented:
 - Security
 - Law Enforcement
 - Counseling / Mental Health
 - District Disciplinary Authority
- Depending on the nature of the direct or implied threat, and if time permits this inquiry would also involve interviewing potential witnesses, persons with knowledge as well as the actual parties involved. Some factors to consider when evaluating the level and viability of threat include, but are not limited to:
 - Specificity of threat to a person or persons
 - Reference to a specific means or weapon
 - Realistic aspect to threat
 - Specific reason or justification
 - History of student(s) involved
 - Known access to weapons or means
 - Propensity for violence

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- The District has 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. Often done during the risk assessment process conducted by a counselor, social worker, or psychologist.

Threat Assessments

A threat assessment used to analyze a wide range of potentially violent situations by considering the context and circumstances surrounding a threat in order to uncover any evidence that indicates a threat likely to occur. It is the process of evaluating the risk of violence posed by someone who has committed an intent to harm other and includes interventions designed to manage and reduce the risk of violence. When information about a student's behavior and communications passes an agreed upon threshold of concern school officials should initiate a threat inquiry. A Threat Assessment Team is team of school and community officials called upon to assist in reviewing information (behavioral assessment) of a particular student or students, whose behavior may be cause for concern relative to the safety of any member of the school community. The District utilizes a multidisciplinary team consisting of Administrator/principal, head of security or designated security team member, mental health professional, IT Director, and others (such as nurse, coach, teacher) conduct threat assessments. The district has adopted a variation of the Virginia Model for Student Threat Assessment. The specific process for a threat assessment outlined in the Threat Assessment Team Procedures document that includes a flowchart, behavior/threat assessment checklist, and Student Threat Assessment and Response Report.

6.4 Pandemic Action Guide

(Responding to Declared Public Health Emergency involving a communicable disease)

Pandemic Planning

This Pandemic Plan built upon the components already existing in our District-Wide School safety Plan that also incorporates our Building-Level Emergency Response Plans. It is a flexible plan developed in collaboration with a cross-section of the school community and public health partners and updated regularly to reflect current best practices.

I. Assumptions, Definitions and Contacts

Assumptions

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A pandemic may occur in waves of varying severity over a long period of time (greater than a year).

- a. Illness rates among the general population may range from 15-30% at any one given time in a pandemic and mortality rates will be much higher than normal.
- b. A vaccine specific to the pandemic virus will not be available to the public for at least six months after an initial outbreak.
- c. Health services may be unavailable to provide direct care, and other emergency services such as police, fire, and ambulance diminished.
- d. Loss of services from suppliers of essential products to schools may be likely.
- e. Large numbers of staff absences may make it difficult to maintain school operations.
- f. Large numbers of student and staff illnesses may increase the potential for school closure.
- g. Government agencies may be unable to provide local assistance due to the widespread nature of the pandemic.
- h. Working in close cooperation with local and county agencies to manage a pandemic and facilitate recovery will be critical for any school organization.

Definitions

Personal Protective Equipment (PPE) will mean all equipment worn to minimize exposure to hazards, including gloves, masks, face shields, foot and eye protection, protective hearing devices, respirators, hard hats, and disposable gowns and aprons.

Public employer or employer means the state of New York, a county, city, town, village or any other political subdivision or civil division of the state, a public authority, commission or public benefit corporation, or any other public corporation, agency, instrumentality or unit of government which exercises governmental power under the laws of this state, provided, however, that this subdivision will not include any employer as defined in section twenty-eight hundred one-a of the education law.

Contractor will mean an individual performing services as party to a contract awarded by the state of New York or any other public employer defined in the paragraph preceding this paragraph.

Essential as denoted in this plan will refer to a designation made by the superintendent that a public employee or contractor is required to be physically present at a work site to perform his or her job.

Non-essential as denoted in this plan will refer to a designation made by the superintendent that a public employee

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or contractor is not required to be physically present at a work site to perform his or her job.

Pandemic Manager: The superintendent or her/his designee will serve as the Pandemic Manager, who will designate essential workers and will direct the Emergency Operations Group identified in Section 4 of the District-Wide Safety Plan in preparation, management, and recovery during a pandemic.

Contacts

The school district pandemic manager will establish ongoing communications with the following agencies to provide adequate preparation, management, and recovery for a pandemic:

Title	Name	Office Phone	Fax	Email
Churchville Mayor	John Hartman	293-3720		mayor@churchville.net
Riga Town Supervisor	Brad O’Brocta	293-3880		bobrocta@townofriga.org
Chili Town Supervisor	David Dunning	889-6111		edunning@townofchili.org
Ogden Town Supervisor	Michael Zale	617-6128	352-4590	Supervisor@ogdenny.com
Monroe County Executive	Adam Bello	753-1000	753-1014	countyexecutive@monroecounty.gov
School Physician – WorkFit	Dr. Jay Ellie	426-4990		Jay.ellie@workfitmedical.com
Monroe County EMS Director	Tim Czapranski	753-3760		TCzapranski@monroecounty.gov
Monroe County Commissioner of Public Health	Dr. Marielena Vélez de Brown	753-2991	753-5115	mchealth@monroecounty.gov
Monroe County Red Cross Executive Director	James Love	241-4440		james.love@redcross.org
MCSO C-Zone	Capt. Dean Tuthill	753-4470		dtuthill@monroecounty.gov
Ogden Police Chief	Travis Gray	617-6131		tgray@ogdenny.com
NYS Police	Trooper Jason Kliewicki	398-4100		Jason.kliewicki@troopers.ny.gov
Monroe County Office of Public Safety (including emergency management)	Timothy Kohlmeier	753-3014	753-3023	mcpublicsafety@monroecounty.gov

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Churchville Fire Department	Todd Wainwright	293-3770		ChurchvilleFire@outlook.com
Monroe County Office of Public Health Preparedness	Mike Sayer, Program Manager; backup: Thomas Saunders, Health Project Coordinator	753-5129 753-5126		msayers@monroecounty.gov thomassaunders@monroecounty.gov

II. Essential Workers for Continuity of Critical Operations and Instruction

There are critical operations necessary for maintaining infrastructure during a pandemic - specifically if schools closed for any extended period.

A. Continuity of Critical Operations

Continuity of critical operations and business function could be severely impacted by loss of staff. As such, this plan includes procedures for maintaining essential functions and services. Protocol for documenting precise hours and work locations, including off-site visits, for essential employees and contractors will be developed in collaboration by the Superintendent’s Executive Cabinet. The protocol shall be designed only to aid in tracking of the disease and to identify exposed employees and contractors to facilitate the provision of any benefits which may be available.

The District has identified the following positions and titles essential to the continuity of operations in the event of a state-ordered reduction of in-person workforce. Standard Operating Procedures (S.O.P.'s) have been - or will be, developed and reviewed with back up staff. A copy of all S.O.P.'s listed will be maintained in the office of the School Superintendent. Additional personnel considered essential will be determined by the Superintendent (see part B):

- Superintendent (*District Operational Oversight / Pandemic Manager*)
 - Communication Coordinator/Administrative Assistant (*Coordinate Communication with Outside Agencies, Parents, Staff, and Media*)
- Assistant Superintendent for Business (*Oversight of Budget, Treasurer, Accounts Payable, Payroll, Procurement, and Benefits including staff for these functions*)
- Assistant Superintendent for Human Resources (*Human Resource Functions*)

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- Assistant Superintendent for Instruction (*Instructional Oversight and Professional Development*)
- Director of Pupil Services (*Medical Surveillance, Quarantine*)
 - Nursing Staff
- Director of Operations and Maintenance (*Oversight of Building Maintenance, Facilities, Building Access, Shipping and Receiving, School and Building Sanitation*)
 - Supervisor of Operations and Maintenance
 - HVAC Mechanic (HVAC Operations)
 - Maintenance Mechanics, Custodians & Cleaners (Building Access and Maintenance)
- Director of School Safety and Security (*Oversight and coordination of Safety and Security*)
 - Security Staff
- Head Groundskeeper (*Snow Removal / Grounds Maintenance*)
- Director of Nutritional Services (*Food Service*)
 - Food Service Workers
- Civil Service Administrators (*Continuity of Operation*)
- Confidential Staff (*Administrator Support*)
- Director of Transportation (*Transportation of Students and/or Hardware*)
 - Bus Drivers
 - Bus Attendants
 - Bus Mechanics

- Director of Information Technology and IT staff (*Hardware and Software Support*)

B. Continuity of Instruction

Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department of this potential result through the crisis period. Some of the alternate learning strategies we may implement to be used in combination as necessary includes, but is not limited to:

- a) Hybrid (some students in-person and other students remote) and/or full remote model
- b) Hard copy, self-directed lessons
- c) Use of mobile media storage devices for lessons

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- d) On-line instruction, on-line resources; on-line text books (synchronous and/or asynchronous)
- e) Multiple communication modalities for assignment posting and follow-up; telephone, postal service, cell phone, cell phone mail, text messages; email; automated notification systems; website postings.

The Superintendent has identified the following groups as essential in the event of a state-ordered reduction in in-person workforce for the continuity of instruction. This list does not preclude the Superintendent from determining additional staff as essential.

- Certified Administrators (*Instructional Oversight*)
- Director of Curriculum, Assessment & PD (*Curriculum & PD Support*)
- Director of Pupil Services (*Special Education, Counseling Oversight*)
 - Coordinator of Special Education (*Continuity of Learning*)
- Director of Fine Arts (*Instructional Oversight*)
- Director of PE, Health and Athletics (*Instructional Oversight*)
- CCEA (*Continuity of Learning*)
- CCPA (*Clerical & Student Support*)
- Director of Information Technology and IT Staff (*Continuity of Learning*)

III. Other Key Components

A. Communication

The district will use the following media to provide communication to staff, students, and the public regarding any activation of its pandemic plan:

- CCCSD School Website: www.cccsd.org
- Instant Connect - multi-tiered rapid notification system
- District social media channels
- Local TV and Radio media as appropriate

The district communication coordinator will coordinate all outgoing communications under the direction of the Superintendent of Schools.

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All decisions regarding school closing and reopening made in close cooperation with the Monroe County Health Department and with the advisement of District Physicians.

B. Training

The pandemic manager will insure appropriate information and training provided to staff, students, and parents to mitigate the effects of a pandemic and speed recovery. This includes but is not limited to:

- a. Sending informational links to parents about preparing for a pandemic, how to recognize symptoms, encouraging good hygiene and other preventive methods, keeping sick children home, reporting suspected pandemic illness to the school, planning alternate daycare if school closes, any contingency instruction plans, etc.
- b. Training sessions for staff on the school pandemic plan, encouraging the importance of good student hygiene, dealing with ill students, preparing for alternative instructional methods, school policy on staff absences during a pandemic, etc.
- c. Training students on good personal hygiene and other methods to prevent the spread of the flu.
- d. Encouraging all staff, parents, and students to be vaccinated for the flu annually
- e. Training maintenance staff on enhanced sanitation procedures specific to a pandemic.
- f. Nurses - recognition and reporting/tracking
- g. Human Resources - staff absenteeism/tracking

C. Supplies

The Assistant Superintendent of Business will coordinate procurement of personal protective equipment (PPE) for essential employees and contractors, based upon tasks and will acquire a quantity sufficient to provide at least two pieces of PPE to each essential employee and contractor during any given work shift over a period of at least six months. Storage of PPE equipment, inventory control, and access to equipment shall be coordinated with the Director of Facilities.

Sanitation supplies, cleaning supplies and equipment will be coordinated through the Operations and Maintenance Department under the direction of the Director of O&M.

Posters reminding all staff, students, and visitors about methods to prevent the spread of the flu will be prominently displayed in all classrooms and offices.

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D. Control Measures

The District will attempt to mitigate spread of a pandemic by restricting entry to school buildings and curtailing certain classes and extracurricular activities, which require close contact and large group gatherings, and isolating sick students and staff until they can be transported home.

Disinfecting and sanitizing schedules will ~~also~~ be increased and cleaning work areas of flu victims will be a priority. Increasing ventilation rates to prevent the spread of the flu among individuals will also be considered.

The District will, to the extent possible, stagger work shifts and/or separate work areas of essential employees and contractors to reduce overcrowding at work sites and on public transportation.

Only essential visitors, vendors and contractors will be allowed on school campuses. All visitors will report to the main office and not go beyond, until they complete a health attestation and register through the Raptor system. Face coverings are required and visitors will be restricted in their access to our school buildings. Visitors must follow all safety protocols.

E. Staff and Student Absenteeism

All staff and students will be encouraged to stay home when ill during a pandemic, and high numbers of absences will indicate the need to close school. This scenario may occur several times during a pandemic's course over the period of a year or longer. The district also recognizes that staff may need to stay home and care for sick family members.

F. Alternate Instructional Methods

The district will attempt to provide alternative instructional methods in the case of long periods of school closure or student absenteeism. Methods may include internet access to class material and assignments via the district website and Google Classroom or Sites.

G. Mutual Aid Agreements

The district will collaborate with neighboring districts to facilitate the sharing of resources during a

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pandemic.

If necessary to contain the spread of the communicable disease to the extent applicable to the needs of the workplace, the District will solicit guidance from local, county, and/or state municipalities to identify sites for emergency housing for essential employees.

H. Recovery

The district may need to change the school calendar, or daily instructional schedule as it recovers from a pandemic.

The school will work in close cooperation with the county health department regarding sanitation techniques prior to re-opening.

The district will also strive to provide adequate grief counseling and any other social and mental health services necessary to assist the school community in its recovery efforts.

IV. Pandemic /Emergency Plan Outline

Phase I- Prevention/Mitigation:

- Work closely with the Monroe County Department of Public Health to determine the need for activation of our plan
- Report cases to DOH and continue ongoing surveillance
- Disseminate information to staff and students on health and safety protocols (ie. hand washing and cough/sneezing etiquette)
- Educate and provide information to parents, staff and students about our pandemic plan and about how to make an informed decision to stay home when ill.

V. Phase II- Preparedness:

- Place all related information on district website
- Communication Coordinator prepares letter to parents/guardians from Superintendent and establishes communication and notification to media and community

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- Technology and Communication Coordinator test communications systems
- Business, human resources and facilities offices define back-up titles and responsibilities and provide cross training
- Facilities reviews housekeeping products and methods, stocks soap/cleaning products in all restrooms and spray-bottle sanitizers in all classrooms, and prepares nurse's rooms for holding area/increased supplies (masks, gloves, etc.)
- Principals/administrators review hand washing/hygiene program, signs and symptoms of flu, and cleaning procedures with staff
- Determine possible alternate learning strategies
- Keep all contact information updated for students and staff

VI. Phase III- Response:

A. Advanced Precautions - (Human-to-Human Cases Reported):

- Collaborate with public health officials and update staff
- Communication Coordinator prepares media release and contact
- Encourage parents/guardians to report all cases and information to the school nurse and to keep children home if sick
- Nurse/principals readmit students to school with clearance from doctor
- Review back-up personnel and offsite systems for business, human resources and facilities offices
- Increase substitute availability

B. Additional Considerations During Phase III

1. Communication/Family and Community Engagement – School Closures

The District is prepared for pandemic situations in which one or more school buildings need to close due to a significant number of students or staff testing positive for disease or a considerable regional increase in cases.

The district may choose to modify operations in one or more schools prior to closing to help mitigate a rise in cases. The district will consult with the Monroe County Department of Health when making such decisions.

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The Superintendent of Schools will consider closure of in-person activities under the following circumstances:

- Infection rate
- Absentee rate trend for students
- Absenteeism of essential personnel to the extent that it creates a health and safety concern or prevents district from complying with mandates.
- Or, as directed by the Monroe County Health Department.

At closure, the impacted school will engage exclusively in remote learning.

Closures will be communicated via mass communication robocalls, email, eNews and social media as well as shared with local media. School building administrators will communicate with the superintendent regularly and, if needed, will consider closing school if absentee rates impact the ability of the school to operate safely.

2. Additional Considerations During Phase III - Health and Safety

The following protocols and procedures shall be considered for implementation:

- a) Health checks for staff, students, and visitors
 - Social distancing
 - Face coverings
 - Personal Protective Equipment (PPE)
 - Staff and Student training on public health procedures
 - Cleaning of desks between student use or assigning students specific desks to minimize shared surfaces.
 - Cleaning of high touch areas frequently throughout the day. Extensive cleaning and disinfecting every night.
 - Supplies & equipment cleaned between uses - limit sharing of supplies.
 - Limiting visitors to schools during school day and use of school facilities by outside groups.

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- Complete daily screening for both staff and students.
- Practice good hygiene (hand washing, cough etiquette, etc.) at all times.
- Adherence to infection control strategies with the following considerations:

b) Classroom and Hallway Spaces

- Teachers/staff will arrange all instructional and non-instructional spaces, including materials and supplies, to comply with social distancing standards to the maximum extent practicable.
- Each classroom will have soap or hand sanitizer and tissues readily available, along with cleaning supplies and gloves.
- Hallway movement patterns prepared to minimize group gatherings and maximize social distancing.
- Classroom and hallway water fountains may be used to fill a cup or water bottle but not for direct consumption. Students will be allowed to bring their own water bottles for hydration purposes.
- In elementary buildings, students' belongings will be separated when stored and families will be encouraged to label all personal items.
- Staff members are encouraged to open windows when possible to allow for more air circulation. Communal use of shared items will be limited with all shared items cleaned and disinfected after each use, or hand washing protocol before and after use of any shared materials or equipment
- Teachers will have access to cleaning supplies to clean or disinfect between classes or desk coverings may be used
- Optional: physical barriers may be used between desks to reduce aerosolization when appropriate
- Visual graphics and signage will be used in classroom and public spaces to educate and reinforce the need for personal protection, healthy hygiene practices, and social distancing expectations.
- Hallways may have floor directional marking and signage promoting socially distancing and mask wearing.
- All PPE equipment and/or cleaning products will be ordered through the District's purchasing process and distributed by the school principal. Electively purchased cleaning

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products must be approved by the district to ensure compliance with fire code and other NYSED standards.

c) Public Spaces

- Cafeteria/Cafetorium - seating configurations in cafeterias will be socially distanced in compliance with the DOH guidance.
- Library/Media Centers - All seating arrangements will be socially distanced. Library books will have a sitting period before distribution.
- Student access to reference materials (books, paper) will be supervised by Library/Media Specialist.
- Shared materials should be disinfected between use or handwashing protocols should be followed.
- Playgrounds will be used for physical education and recess adhering to handwashing protocols and group size limitations. Whenever possible, PE classes will be held outside. Teachers will encourage students to wash hands before and after touching play structures, and maximize social distancing from other children as much as possible. Masking will be required when social distancing is-not maintained.

3. Additional Considerations During Phase III - Management of ill persons, contact tracing and monitoring

The district requires students, faculty, or staff members who develop symptoms during the school day to report to the nurse's office. If there are several students waiting to see the school nurse, students will wait at least 6 feet apart. The district has designated areas to separate individuals with symptoms from others until they can go home or to a healthcare facility, depending on severity of illness. One area will be used to treat injuries, provide medications or nursing treatments, and the other area will be used for assessing and caring for ill students and staff. Both areas will be supervised by an adult and have easy access to a bathroom and sink with hand hygiene supplies.

Students and staff should be moved safely to the isolation room for evaluation if demonstrating pandemic related symptoms. The individual should be provided a mask, if they are able to use one, and students should be supervised by a staff member who maintains

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at least six feet of distance and uses appropriate PPE.

The following spaces will be used for treatment and isolation:

Chestnut Ridge Elementary School -

- Isolation Area - Counseling Conference Room 122
- Treatment/Medication Area - Nurse's office

Churchville Elementary School -

- Isolation Area - Room 203 A (Counseling Suite)
- Treatment/Medication Area - Nurse's Office

Fairbanks Road Elementary School -

- Isolation Area - Classroom next to the Nurse's Office Room 109
- Treatment/Medication Area - Nurse's office

Churchville-Chili Middle School -

- Isolation Area - Middle South School Nurse's Office
- Treatment/Medication Area - Middle School North Nurse's Office

Churchville-Chili Senior High School -

- Isolation Area - Senior High School Room 1034 - Performing Arts Bookstore/Concessions
- Treatment/Medication Area - Senior High School Nurse's Office

4. Additional Considerations During Phase III - PPE requirements for School Health Office staff caring for sick individuals (includes both standard and transmission-based precautions).

In areas with moderate to substantial community transmission, eye protection (e.g., goggles or face shield) should be added. When caring for a suspected or confirmed infected individual, gloves, a gown, eye protection, and a fit-tested N-95 respirator will be used, if available. If an N-95 respirator is not available, a K-N95 mask or a surgical face mask and face shield will be used.

School health office cleaning will occur after each use of cots, bathrooms, and health office equipment (e.g., blood pressure cuffs, otoscopes, stethoscopes). Health office equipment will be cleaned following

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manufacturer's directions. Disposable items will be used as much as possible (e.g., disposable pillow protectors, disposable thermometers, disposable thermometer sheaths or probes, disposable otoscope specula).

5. Additional Considerations During Phase III - Aerosol Generating Procedures

Respiratory treatments administered by nurses generally result in aerosolization of respiratory secretions. These aerosol generating procedures (AGPs) potentially put healthcare personnel and others at an increased risk for pathogen exposure and infection. The district requires the following PPE to be worn during AGPs: gloves, K-95 mask, N-95 mask, or a surgical mask with face shield/eye protection and a gown. PPE will be used when: suctioning, administering nebulizer treatments, or using peak flow meters with students who have respiratory conditions. These treatments will be conducted in a room separate from others with nursing personnel wearing appropriate PPE. For nebulizer treatments, if developmentally appropriate, the nurse will leave the room and return when the nebulizer treatment is finished. The health office staff will clean the room between use along with the equipment adhering to the manufacturer's instructions.

6. Additional Considerations During Phase III - If Students or Staff become Ill with Pandemic illness Symptoms at School

Our health office personnel will notify parents/guardians if their child demonstrates symptoms. The child will remain in the isolation space with ongoing monitoring by the school nurse. The child will be referred for follow up with a health care provider. Families will be provided resource information and a request will be made to follow up with their physician as soon as possible. The school nurse will promptly notify the Director of Pupil Services. If, after further evaluation by a healthcare provider, the student or staff member reports having been tested positive for the pandemic illness, the school administrator will notify the Monroe County Department of Health to determine what next steps are needed for the school community.

Whenever a student/staff member in the school building shows symptoms of any communicable or infectious disease (e.g., pink eye, strep throat, pinworms, etc.) he or she will go to the health office, parents will be notified and a letter will be mailed to families according to the district protocol.

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7. Additional Considerations During Phase III - Return to School After Illness

The district will follow the Centers for Disease Control (CDC)/Monroe County Department of Health directives when a student/staff member has been sent home with symptoms and has tested positive for pandemic illness. If a person is not diagnosed with the pandemic illness by a healthcare provider they can return to school if they have been diagnosed with another condition and have a written note, signed by a healthcare provider, stating that they are non-infectious and clear to return to school.

8. Additional Considerations During Phase III – Employees/Contractors Exposed & Displaying Symptoms or Testing Positive

If an employee or contractor is exposed to a known case of the infectious disease, exhibits symptoms of the disease, or tests positive for the disease, the following steps will be taken to prevent the spread or contraction in the workplace.

- a) The employee or contractor suspected of possibly having the infectious disease will be asked to leave the premises immediately.
- b) The Administrator of the employee or contractor will isolate the area where the individual was working and contact the O&M Department immediately to disinfect the work area, common work surfaces and any shared equipment.
- c) If an employee or contractor has been exposed to a known case of the disease, he/she will be tested to confirm whether he/she has the disease or not and will remain quarantined per CDC guidelines until results are available.
 - If the test result is negative and the exposure was indirect (not exposed to the individual who has the disease but exposed to someone who has been in close contact with the individual who has the disease) then the employee or contractor may return to work.
 - If the test result is negative and the exposure was direct (in close contact with an individual who has tested positive) then the employee or contractor will remain on quarantine for a full 14 days unless directed otherwise by the CDC.
 - If the test result is positive, the District will notify the Monroe County Department of Public Health who will recommend length of quarantine for the individual and his/her house members and will determine when they can return to work.

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- d) If an employee or contractor exhibits symptoms of the disease, he/she must contact his/her general practitioner to determine whether to get tested.
 - If the general practitioner finds an alternate diagnosis for the symptoms, then the employee or contractor may return to work once there is no fever for 24 hours without taking a fever-reducing medicine.
 - If the general practitioner determines the individual must be tested for the infectious disease, then the employee/contractor should follow such established guidance for testing (see step 8c above).
- e) If the federal, state or local government institutes new protocols for a specific infectious disease, those protocols will supersede this plan and the District will follow those protocols.

VI. Pandemic Emergency Plan Outline Phase III (Cont'd.):

C. Increased Cases/Possible School Closure

- Make arrangements for classroom sharing, website homework, and/or alternate locations
- Cancel travel plans and field trips
- Continue to report all flu cases to nurse and Monroe County Department of Health

D. School Closure

1. Superintendent/ Administration coordinate with DOH/SED/CDC/other agencies and ongoing collaboration with local agencies (OEM, DOH, SED, SEMO)
2. Communication Coordinator distributes communication with parents/guardians by Superintendent
3. Alternate curriculum plans implemented
4. Secure buildings and place notices of closure on school grounds

E. Information Technology Response during School Closure

The District Information Technology Department will provide the following for all workers declared essential by the Superintendent:

1. Ensure all essential district employees have a laptop device
 - a) All software needed for job function(s) installed
2. All essential district employees and contractors requiring access to the district network will complete and submit the District VPN Access Policy form for approval

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- a) Upon approval, the Information Technology Department will install VPN software and configure access to the district network
3. Ensure all essential district employees have access to Unified voicemail to retrieve phone messages
4. Forward office phone lines to designated essential district employee cell phones

VII. Pandemic Emergency Plan Outline Phase IV - Recovery:

- Sanitize and clean facilities before students and staff return
- Communicate with parents/community, distributed by Communication Coordinator
- Physician clears students/staff for return with review by school nurses and human resources
- Principals develop status report on educational program/lost instruction and assess emotional impact on students and staff
- Superintendent/ Administration implement program to reestablish instructional program in accordance with directives from the SED
- Business office tracks costs associated with lost instructional time and faculty/staff sick leave
- Apply for grants or state aid to recover costs
- The district will strive to provide adequate grief counseling and any other social and mental health services necessary to assist the school community in its recovery efforts.

Section 7.0 Recovery

7.1 Review and Debriefing

The involved school's safety team will meet as soon as is practical after the incident is resolved to review the incident and determine if the school's response plan was adhered to, to evaluate the quality of that response and to determine if any improvements are needed to enhance the plan.

Depending on the nature and scope of the incident, this review may include input from the Director of School Safety and Security and other members of the EOT as well as local emergency responders.

7.2 After Action Reporting

The Incident Commander is responsible for preparing an after action report once an incident terminated. Within two (2) days of the incident conclusion, a detailed report submitted to the Superintendent.

7.3 District Support for Buildings

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In addition to response and support during an emergency, the District will use all resources at its disposal to support the Emergency Response and Post-Incident Response Teams at the affected school(s) after the incident has been resolved to the point where recovery of normal operations can commence.

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 sustaining 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 in activating COOP procedures.
- Attend end-of-school debriefing meeting for staff. Prepare to offer any support in ways needed.
- Meet with principal following staff debriefing, if possible, 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 plan based on students, staff, family, and community feedback.

7.4 Disaster Mental Health Services

In addition to District Psychologists and Counselors, CCCSD may request the assistance of outside agencies in support of the Post-Incident Response Teams at the affected school(s). This may involve seeking out additional local (nearby school districts, Town, County) support or could, if warranted, involve accessing federal and state mental health resources as well.

7.5 Post-Incident Response Guide

Introduction

The following guide provides suggestions on how the CCCSD may want to proceed after a crisis has occurred and there is no longer an imminent threat to the school or its occupants. Not all of the suggestions would be necessary or appropriate in every crisis. These are suggestions only.

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Building-level Post-incident Response Team - Generally

The Building-level Post-incident Response Team will have the responsibility of assisting the school community in coping with the aftermath of a serious violent incident or emergency. Post-incident Response Team members will be among the first notified.

- 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 (insert time) Emergency Staff Meeting. It may be most prudent to convene on the weekend in some crisis-situations to effectively manage the 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, and when needed, will serve as the coordination site for student support.
- Attend end-of-school debriefing meeting for staff. Prepare to offer any support in ways needed.
- Meet with 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.
- Meet after the passage of 2 to 3 weeks to evaluate and possibly revise plan based on students, staff, family, and community feedback.

Administrative Team

The responsibilities of the Administrative Team as part of the Post-incident Response Team include:

- The Principal oversees the Post-incident Response Team and initiates the procedures
- Principal notifies the assistant Principal's, secretary, the Superintendent of Schools, when a critical incident occurs.
- Alert the Post-incident Response Team using the established telephone tree as specified in the Building-level Emergency Response Plan.
- Notify the staff that a critical incident has occurred and a before-school emergency meeting will be conducted.
- Notify Principals of partner schools, if applicable (and others in surrounding areas where siblings and/or friends of the injured or deceased may attend). If a letter is sent home to students, it will be faxed to these schools.

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- Request counselors from schools within the District and from outside agencies to provide services to students following the crisis. (Counselors will be told to report to the Main Office to sign in and then to report to the Counseling Office.)
- Gather factual information regarding the critical incident and convene a meeting of the Post-incident Response Team at (insert time) in the Auditorium.
 - The team will develop a written statement to be made available to all staff members at the (insert time) emergency staff meeting.
 - A statement will be prepared by the Principal to be shared with the general public.
 - If the critical incident is a death, the Principal will also have called the family to offer condolences and to inquire about the desirability of attendance at the wake and/or funeral services by the staff and/or students. If possible, family responses to these issues should be included in the written statements.
 - Principal introduces members of the Post-incident Response Team and informs staff of the availability of intervention services throughout the day.
 - Principal informs staff of the locations of the Crisis Counseling Rooms.
 - Principal will alert the entire staff that there will be a debriefing meeting at the end of the school day.
 - Designate the first segment of the school day (30-50 minutes) for information and discussion regarding the critical incident.
 - The classroom teacher, a designated Post-incident Response Team member or an outside resource person will provide discussions and support to each classroom.
 - Post-incident Response Team members with a homeroom will request that that their rooms be covered while members provide support to the most involved.
 - Along with psychologist and/or counselors will offer to meet with the family of the injured/deceased and provide assistance as needed.
 - Will compose a handwritten letter to the parent(s) or family of the victim. The letter should serve as an expression of sorrow from the administration, faculty, and staff and an offer of continued support and assistance.
 - Principal will compose a letter to all parents describing the incident and providing basic facts.
 - Accompanying this letter will be a one-page overview of helping children cope with crisis and directions to parents who are removing children to attend funeral services.
 - Principal will work with building staff and Superintendent, if necessary, to try to arrange for coverage for staff members who wish to attend the funeral services.

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- Make arrangements to have the personal belongings of the deceased returned to the family.
- Ensure that the name of the deceased is removed from attendance, computer rolls, computer program, classrooms, mailing lists, Rolodex files and other listings.
- Principal arranges for a parent community meeting for the purpose of debriefing the critical incident and the events that followed, if necessary. Appropriate staff and resources will assist with this meeting.
- When appropriate, contact the family and interested parties to explore and select an appropriate memorial choice.
- Responsible for expressing thanks to all who helped.

Psychologists / Counselors

The psychologist and/or counselors, as members of the Post-incident Response Team:

- Will attend a Post-incident Response Team Meeting with the Principal to help prepare a written statement shared with the staff at the Emergency Staff Meeting.
- Coordinates service delivery. Provides direction and assistance to the members of the Post-incident Response Team, who will be providing support services to students and staff throughout the day.
- Offers to meet the family of the injured/deceased and provide assistance, as needed. They will also provide information regarding appropriate community resources.
- Offers support to individuals and groups of students, staff, and parents. Attends the parent-community-debriefing meeting. They will be prepared to discuss issues regarding the incident and provide information on appropriate follow-up/resources.
- Meets with the Principal, members of the Post-incident Response Team and entire staff for feedback and possible revision of the Building-level Emergency Response Plan.
- Notifies and elicits necessary support from District counselors as needed to assist members of the Post-incident Response Team, which will provide services during the first hours of school and beyond.
- After consultation with the Post-incident Response Team, alerts the appropriate outside resources to provide additional support during the first day and beyond.
- When the additional psychologists and/or counselors arrive, building staff will provide them with a schedule of where their services needed, and a nametag worn for identification by students, staff, and other visitors.
- Contacts classroom teachers to determine the need for additional classroom support immediately following the incident and in the weeks following.

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- Solicits information from teachers regarding any students who may be exhibiting continued signs of distress or whose history may indicate counseling services.
- Arrange a presentation for students who are planning to attend the funeral home and/or church service to prepare them for these events.

Nurse

The school nurse, as a member of the Post-incident Response Team:

- Attends the (insert time) Post-incident Response Team Meeting with the Principal to help prepare a written statement to be shared with the staff at the (insert time) Emergency Staff Meeting.
- Prepares to receive an influx of students who may appear with a wide range of symptoms.
- Provides information regarding students who may be exhibiting signs of distress or who are in need of support services.
- Receives support as needed from a member of the Post-incident Response Team.

School Secretary

The school secretary, as a member of the Post-incident Response Team:

- Attends the (insert time) Post-incident Response Team Meeting with the Principal to help prepare a written statement to be shared with the staff at the (insert time) Emergency Staff Meeting.
- Determines if any substitute teachers are in the building and provides them with basic information shared at the staff meeting and the name and room number of a staff member who may provide assistance throughout the day.
- Staffs the "Information Center", providing information regarding:
 - Where Post-incident Response Team can be contacted
 - Location of counseling rooms
 - Whereabouts of the Principal
 - Funeral arrangements and wishes of the family, when available
 - Any other information deemed necessary by the Principal
- Fields and documents all calls from the media and directs them to the Superintendent of Schools, Principal, District Media Specialist or other designated media response person, as directed by the Principal.
- Along with office personnel, will be provided a written statement in order to provide consistent information to the community

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- Is responsible for greeting Post-incident Response Team Members and directing them to the Post-incident Response Team Room.
- May arrange with the school food services staff to have coffee and coffee supplies provided to the Post-incident Response Team Room.

Teachers and Staff

The teachers and staff listed as members of the Post-incident Response Team:

- Attends the (insert time) Post-incident Response Team Meeting with the Principal to help prepare a written statement to be shared with the staff at the (insert time) Emergency Staff Meeting.

All other teachers and staff:

- Will be invited to attend a (insert time) Emergency Staff Meeting in the event of a critical incident.
- Will be responsible for familiarizing him/herself with the Building-level Emergency Response Plan and for developing an awareness of appropriate responses to grieving students and other strategies to help students cope.
- Will facilitate a first period (30-50 minutes) classroom discussion (with the assistance of a member of the Post-incident Response Team or outside resource). This will provide the students the opportunity to ask questions and share fears, feelings, and concerns.
- Will adhere to classroom schedules and rituals as much as possible to provide structure, consistency, and reassurance. Non-standardized tests can be postponed and homework assignments can be eliminated or shortened to accommodate children's shortened attention spans and need for family closeness and support.
- Will respond to students who are obviously in a state of distress and will send that student, with a classmate, to a designated counseling room or request assistance in the classroom.
- Teachers/Staff will, when needed, notify the office of a class, which contains a large number of distressed students requesting support from the Post-incident Response Team.

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- Will provide an opportunity for students to offer condolences to the family by writing or creating poems and cards.
- Will gather the personal belongings of the deceased and give to the Principal for return to the family.
- Will delete the name of the deceased from all listings.
- Will, if indicated, provide additional opportunity for students to share feelings and discuss the loss and stages of grief. This accomplished with the help of the counseling staff, if desired.

School Librarian

- The librarian will be responsible for obtaining age-appropriate books and materials for children, which deal with the subjects of death, loss, and bereavement, housed in a special section of the library.

Safety and Security

- Upon request, the Director of School Safety and Security will dispatch security personnel (or additional personnel) for purpose of ensuring traffic control, preservation of District assets, and to assist in the monitoring of students for possible unsafe or destructive behaviors while in large assembly areas.

Custodian

- Upon an assessment of the situation, the Director of Operations and Maintenance will provide additional custodial resources for purpose of restoring the building to a condition deemed to be safe for occupancy by staff and students.

Superintendent of Schools

- The Superintendent of Schools will notify the President of the School Board and Board of Education Members when a critical incident occurs.
- The Superintendent of Schools or designee (Principals) will be the individual who will represent the Churchville-Chili Central School District in response to media inquiries. All faculty and support staff

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(especially secretaries and office personnel) alerted that no one except the Superintendent of Schools or designee would make statements to the media. A prepared statement relating necessary facts should include:

- A statement of personal sorrow and sense of loss
- Statement of basic facts
- In the case of student suicide, the words tragic and tragedy should be included so that other students "at risk" view the incident as a tragedy rather than an opportunity for glory
- The way in which the administrators, faculty, staff and students have responded to the tragedy
- The types of interventions that have occurred and those planned for the foreseeable future
- The Superintendent of Schools will, whenever appropriate and possible, accompany the members of the Post-incident Response Team to the funeral services.

PTSA Representative

The PTSA Representative, as a member of the Post-incident Response Team:

- Will attend the Post-incident Response Team Meeting prior to the Emergency Staff Meeting for the purpose of learning the basic facts and to help prepare a written statement to be given at the Emergency Staff Meeting.
- Acts as a liaison to the PTSA Executive Board, to disseminate basic facts and the Post-incident Response procedures.
- PTSA Executive Board and the PTSA Representative can act as liaison to parents in the community, as needed, to provide basic facts and mutual support.