

REMSEN CENTRAL SCHOOL

District-Wide School Safety Plan

2024-2025



Commissioner's Regulation 155.17
Education Law 2801-a

Community/Public Hearing: May 14, 2024
Public Comment Period: May 10, 2024 through June 11, 2024
BOE Adopted June 11, 2024

Soar to Success

Remsen Central School District

District-wide School Safety Plan

Commissioner's Regulation 155.17

Education Law 2801-a

Introduction

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

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

The Remsen Central School District supports the SAVE Legislation, and intends to engage in a planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

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Section I

General Considerations and Planning Guidelines

A. Purpose

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

B. Identification of Safety Teams

The Remsen Central School District has appointed a District-wide School Safety Team that includes, but is not limited to, representatives of: School Board, student*, teachers, bus drivers and monitors, administrators, parent organizations, school safety/law enforcement personnel, and, other school personnel. The members of the team and their positions or affiliations are as follows:

Members Name	Title
Timothy Jenny	Superintendent/Chief Emergency Officer/Parent
John McKeown	Business Administrator
Mary Lou Allen	Board of Education President
Sanya Pelrah	Jr./Sr. High School Principal
Gary Winghart	Elementary Principal/Parent
Kevin Roberts	Head of Facilities/CSEA Union President/Grandparent
Kurt Crossett	Bus Dispatcher/Bus Driver and Supervisor of Bus Monitors
Brad Tyson	Remsen Vol. Fireman/Custodian/Parent
Beth Lamphere	Oneida County School Patrol Officer/Grandparent
Ralph Potasowicz	Oneida County School Patrol Officer
Robert Smith	Oneida County School Patrol Officer
Robert Staskoski	Oneida County School Patrol Officer/Parent
Rick Gallo	RTA Union President/High School Teacher
Dan O'Bryan	High School Teacher
Kelly Runninger	Elementary Teacher
Imagin Aiken	*Student Representative (HS Student Council President)
Dale Dening	Athletic Director/Teacher
Kathleen Nebush	High School Counselor
Erika Kistowski	Elementary Counselor
Fay Harper	District Psychologist and CSE Director/Parent
Melissa Polidori	High School Nurse
Autumn Fasolino	Elementary Nurse
Jessica Fletcher	BOCES Safety Office

*A student may be allowed to participate on the district-wide safety team, provided, however, that no portion of a confidential building-level emergency response plan be shared with such student nor shall such student be present where details of a confidential building-level emergency plan or confidential portions of a district-wide safety plan be discussed

C. Identification of the Chief Emergency Officer (CEO)

The Remsen Central School District has appointed Timothy Jenny as the Chief Emergency Officer.

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

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

- e) Assist in the selection of security related technology and development of procedures for the use of such technology;
- f) Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan by September 15th annually;
- g) Ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law Section 807.

Name of Chief Emergency Officer: Timothy Jenny – Superintendent
Email of Chief Emergency Officer: tjenny@remsencsd.org
Phone of Chief Emergency Officer: Office: 315-205-4300 x.4224

D. Concept of Operations

General protocols reflected in the District-wide School Safety Plan guide the development and implementation of the Building Safety Plans. The District-wide Safety Plan sets forth the general procedures and protocols to be adhered to at each school and serve as the standard operating procedures.

In developing the district-wide plan, key internal and external stakeholders were involved in order to garner the best local operational knowledge and the best emergency management and safety expertise in creating and revising the plan. The Remsen Central Schools are an integral part of the community and, as such, it is important that community stakeholders are involved and understand the role of the school district and its relationship to the safety of the community at large.

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the Building Level Emergency Response Team.

Upon activation of the Building Level Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.

Full Emergency response actions, including Crisis Response, may be supplemented by involving County and State resources through established protocols.

E. Plan Review and Public Comment

Pursuant to Commissioner’s Regulation, Section 155.17 (e)(3), this plan will be made available for public comment at least 30 days prior to its adoption. The district-wide plan may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education by September 1st of each school year.

Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption and no later than October 1st of each year. In addition, the Building Safety Plans will be sent to the New York State Police and Oneida County Sheriff’s Office.

This plan will be reviewed periodically during the year and will be maintained by the District-wide School Safety Team. The required annual review will be completed on or before July 1 of each year after its adoption by the Board of Education. A copy of the plan will be available on the district website.

Building-Level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provisions of the law, in accordance with Education Law Section 2801-a. Building-Level Emergency Response Plans will be provided to the New York State Police and Oneida County Sheriff’s Office within 30 days of adoption and no later than October 1st of each year.

Task	Date(s)
District-Wide Safety Team annual review date	04/30/2024
District-Wide School Safety Plan – Public comment period (began & ended)	05/10/2024 through 06/11/2024
Public Hearing	05/14/2024
District-Wide School Safety Plan approved by Board	06/11/2024
District-Wide School Safety Plan posted to website	06/14/2024
URL of District-Wide School Safety Plan	https://www.remsencsd.org/domain/270
URL of District-Wide School Safety Plan verified	06/14/2024

Section II

Risk Reduction/Prevention and Intervention

A. Prevention/Intervention Strategies

Initiatives that improve the culture and climate in our schools and improve communication at all levels can substantially enhance our ability to truly prevent any negative event from occurring. Prevention would always be preferred over risk reduction. However, not all such events will be prevented despite our best efforts. Therefore, we must formulate plans to intervene and reduce risk by minimizing the impact of any negative event. This section will identify specific prevention and risk reduction strategies that have been implemented within the District. Many of these components serve as both prevention and risk reduction tools.

Program Initiatives

The Remsen Central School District recognizes the importance of programs and activities that improve the school climate and communication throughout the school community and that encourages the reporting of potentially dangerous, suspicious or violent behavior. Such efforts serve to improve the security, safety and quality of life for all those in the Remsen school community.

The District recognizes the importance of programs and activities that improve the school climate and communication throughout the school community and that encourages the reporting of potentially dangerous, suspicious or violent behavior.

The following is a partial list of such initiatives:

- Schedule and practice various emergency drills, lock down drills, bus drills and go home early drills while educating students on the same
- ParentSquare Parent/Staff Communication Platform
- Welcome Back Night for all students and parents including information, food and fun
- Family Nights
- School Patrol Officer in both buildings
- Parent Wellness Nights
- Positivity Project
- College and Career Readiness Guest Speakers
- Jr./Sr. HS Thanksgiving Breakfast for all students
- Veteran’s Day Concerts
- One School, One Book
- District-wide Code of Conduct: includes expectations for appropriate behaviors and consequences for inappropriate behaviors.
- Athletic Code of Conduct: includes expectations for appropriate behaviors and consequences for inappropriate behaviors for student athletes and spectators.

- Staff Training on Emergency Response Planning at the beginning of each school year
- Kindergarten Kick Start Summer Camp
- Extended School Day Before and After School Programs
- Summer Enrichment Programs
- 6th Grade Orientation to the HS
- Post Graduation Plan Celebration
- Top Senior Sundaes with the BOE
- Prom Safety presentations
- Dignity for All Students Act Coordinators in both buildings
- Erin's Law presentations
- *KidSmartz* Child Safety Program
- *NetSmartz* Internet Safety Program
- Easton and Napoleon: Therapy Dogs
- Health and Wellness Team: Cabin Fever Events, Health Initiatives, Eat Smart Program facilitation, grant writing to encourage health and wellness (Disc Golf Course)
- Announcements/programs to promote kindness, hard work, school safety
- Ram Tickets
- Certified School Psychologist shared with both buildings
- Certified School Counselors in both buildings
- Certified Social Worker shared with both buildings
- School Climate Survey for staff, students, and parents
- Parent/Guardian Communication Survey
- Fire Prevention Sessions, including pre-K trip to firehouse
- Elementary Trimester Evenings of Excellence
- HS Quarterly Academic Awards Ceremonies
- End of year HS Academic Awards Ceremony
- End of year HS Athletic Awards Ceremony
- Assemblies to promote positive, safe, health, school environment
- Motivational Assemblies
- Olympic Days (Elementary and High School)
- Daily Announcements to promote school safety and security
- Athletic Events and Awards
- 4:00 PM Late Bus to ensure equal access to after school opportunities
- Clubs and Extracurricular Groups
- Concerts, Plays, Art Shows
- Science Fairs
- Field Trips
- Parent-teacher conferences
- School Bus Safety and Scenarios, Bus Evacuation Drills
- Career Days
- Counseling Support Sessions (individual and group)
- Classroom Guidance Lessons
- Community Service Activities (examples: leaf raking, Remsen community garbage pickup day, food drives, donation volleyball games for the Stevens Swan Human Society, Pink Out athletic games to fight for a cure, recycling challenges)
- Student Health and Wellness Fair
- School Spirit Weeks

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

Training, Drills, and Exercises

Remsen Central School District will ensure that each building conducts drills and exercises to test the components of their respective building-level plan. To comply with Education Law §807, each school must conduct 4 lock-down and 8 evacuation drills (12 drills total) each year (a combination of 8 drills must be completed before December 31st). Drills will 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. The use of tabletop exercises to accomplish this task in coordination with local and county emergency response and preparedness officials may be considered when live drills are impractical or not sufficient to meet training goals. Specific drills and training for various types of hazards will be conducted for staff and students on selected response protocols including: Shelter-In-Place; Hold-In-Place, Evacuation, Lockout, and Lockdown. This training will identify various types of hazards that could occur, response actions that should be employed, as well as training on violence prevention and mental health. Students should be informed, in a non-traumatizing way, about different types of responses that can be used. This type of training will be conducted before September 15th annually, new employees will be trained within 30 days of hire.

Trauma-Informed Drills

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

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

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

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

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

To prepare for emergencies, faculty, staff and students will practice the following:

- Fire Drills
- Bus Evacuation Drills
- Go Home Early Evacuation Drills
- Shelter-in-Place, Hold-in-Place, Lockout, and Lockdown Drills (SHELL)
- Evacuation to Alternate Site Drills

Evacuation and lock-down drills will be conducted in a trauma-informed, developmentally, and age-appropriate manner that does not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency.

Each drill/exercise may be followed with a debrief session for all staff involved and suggestions/recommendations that will improve response actions and protocols in the future.

Additional drills will be held during summer school (at least two drills required), if summer school is being conducted with one of the drills completed during the first week of summer school.

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

By October 1st of each year, written information regarding emergency procedures will be given to students and staff.

For after-school programs, events, or performances conducted within a school building and included persons who do not regularly attend classes in the building, the principal or other person in charge of the building must require the teacher or person in charge of the event to notify attendees of the procedures to be followed in an emergency.

Faculty and staff prepare to prevent and intervene in emergencies by:
Receiving in-service on Emergency Management, Blood-Borne Pathogens, "Right to Know", Sexual Harassment, Mental Health, and DASA in addition to in-service on Building-Level Emergency Response Plans

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

Notification of Drills to Parents or Persons in Parental Relation

At the beginning of each school year, and once near the beginning of each of the remaining three quarters, parents will be provided with a list of drills that may be conducted throughout the school year and what each drill may entail.

Full-Scale Drill Exercises

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

Implementation of School Security

Routine Precautions by all staff

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

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

Limited Access

All building access points are to remain locked at all times during the regular school day after morning student arrival and will be monitored and controlled by a main office staff member (using a camera/door buzzer/intercom visitor access control system) to screen and approve access into the buildings. Entrances used for students and staff during morning student arrival at both buildings will be monitored by Remsen Central School District staff. Any access door that may need to remain unlocked during a portion of the school day for any reason should be directly monitored for the time that it must remain unlocked.

Throughout the buildings, there is considerable video surveillance, which main office staff can view in real time. In addition, Remsen Central School contracts with Oneida County through the Sheriff's department for the services of a School Patrol Officer in each school building.

The District utilizes a keyless entry/electronic access control system allowing specific access (designated days/times, buildings and entrances) to authorized personnel by presenting a programmed proximity identification

card to a reading device at those entrances. This system also has the ability to automatically unlock and lock specific entrances.

Panic Alarm System (Alyssa's Law)

The 2023-2024 Capital Outlay project included the installation of a panic alarm system that included panic buttons in both buildings.

Staff Photo Identification Badges

All employees are issued photo identification badges that are to be displayed at all times while on District property to assist visitors, students and staff in identifying employees as well as possible intruders.

Visitor policy

Anyone visiting the school during the time school is in session must sign in and obtain a visitor's badge. The main office staff will also call ahead to the visitor's destination to determine the legitimacy of the visitor in the building and may be asked to escort certain persons to their destination.

Policy 1002 Visitors to Schools, will provide the details related to how visitors are handled at each building. Should an unannounced visitor appear at a classroom, office or be observed in the hallways without proper identification (visitor pass or a note from the office), staff may approach and inquire as to a subject's business or contact their school's main office immediately.

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

Student Sign-Out Procedures

Remsen Central School is diligent in ensuring that only those persons authorized to sign-out students are allowed to do so utilizing the applicable data maintained within Schooltool. Staff may also require a photo ID if the requesting party is unknown to them and may contact a parent or guardian for confirmation when deemed appropriate.

Video Surveillance

A digital video surveillance system is in service at Remsen Central School District to assist in monitoring, deterring and recording activity in all school areas.

Fire Alarm

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

Lockdown Alarm

A Lockdown Alarm sounds when a school building goes into a Lockdown. These alarms and procedures are tested when announced drills are conducted.

Mass Communication System (ParentSquare)

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

School Patrol Officers

The District contracts with the Oneida County Sheriff Department to provide School Patrol Officers on campus during the school day at both buildings (Appendix B).

Random Drug Sniffing Canine Search

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

Vital Educational Agency Information

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

OHM BOCES School Safety Assessments

School safety assessments provide strategic evaluation and facilities audit information to identify emerging and potential school safety problems.

B. Early Detection of Potentially Violent Behaviors

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

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

Students, parents, and all staff are encouraged to maintain an open line of communication for the purposes of reporting potentially violent behaviors that come to an individual's attention through direct knowledge, rumor, or written/oral/electronic communication and to share information regarding any student conflicts, threats or troubling behaviors with the appropriate school administrator so that an investigation can commence in a timely fashion if deemed necessary.

This communication may extend beyond Remsen Central School District personnel to include members of the District's Safety Team, Law Enforcement, Mental Health Professionals, a school-level behavioral assessment team, and/or available county or regional threat assessment teams, etc., when deemed appropriate and within existing legal parameters.

- Students that are demonstrating behaviors that could harm themselves or others are referred for an immediate "Risk Assessment" with the district's school psychologist and/or counselors/social worker.
- Students who are demonstrating low to moderate risk behaviors are referred to school counselors for intervention.
- Students who are demonstrating high risk behaviors are referred for immediate services through outside agencies. The district may contact the Mobile Crisis Assessment Team for a higher level of assessment and intervention.
- Both school buildings will establish and participate in multi-disciplinary behavioral assessment teams. The purpose of the school-level behavioral assessment teams are to assess whether certain exhibited behaviors or actions need intervention or other support. The school-level behavioral assessment teams will include the district's school psychologist, school counselors, school social worker, teachers from different disciplines that work with the student, the building principal, the SPO, and any other staff or individuals deemed appropriate for the given situation by the building principal in collaboration with the school psychologist. If available, a county or regional threat assessment team may also be utilized.
- Law enforcement is contacted for students who are demonstrating the highest risk of self-harm or harm to others and are in an immediate crisis situation. Students in immediate crisis situations may be transported via police vehicle or ambulance for mental health evaluation at a hospital. The district may contact the Mobile Crisis Assessment Team for a higher level of assessment and intervention.

Strategies for Improving Communication Among Students and Between Students and Staff and Between Administration and Parents or Persons in Parental Relation Regarding Reporting of Potentially Violent Incidents

The District recognizes the importance of good communication among students, between students and staff, and between administration and parents. All parties are encouraged to strive for improvement at all times. Sharing information is the first line of defense in keeping students safe. It is vital that students and parents understand that

reporting information about potential problems is a way of preventing harm to another. Reporting concerns that may impact on the safety and health of others is the responsibility of the entire District’s community.

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

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

C. Hazard Identification

The list of sites of potential emergency include: main school district buildings, playground areas, properties adjacent to the district, on and off-site athletic fields, buses, and off-site field trips.

Multi-Hazard List

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

D. Construction and Capital Project Safety

The District will take steps to ensure the safety and security of the students and staff during periods of construction. This requirement may include conducting background checks on workers, maintaining sufficient and appropriate emergency egress routes, and notifying building occupants of any changes.

The District Safety Team, or a subcommittee thereof, may be involved in monitoring safety during construction projects as needed. The team may include, but is not limited to: the Superintendent, Head of Facilities, members of the OHM BOCES Safety Office, Business Administrator, principal, architect, construction manager, and contractors. The team will hold additional meetings as needed to review issues and address complaints related to health and safety resulting from the construction project.

Section III

General Emergency Response Planning and Response to Threats and Acts of Violence

A. Notification and Activation (Internal and External Communications)

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

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

The process for notifications of a disaster or an act of violence include the following possible forms of communication: ParentSquare Alert, telephone, e-mail, district portable radio system, Remsen Central School District website, intercom or PA system, local media, and others as appropriate or necessary.

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

The District may utilize the resources of the Oneida County Emergency 911 Center and/or ParentSquare Alert System to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal. The district may also use local media in some instances or post information on the district website

B. Situational Responses

Multi-Hazard Response

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

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

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

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

The building principal is designated as the person in charge – the Incident Commander – during the initial response to any emergency at their respective school building. The principal will provide leadership, organize activities and disseminate information with the assistance of the Building Level Emergency Response Team and the District-wide Emergency Response Team, 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.

The Superintendent of Schools is designated as the Chief Emergency Officer and Incident Commander during the initial response to any emergency at the District. The Superintendent will provide leadership, organize activities and disseminate information with the assistance of the Emergency Response Team(s). If the Superintendent is

unavailable or not on site, a Designated Alternate will act in their absence with the same authority and responsibility.

Response Protocols

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

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

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

By contacting Oneida County 911, the system for coordinating the delivery of assistance from both the county and local agencies will be activated.

Responses to Acts of Violence: Implied or Direct Threats Including Threats by Students Against Themselves, to Include Threats of Suicide

Implied or direct threats by students, staff, or visitors will be reported immediately to the building principal and superintendent or their designees, who will determine the level of threat and respond accordingly. The District's policies and procedures for responding to implied or direct threats of violence will be included in the Building-level Safety Plans.

The following types of procedure(s) may be used:

- Use of staff trained in de-escalation or other strategies to diffuse the situation.
- Inform Building Principal of implied or direct threat.
- Determine level of threat with Superintendent/Designee.
- Enlist assistance of School Patrol Officer and/or contact appropriate law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, and include the possible use of the Emergency Response Team.

Acts of Violence

Acts of violence committed by students, staff, or visitors to the school will not be tolerated. When an act of violence occurs, it will be reported immediately to the building principal and superintendent, or their designees. The District's policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school will be included in the Building-level Safety Plans. The following types of procedure(s) could be used by the district:

- Determine level of threat with Superintendent/Designee.
- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- Staff and Students are asked to inform Building Principal/Superintendent.
- If necessary, initiate a response procedure (Hold-In-Place, Lockout and/or Lockdown), and contact appropriate emergency response agencies.
- Enlist assistance of School Patrol Officer and/or contact appropriate law enforcement agency, if necessary.
- Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.
- Keep parents/guardians informed

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

The District requires all incidents of violence, whether or not physical injury has occurred (verbal abuse, threats of violence, etc.), to be reported immediately by employees and students and documented. With the realization that employees and students may otherwise be reluctant to come forward, all must maintain confidentiality. Incidents will be reported as follows:

- The school Building Principal or designee will be responsible for receiving and responding to all incident reports including anonymous reports.
- Information on the reporting process for students and staff will be provided as part of the violence prevention training program.

Reporting

- Once an incident has been reported, and depending on its severity, the School Building Principal or Designee will assume responsibility as the Incident Commander, and take the following steps:
- Report it to the Police if necessary;
- Secure the area where the disturbance has occurred;
- Ensure the physical safety/medical management of students/staff remaining in the area;
- Ensure that while responding to the incident, the remainder of the building remains appropriately supervised;
- Quickly assess the area of the incident to determine damage as a result of the incident and if it is safe to remain; if necessary, evacuate or shelter as per the Building-Level Emergency Response Plans;
- Provide notification to the Superintendent;
- Provide incident debriefing to students and staff as needed;
- Notify parents

Investigation

After the incident has occurred, a detailed investigation should be conducted and shared with the District Safety Team to focus on facts that may prevent recurrence, not find fault. The team conducting the investigation will:

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

Follow-up

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

Evaluation

The Emergency Response Team is responsible for ensuring that an initial school building security analysis is conducted and periodically re-evaluated. These physical evaluations will focus on the identification and assessment of school building security hazards and address necessary changes in building practices. These evaluations will review the potential for different types of violent incidents including bomb threats, hostage-taking, intrusions, and kidnapping. Professionals may be utilized from local law enforcement, any available county or regional threat assessment teams, and the BOCES Safety Office, etc., as necessary.

Disciplinary Measures

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

Code of Conduct

The District has created a detailed Code of Conduct to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary actions resulting from violations of the Code. The Code, which is communicated to all students/staff and parents, serves as a major component of violence prevention. The Code of Conduct is reviewed annually and revised as necessary to reflect changes in school policies and procedures. The Code of Conduct is available on our website at Remsencsd.org.

Arrangements for Obtaining Emergency Assistance from Local Government

The Building Principal, the superintendent, or designee will make communication with emergency services and/or local government agencies when necessary.

Arrangements for obtaining assistance during emergencies from emergency services organizations and local government agencies include contacting 911 immediately. Additional support can be obtained by contacting the New York State Police, the Oneida County Sheriff's Department, the Remsen Volunteer Fire Department, the Remsen Town Supervisor, the Remsen Town Highway Superintendent, the Remsen Village Mayor, the OHM BOCES Safety Office, and available county or regional threat assessment teams.

Procedures for Obtaining Advice and Assistance from Local Government Officials

See Above

District Resources Available for Use in an Emergency

Any and all district resources will be available in the event of an emergency. Specific district resources which may be available during an emergency include all of our facilities, our buses, other vehicles and trucks. We may also contact the Town Highway Department for access to heavy equipment and other resources.

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

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

Protective Action Options

Plans for taking the following actions in response to an emergency where appropriate will be included in Building-level Emergency Response Plans: School Cancellation, Early Dismissal, Shelter-in-Place, Hold-in-Place, Emergency Evacuation, Lockout, and Lockdown.

School Cancellation

The cancellation or delay of District educational programs shall be made by the Superintendent or his designee.

Monitor any situation that may warrant a school cancellation

Make determination

Send out a ParentSquare notification alert to all parents

Contact local media.

Early Dismissal

Early dismissal shall be implemented under conditions when it is imperative to return students to their homes as quickly as possible (example: impending blizzard). The decision to dismiss early shall be made by the Superintendent or his designee. Parents/guardians will be notified through various communication platforms.

Monitor situation

If conditions warrant, close school

Contact Transportation Supervisor to arrange transportation.

Send out a ParentSquare notification alert to all parents

Contact local media to inform parents of early dismissal

Set up an information center so that parents may make inquiries as to the situation.

Retain appropriate district personnel until all students have been returned home.

Shelter-In-Place (Used to Shelter Students and Staff Inside the Building)

Sheltering will be implemented if conditions inside the building are safer for students and staff (example: tornado warning). The decision to shelter on site will be made by the Building Principal or designee. If the sheltering period is to extend to more than a few hours, arrangements to meet basic human needs will be accounted for.

Determine the level of threat

Determine location of sheltering depending on nature of incident.

Account for all students and staff. Report any missing staff or students to designee.

Determine other occupants in the building.

Make appropriate arrangements for human needs.

Take appropriate safety precautions.

Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties.

Send out a ParentSquare notification alert to all parents

Retain appropriate district personnel until all students have been returned home.

Hold-In-Place (Used to limit movement of students and staff while dealing with short term emergencies)

Hold in place will be implemented if conditions exist in the building to keep students and staff where they are (example: medical emergency/injury). The decision to hold in place will be made by the Building Principal or designee.

Emergency Evacuation

Emergency evacuation is implemented under conditions when it is no longer safe for students and staff to remain in the building (example: hazardous materials spill). The decision to evacuate will be made by the Principal or designee. Students and staff will be accounted for. In some cases, students and staff will be taken to an alternate location (another building on campus or off site).

Determine the level of threat

Contact Transportation Supervisor to arrange transportation

Clear all evacuation routes and sites prior to evacuation.

Evacuate all staff and students to pre-arranged evacuation sites.

Account for all student and staff population. Report any missing staff or students to Building Principals.

Make determination regarding early dismissal

If determination was made to dismiss early, send out a ParentSquare notification alert to all parents, and contact local media to inform parents of early dismissal

Ensure adult supervision or continued school supervision/security.

Set up an information center so that parents may make inquires as to the situation.

Retain appropriate district personnel until all students have been returned home.

Lockout (Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school)

A lockout will be implemented if there is a threat that exists outside of the building or vicinity (example: robbery in progress near the school district). The decision to implement a lockout will be made by the Principal or designee.

Lockdown (Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school)

A lockdown will be implemented if there is a threat inside of the building. The decision to implement a lockdown will be made by the Building Principal or designee.

Terrorist Threats and Activities

In the event of terrorist threats or activities, the Building Principal shall be instructed by the Superintendent or his designee to follow the recommended actions outlined by NYS Homeland Security. The actions recommended are based on the level of alert declared by the State and Federal governments.

National Terrorism Advisory System (NTAS)

NTAS advisories, whether they be Alerts or Bulletins, encourage individuals to follow the guidance provided by state and local officials and to report suspicious activity. Where possible and applicable, NTAS advisories will include steps that individuals and communities can take to protect themselves from the threat as well as help detect or prevent an attack before it happens. Individuals should review the information contained in the Alert or Bulletin, and based upon the circumstances, take the recommended precautionary or preparedness measures for themselves and their families.

Bulletin: Describes current developments or general trends regarding threats of terrorism.

Elevated Threat Alert: Warns of a credible terrorism threat against the United States.

Imminent Threat Alert: Warns of a credible, specific, and impending terrorism threat against the United States. Individuals should report suspicious activity to local law enforcement authorities. Often, local law enforcement and public safety officials will be best positioned to provide specific details on what indicators to look for and how to report suspicious activity. The *If You See Something, Say Something* campaign across the United States encourages the public and leaders of communities to be vigilant for indicators of potential terrorist activity, and to follow the guidance provided by the advisory and/or state and local officials for information about threats in specific places or for identifying specific types of suspicious activity.

Section IV

Recovery

A. District Support for Buildings

After an incident, the District Crisis Plan will be initiated by the appropriate level Emergency Response Team. Necessary resources will be deployed in order to support the Emergency Response Teams and the post-incident response teams in the affected school(s).

B. Disaster Mental Health Services

The Building-Level Emergency Response Team will designate the Post-Incident Response Team in each school building to respond in crisis situations and help provide disaster mental health services. Mental health services and additional resources needed will be supported by the District Crisis Plan, counselors, the social worker, and appropriate outside agencies as necessary.



Soar to Success

Appendix A

Remsen Central School District Communicable Disease Public Health Emergency Continuation of Operations Plan

Introduction

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

This plan will be presented to all certified representatives of the District's employees, who will be provided an opportunity to review the plan and make recommendations in accordance with the law. The District will consider and respond to recommendations in writing within a reasonable timeframe. The District will not take any retaliatory action or otherwise discriminate against any employee for making suggestions or recommendations regarding the content of this plan. A copy of the final version of this plan must be published in a clear and conspicuous location, in the employee handbook if one is provided to employees, and in a location accessible on either the District's website or on the Internet accessible by employees.

The District created this plan based on the requirements in place at the time of its publication but recognizes it must be flexible in the time of response to a Disease. Accordingly, the plan may be updated over time. The District will comply with all applicable local, state, and federal orders, rules, laws, and regulations.

Nothing in this plan shall be deemed to impede, infringe, diminish or impair the rights of a District employee or the District under any law, rule, regulation or collectively negotiated agreement, or the rights and benefits, which accrue to employees through collective bargaining agreements, or otherwise diminish the integrity of the existing collective bargaining relationship.

Definitions from the New York State Education Department:

"Personal protective equipment" shall 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" shall mean 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 shall not include any employer as defined in section twenty-eight hundred one-a of the education law.

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

"Essential" shall refer to a designation made that a public employee or contractor is required to be physically present at a work site to perform his or her job.

"Non-essential" shall refer to a designation made that a public employee or contractor is not required to be physically present at a work site to perform his or her job.

"Communicable disease" shall mean an illness caused by an infectious agent or its toxins that occurs through the direct or indirect transmission of the infectious agent or its products from an infected individual or via an animal, vector or the inanimate environment to a susceptible animal or human host.

"Retaliatory action" shall mean the discharge, suspension, demotion, penalization, or discrimination against any employee, or other adverse employment action taken against an employee in the terms and conditions of employment.

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

As per section 27-c of the Labor Law, the operations plan must include, but is not limited to the following sections:

Section A: Essential Employees

A list and description of positions and titles considered essential in the event of a state-ordered reduction of in-person workforce, as well as a justification for such consideration for each position and title. Note that per NYS Department of Health COVID-19 toolkit guidance, school staff are not essential workers. However, as you are developing the list of essential and non-essential staff functions, you should anticipate how certain positions/titles may be necessary to assist in response to a pandemic or communicable disease outbreak. For example, if schools are directed to provide meals to students and families that are eligible to receive free and/or reduced lunch or to provide child care for children of first responders or health care workers, you may need to designate certain positions/titles as essential for this purpose.

Section B: Telecommuting Protocols

A specific description of protocols the employer will follow in order to enable all non-essential employees and contractors to telecommute including, but not limited to, facilitating or requesting the procurement, distribution, downloading and installation of any needed devices or technology, including software, data, office laptops or cell phones, and the transferring of office phone lines to work or personal cell phones as practicable or applicable.

Section C: Work Schedules and Locations

A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce overcrowding on public transportation and at worksites.

Section D: Personal Protective Equipment

Protocols the employer will implement to procure personal protective equipment (PPE) for essential employees and contractors, based upon tasks and needs in a quantity sufficient to provide at least two pieces of each type of PPE to each essential employee and contractor during any given work shift over at least six months. A plan for storage of equipment and access to equipment must be included.

Section E: Employee or Contractor Exposure

Protocols in the event an employee or contractor is exposed to a known case of the disease, exhibits symptoms of the disease, or tests positive for the disease to prevent the spread or contraction in the workplace. The protocols shall not violate any existing federal, state, or local law, regarding sick leave or health information privacy, and must include:

- Detailed actions to immediately and thoroughly disinfect the work area, common area surface and shared equipment; and
- The employer policy on available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine.

Section F: Documentation of Work Hours and Work Locations

Protocol for documenting precise hours and work locations, including off-site visits, for essential employees and contractors. 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.

Section G: Emergency Housing

Protocol for working with the employer's locality to identify sites for emergency housing for essential employees to further contain the spread of the communicable disease to the extent applicable to the needs of the workplace.

Remsen Central School District
Communicable Disease Public Health Emergency
Continuation of Operations Plan

Section A: Essential Employees

The following employees are considered “essential” in the event of a state-ordered reduction of in-person workforce. “Essential” means they are required to be physically present at a worksite to perform their job. Certain employees may only be essential for certain parts of their job, or only during certain times.

The Superintendent of Schools will have full discretion to deem any district employee essential, and to allow access to buildings and grounds as he deems necessary.

Title/Position	Description of Position	Justification
Head of Facilities	Supervise Custodial, Grounds, and Maintenance Staff	Supervise staff; maintain cleaning and disinfecting schedules, PPE, supplies, ensure buildings are safe and secure
Custodial, Grounds and Maintenance Staff	Cleaning/Maintenance of Buildings & Grounds	Clean and disinfect buildings; Maintain grounds (plowing, mowing, etc.); maintain building mechanics (boilers, HVAC, electrical, etc.), ensure that buildings and grounds are safe and secure.
Bus Dispatcher	Supervise/Coordinate Transportation Staff	Supervise drivers, mechanic; Create lunch delivery schedules; maintain maintenance schedules for buses and DOT inspections
Bus Mechanic	Maintain Fleet	Maintain bus maintenance and DOT inspections/compliance
Bus Drivers	Deliver Meals, Learning Materials, Devices	Deliver Meals, Learning Materials, and Technology Devices to students’ homes
BOCES Food Service Team	Prepare Student Meals for Distribution	Prepare breakfast and lunch meals for students to be delivered. Collaborate with transportation for meal delivery schedules
Superintendent	Superintendent	Oversee and assist all school operations
Business Administrator	Business Operations	Maintain all business operations (in-district and BOCES), banking, payments/bills, supply ordering, etc. Oversee/assist buildings, grounds and transportation essential operations
Building Principals	Elementary Principal and HS Principal	Lead, supervise, coordinate, and organize building level instruction, technology, meals, student access and engagement, etc.
Secretarial Staff, Accounts Payable, District Clerk	Elementary Secretary, High School Secretary, Guidance Secretary, CSE Secretary, Secretary to the Superintendent, Accounts Payable	Will be required to report on site when needed per the superintendent.

IT(Instructional Technology) Staff	Prepare, repair, troubleshoot, maintain	Device exchange and distribution; device repair; Manage phone/door access controls; software and applications management; coordinate with other BOCES/RIC Staff on file/server/LAN management and internet maintenance; work with principals and teachers to ensure students and teachers have all technology needed.
School Nurses	Provide Health Assistance	Provide any health related support to on-site staff when needed and assist in the evaluation, planning, and implementation of health and safety protocols associated with issued guidance from county, state, or federal health agencies.
Teachers	Teachers	If required to teach remotely from home, teachers will be allowed to enter the buildings for necessary instructional materials and supplies on a staggered schedule provided by their building principal; approved by the superintendent. Note: Teachers will be deemed essential to provide remote instruction from their classrooms if allowed by the NYSDOH/OCHD and deemed appropriate to do so by the superintendent.
Psychologist/CSE Chair, School Counselor, Social Worker	Psychologist/CSE Chair, School Counselor, Social Worker	If required to work remotely from home, these team members will be allowed to enter the buildings for necessary materials and supplies on a staggered schedule provided by their building principal; approved by the superintendent. These positions will be deemed essential to provide support and guidance from school if allowed by the NYSDOH/OCHD and deemed appropriate to do so by the superintendent.
Teaching Assistants	Teaching Assistants	Will be required to report on site when needed per the superintendent.
Aides, Monitors, Bus Attendants	Aides, Monitors, Bus Attendants	Will be required to report on site when needed per the superintendent.
Construction Managers	Supervise Capital Projects	Supervise contractors working on Capital Projects; Ensure all workers in compliance with health and safety protocols; Maintain schedule
Contractors	Capital Projects	Working on Capital Projects

Section B: Telecommuting Protocols

The following is intended to be a specific description of protocols the District will follow to enable all non-essential employees and contractors to telecommute to the extent possible including, but not limited to, facilitating or requesting the procurement, distribution, downloading and installation of any needed devices or technology, including software, data, laptops, and the transferring of office phone lines to work or personal cell phones as practicable or applicable to the workplace.

Procurement

The District will abide by all State requirements for the procurement of any supplies or items required to facilitate telecommuting for employees and contractors.

Distribution and Installation of Devices or Technology (including downloading and installation of any software, data, office laptops)

The District has enabled all existing employees, to the extent their roles make it possible, to be able to work remotely through the distribution of laptops, tablets, and other hardware required to perform their roles. Hardware distribution is tracked by the IT Department. Employees may use Google Docs and Google Apps for Education for the saving of documentation remotely. New employees will be set up for remote access during initial onboarding.

Employees are advised to bring the device home on a nightly basis in case of emergency. The IT Department will distribute devices to any employee in need of a replacement device or of upgraded software, as determined by their supervisor. In the event that an employee did not have their school device at home at the onset of an emergency, the district would devise a plan with said employee to ensure they are able to pick up and/or receive the device.

The Technology Department may use remote access to assist an employee in the event of an issue when possible. The Technology Department will also direct the installation and/or downloading of necessary software, using remote access or through in-person installation, if necessary, abiding by CDC Guidelines to accomplish the same.

Office phone lines

As practicable, the District will contact the Oneida-Herkimer-Madison BOCES Technology and Communications Department to transfer office phone lines to non-essential employees' cell phones. To the extent any employee has administrative support to answer phone lines, the transfer of phone lines to non-essential employees' cell phones will be maintained through the use of transferring lines as well.

Section C: Work Schedules and Locations

The District recognizes that, although employees and contractors labeled as essential must be physically present at the worksite to perform their duties, the hours in which they must be at the worksite will not be identical. Below is a description of how the District will, to the extent possible, stagger work shifts of essential employees and contractors in order to reduce overcrowding at worksites.

Upon designation of a Disease under this plan, within two (2) business days, the immediate supervisors of essential employees and contractors shall meet with the superintendent to determine the hours during which each essential employee and contractor must be present at the worksite and the worksite at which the employee or contractor is to be present. To the extent possible, the supervisor shall identify flexibility within these hours and locations. Following this identification for all employees and contractors, the supervisor will maintain the list of hours and locations. The superintendent (or designee) may adjust hours to reduce an influx of employees and contractors arriving at similar locations. The goal of the Superintendent will be to stagger work shifts and locations to reduce overcrowding at worksites. The Superintendent must not adjust any hours contractually agreed upon within a collective bargaining agreement or employment contract, unless agreed to through a Memorandum of Understanding with all applicable parties. Upon any adjustment or approval of the hours and locations provided to the Superintendent, the Superintendent will provide a list of approved information to the immediate supervisor of each essential worker or contractor, and will provide the head of facilities with the same for purposes of implementation of the remainder of these protocols, including disinfection and contact tracing.

Section D: Personal Protective Equipment

What follows is a description of the protocol the District will implement in order to procure the appropriate personal protective equipment (PPE) for essential employees and contractors. In addition, the plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration follows.

Identification of PPE Required

The identification of PPE shall be determined based on the nature of the Disease and may include disposable gloves, face masks (i.e., disposable surgical masks), respirator masks (N-95) that are fit tested, face shields, eye protection such as goggles and protective gowns or scrubs.

The District will heed guidance from the CDC and OSHA/PESH regarding PPE.

The immediate supervisor of each essential employee and contractor shall determine, within one (1) business day of the announcement of a Disease covered by these Protocols, the required PPE per essential employee and contractor based on the various tasks and needs of the employees and contractors. Upon determination of the required PPE, the supervisor shall communicate the requirements to the Superintendent of Schools who shall work with the Business Administrator and the Head of Facilities to identify existing supplies of the required PPE or procure additional supplies, as necessary. Required PPE shall be obtained in a quantity sufficient to provide at least two (2) pieces of each type of PPE to each essential employee and contractor during any given work shift over at least six (6) months.

Procurement of PPE

The District will abide by all applicable State requirements for competitive bidding for the procurement of any PPE supplies. In addition, the District will balance the need to obtain PPE in a timely fashion with responsible financial action. The District may consult its BOCES for assistance with procurement.

The District may consult its records for suppliers of PPE during the COVID-19 pandemic, which may be a starting point from which to obtain additional PPE during a Disease. No past procurement binds the District from pursuing alternatives during any subsequent Disease or continuation of the COVID-19 pandemic response.

Storage and Monitoring of PPE

The District will store the necessary PPE in designated supply areas and examine it regularly but no less often than quarterly to monitor potential degradation. The PPE supply will be climate controlled.

The Head of Facilities will monitor the PPE supply and maintain appropriate stock on hand.

Additional PPE will be requested through the procurement process via requisition to the Business Administrator. In the event the Head of Facilities is unavailable for the monitoring of the PPE, the responsibility will be delegated to another staff member to be designated by the business administrator. To ensure the supply is monitored as required, the Head of Facilities, in coordination with the business office, shall maintain an inventory of all PPE on hand.

Access of PPE

In the event the Superintendent of Schools or Board of Education deems it necessary to permit immediate access to the PPE supply, they will direct the Head of Facilities to permit such access. The Head of Facilities, in coordination with the business office, will keep a record of the distribution of PPE materials.

Section E: Employee or Contractor Exposure

This section outlines the protocols the District will follow in the event an employee or contractor (1) is exposed to a known case of the communicable disease that is the subject of the public health emergency; (2) exhibits symptoms of such Disease; or (3) tests positive for such Disease.

These protocols are aimed to prevent the spread or contraction of the Disease in the workplace.

They specifically detail the actions to be taken to immediately and thoroughly disinfect the work area of any employee or contractor known or suspected to be infected with the Disease as well as any common area surface and shared equipment such employee or contractor may have touched, and the employer policy on available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine. The District's protocols will not violate any existing federal, state, or local law, including those regarding sick leave or health information privacy.

Protocols

If an employee or contractor is exposed to a known case of the Disease or tests positive for the Disease, they shall, as soon as practicable, notify their immediate supervisor regarding such exposure. They shall not be present at the worksite after their notification of exposure or receipt of positive test results until cleared by a medical

professional in accordance with any CDC or State Department of Health guidelines. To the extent they can continue to effectively work remotely in the interim, they should.

If an employee or contractor exhibits symptoms of the Disease, they shall not be present at the worksite. If the onset of symptoms occurs while the employee or contractor is at the worksite, they must disclose they are experiencing one or more symptoms immediately to their supervisor, remove themselves (or be removed with assistance from medical personnel, if necessary) from any area in which they may encounter another individual, and return to their home or to the office of a medical provider.

The District will work with the local and State Health Departments, as applicable, and their school physician to determine necessary contact tracing for those other employees, contractors and individuals who may have had contact with an individual who was exposed or tested positive, along with that individual's exclusion from the worksite. Employees or contractors excluded from the worksite should not return to the worksite until they have been cleared by a Health Provider and/or the health department, and informed by their immediate supervisor to do so. To the extent they can continue to effectively work remotely in the interim, they should.

Disinfection

The Superintendent of Schools shall assemble a disinfection team to be charged with directing the disinfection of worksites and common areas during the time covered under this plan.

The disinfection team will be comprised of the District's Custodial Team and Supervised by the Head of Facilities. Members of the disinfection team shall wear PPE to protect themselves during disinfection, as determined by required guidelines. Should a member of the disinfection team request additional protective material, the Superintendent of Schools should endeavor to honor such requests so long as they are not unreasonable or inappropriate in light of the circumstances.

The disinfection team will be charged with:

1. Routine disinfection of all worksites in the District;
2. Routine disinfection of common areas in the District, targeting high-traffic areas; and
3. Targeted cleanings of workspaces belonging to individuals who were exposed or tested positive to the Disease.

Immediately after an employee or contractor who is known or suspected to be infected with the Disease notifies their supervisor of such suspicion or infection, the supervisor shall notify the disinfection team to disinfect the following: (1) the worksite of the employee or contractor; (2) any common area surface the employee/contractor may have touched; (3) any shared equipment the employee/contractor may have touched; and any other particular areas the employee or contractor or their supervisor identifies.

Disinfection will occur in accordance with any current guidance promulgated by the CDC and State Department of Health. If such guidance is not available or provided specific to the Disease, the disinfection shall, at a minimum, involve: initial disinfection using cleaning agents approved by the CDC and/or State Department of Health to kill the disease, which are suitable for the surface(s) in question, and preventing access to these areas until such disinfection has occurred.

During the COVID-19 pandemic, the CDC and New York State Department of Health recommended the following, which the District incorporates into this plan unless updated by forthcoming guidance:

1. Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
2. Opening outside doors and windows to increase air circulation in the area.
3. Waiting at least twenty-four (24) hours before cleaning and disinfection. If waiting twenty-four (24) hours is not feasible, waiting as long as possible;
4. Cleaning and disinfecting all areas used by the person suspected or confirmed to have the Disease, such as offices, classrooms, bathrooms, lockers, and common areas.
5. Individuals without close or proximate contact with the person suspected or confirmed to have the Disease can return to the area and resume school activities immediately after cleaning and disinfection.

Leave Policy

With respect to leave from District employment, The District will comply with federal, state, and local statutes, regulations, executive orders, and rules, along with the District's applicable collective bargaining agreements. As contractors are not employees of the District, they are not entitled to any paid leave time funded by the District.

Section F: Documenting Hours and Work Locations

Below is a protocol to document precise hours and work locations, including off-site visits, for essential employees and contractors.

In accordance with Section C, above, the list of the precise hours and locations of each employee and contractor will be finalized by the Superintendent. The list may be used as the basis to perform contact tracing for exposed employees and contractors and to outline the provision of any benefits which may be available to certain employees and contractors because of potential exposure.

When an employee or contractor performs tasks off-site, the employee or contractor must report such activity to their immediate supervisor. The immediate supervisor shall, in turn, communicate the off-site activity to the Superintendent of Schools for recording pursuant to this section. If the Superintendent of Schools has designated another individual to document hours and work locations, they will thereafter forward the information to such designee.

Section G: Emergency Housing

It is not anticipated the District will need emergency housing for any essential employees or contractors. However, in the event such housing is required to the extent applicable to the needs of the workplace, the District will work with the Oneida-Herkimer-Madison BOCES Safety Office to identify sites for emergency housing for essential employees in order to further contain the spread of the communicable disease that is the subject of the declared emergency. The District may also look for assistance from the local Department of Health or the American Red Cross.

In the event of a need for emergency housing, the District preliminarily identifies hotel and motel rooms as options. The District will identify specific entities based on location, price, and availability. The Oneida-Herkimer-Madison BOCES Safety Office shall be charged with coordinating such housing. To assist in such coordination, the District preliminarily identifies the following area accommodations as entities with which the District may explore for the provision of housing:

Budget Inn
8186 NY-12
Barneveld, NY 13304
(315) 896-2613

The Lodge at Headwaters
13524 NY-12
Boonville, NY 13309
(315) 942-2027

Hampton Inn and Suites 180 N Genesee Street #172
Utica, NY 13502
(315) 733-1200

Holiday Inn Express and Suites 23 Wells Avenue
Utica, NY 13502
(315) 724-2726

Fairfield Inn and Suites 71 N Genesee Street
Utica, NY 13502
(315) 798-6900

Town Place Suites 4760 Middle Settlement Rd
Whitesboro, NY 13492
(315) 732-2500

Wingate By Wyndham Rome 90 Dart Circle
Rome, NY 13441
(315) 334-4244

Appendix B

Description of Duties, Hiring and Screening Process, Required Training of Hall Monitors and Other School Safety Personnel

The process of establishing the duties for hall monitors and other school safety personnel shall rely on past practice, or be completed by civil service with consultation of the District, or shall be determined by the District pursuant to applicable Federal, State, County and Municipal guidance.

The District is an equal opportunity employer. The Civil Rights Act 1964 prohibits discrimination in employment because of race, sex or national origin. Public Law 90-202 prohibits discrimination because of age. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap.

The process of hiring hall monitors and/or school safety personnel will follow applicable Federal, State, County and Municipal laws & Guidelines. The qualifications for such positions will be established by civil service when applicable or by the Board of Education. On or after July 1st, 2001, all newly hired school personnel will be required to submit two sets of fingerprints for the purpose of background checks, consistent with the S.A.V.E. Legislation of 2000.

Appendix C

On-Site SPO Memorandum of Understanding (MOU)/Contract with Oneida County

(Awaiting 2024-2025 Contract from Oneida County)

Appendix D

Remsen Central School District Emergency Remote Instruction Plan

Introduction

Information from The NYS Education Department

Experiences during COVID-related school closures emphasized the importance of planning for emergency conditions that might require district- or school-wide remote learning. A recent amendment to Commissioner's Regulation §155.17 requires districts add emergency remote instruction provisions to their annual District-wide School Safety Plan (DWSSP).

Beginning with the 2023-2024 school year, all public school districts and boards of cooperative educational services (BOCES) must develop a plan that addresses six different regulatory components related to how they will provide remote instruction under emergency conditions.

These Emergency Remote Instruction Plans (ERI Plans) will serve to ensure that there is a common understanding about remote instruction amongst district or BOCES staff, teachers, families, and students.

ERI Plans must include the methods by which districts and BOCES will ensure the availability of devices and internet access, provision of special education and related services for students with disabilities, and the expectations for time spent in different remote modalities, should an emergency require the district or BOCES to transition to remote instruction.

ERI Plans must be informed by the district's Student Digital Resources data collection, which is to be completed annually in the Student Information Repository System (SIRS). For more information in the Students Digital Resources data collection, please reference the related memos from June 2021, September 2021, and January 2022 or see the SIRS manual.

Please note that ERI Plans are required for all public school districts and BOCES even if the entity does not intend to utilize the available regulatory flexibility to provide remote instruction on days when the school or district would otherwise close due to an emergency, and count these instructional days towards the minimum requirements (previously referred to as the "Snow Day Pilot").

While there is no specific required template, all ERI Plans must include the six components required by regulation. Plans must be written in a manner that is informative and accessible to parents, guardians, teachers, and other school personnel, and must be publicly posted on the district or BOCES website. Consideration should also be given to the differing impact of short-term versus long-term closures.

Districts and BOCES are also encouraged to attach the ERI Plans to their yearly DWSSPs as an appendix.

Definitions from the New York State Department of Education

Remote Instruction: *The Board of Regents adopted additions to §100.1 of Commissioner's regulations to define the term "remote instruction." This definition identifies various ways in which remote instruction may be delivered, including synchronous and asynchronous instruction.*

The regulations define remote instruction as "instruction provided by an appropriately certified teacher who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher."

Asynchronous Learning: *students engage in learning without the direct presence (remote or in-person) of a teacher.*

Synchronous Learning: *students engage in learning in the direct presence (remote or in-person) of a teacher in real time.*

Possible Remote Learning Emergency Conditions: *Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak.*

Remsen Central School District **Emergency Remote Instruction Plan**

Section I **Student Computing Devices**

A) Student Access to Computing Devices

Remsen is a 1:1 school district. As such, every student in grades PK-12 will be provided with a school-owned computing device.

B) Dissemination of Computing Devices to Students

Option 1: Parent/student pick up of computing devices at designated pick up times

Option 2: For any parent/student unable to pick up computing device at designated pick up times, computing devices will be delivered to students homes via school bus with the assistance of additional staff on the bus.

C) Communication with Families about Dissemination of Computing Devices

Remsen Central School District will communicate with parents through multiple repeat messages via ParentSquare notifications and phone call messages to provide directions and information for disseminating student computing devices. If a parent/guardian is not able to receive a ParentSquare notification, a phone call will be made instead.

D) Service, Repair and/or Replacement of Computing Devices

Remsen Central School and BOCES IT staff will provide service, instruction, support, and repairs for school-owned student computing devices. If a student computing device is in need of service, parents are encouraged to communicate with their building principal via phone call or email. The building principal will coordinate the repair or replacement with IT staff and be in communication with the parent.

Elementary Principal, Mr. Gary Winghart: gwinghart@remsenncsd.org

Jr./Sr. High School Principal, Ms. Sanya Pelrah: spelrah@remsenncsd.org

E) Synchronous Instruction Participation without Using Student Devices

Remsen Central School will provide every student with a computing device.

F) Student Digital Resources Data Collection

Is our plan consistent with information provided by families in the Student Digital Resources Data collection? Yes, Remsen Central School will provide every student with a computing device to ensure equitable access to technology.

Section II Internet Connectivity

A) Needs Assessment for Internet Access

A NYSED *Student Digital Resources Survey* is administered each year to help determine the need for access to internet in students' places of residence. Since it is likely that not all parents completed this survey, Remsen Central School will also send out a brief Internet Access survey to determine immediate availability of internet access at student's homes in the event of a long-term remote instruction situation.

B) Internet Access

RCS conducted a parent/student survey to determine level of access to high speed internet. Remsen Central School will work with parents/students without internet access to the extent practicable.

C) Wi-Fi Access Points

For long-term remote instruction situations, Remsen will work with community organizations/public spaces to help ensure that students have access to Wi-Fi. RCS will communicate public sites with Wi-Fi access to parents via ParentSquare.

D) Student Digital Resources Data Collection

See A) above.

Section III Expectations for Instruction

A) Staff Devices and Staff Wi-Fi

All instructional and professional staff have been provided with computing devices that include cameras and microphones to ensure remote learning capabilities from their place of residence. The district will work with any staff member without Wi-Fi/internet access at their place of residence to provide the necessary technology to enable them to deliver emergency remote instruction.

B) Synchronous and Asynchronous Instruction

<u>Elementary Emergency Remote Learning Sample Schedule</u>		
Time	(Synchronous Instruction) Live Instructional Block	(Asynchronous Instruction) Personalized Support, Tutoring, Feedback, Check-Ins, Prep Times, etc.
8:00 AM – 11:00 AM	PK – 3 incl. PE and Music Rotation for PK-6 Art, Library, and Computers	4 - 6
11:00 AM – 11:30 AM	Lunch	Lunch
11:30 AM – 2:30 PM	4 – 6 incl. PE and Music	PK - 3
Live sessions should be recorded and made available within Buzz or Google Classroom for asynchronous learning for those students that are absent. Special Education and intervention schedules will be made available to teachers, students, and parents.		

Jr./Sr. High School Emergency Remote Learning Sample Schedule

Time	Period
7:50 AM – 10:50 AM	(Asynchronous Instruction Time) Personalized Support, 1:1, Tutoring, Small Groups, Review Sessions, Prep Times, Interactions with Students/Families
10:50 AM – 11:20 AM	Lunch
11:24 AM – 11:45 AM	Period 1 (Synchronous)
11:47 AM – 12:08 PM	Period 2 (Synchronous)
12:10 PM – 12:31 PM	Period 3 (Synchronous)
12:33 PM – 12:54 PM	Period 4 (Synchronous)
12:56 PM – 1:17 PM	Period 5 and Period 6 (Synchronous)
1:19 PM – 1:40 PM	Period 7 (Synchronous)
1:42 PM – 2:03 PM	Period 8 (Synchronous)
2:05 PM – 2:26 PM	Period 9 (Synchronous)
<i>Day 1-6 Cycle Rotation Will Be Maintained</i>	

C) Remote Learning Overview

Teachers will utilize a variety of online tools and resources including Zoom, Google Meet, BUZZ, Google Classroom, Castle Learning, Zearn, Epic, and more in order to provide students with meaningful and engaging online learning opportunities. Students will have access to live and/or recorded (synchronous and/or asynchronous) instruction provided by their classroom teacher. They will be provided with a schedule of when live lessons will be broadcast through the use of video conferencing technology. Assignments related to each lesson and other necessary resources will be available through the Buzz LMS and/or Google Classroom for students to access and interact with.

D) Student Attendance

Attendance records will be maintained for all students during periods of emergency remote instruction. The following will take place daily:

- Every teacher will record attendance daily on Schoology
- School will make a phone call home to check in with students not logged in or virtually present.
- Attendance will be analyzed weekly and respective teams will work with students, families, and the Social Emotional team to avoid potential chronic absenteeism.

Attendance at the elementary building will be taken virtually by the grade level teacher each day.

Attendance at the high school building will be taken virtually by each course teacher daily.

Remsen Central School teachers, counselors, social worker, and other staff will proactively reach out to students and families via phone calls, emails, and virtual sessions if regular attendance and student engagement are not occurring before falling behind in school.

Remsen will collaborate with DSS prior to initializing Educational Neglect or PINS processes.

E) Student Support

RCS understands that it is essential to provide multiple methods for students to participate in learning and to demonstrate mastery of Learning Standards if required to transition to remote learning. Instruction will be developed to provide opportunities for learning that are accessible to all students. Remote learning will be aligned with the NYS Learning Standards. Instruction will include substantive interaction with the teacher regardless of the delivery method. Routine times for student interaction, feedback, and support will be scheduled.

The district has a comprehensive developmental school counseling plan, developed under the direction of our certified school counselors, and frequently reviewed. The Remsen CSD has highly effective, operational Social Emotional Teams at both buildings. Our social emotional teams will develop plans and provide resources and referrals to address mental health, behavioral, and emotional support services and programs. The plan will

include instruction and training for staff on how to communicate and support students during and after the emergency.

The Elementary Social Emotional Team includes, but is not limited to, the elementary principal and parent, school counselor, school social worker and parent, school psychologist, CSE director, and parent, school nurse, our United Way family school navigator and any additional teachers and staff.

The High School Social Emotional Team includes, but is not limited to, the high school principal, school counselor, school social worker and parent, school psychologist, CSE director, and parent, school nurse, and any additional teachers and staff.

Professional learning will focus on the five competencies of social-emotional wellness including self-awareness, self-management, social awareness, relationship skills and responsible decision making. Strategies to develop the necessary coping and resilience skills for students will be supported through focused SEL instruction that students will receive by the counseling staff and classroom teachers. Additional supports targeted to faculty and staff will be implemented through the same methods identified above. Information and demonstrations may include resources from the BOCES PPD Office, the BOCES Safety Office and/or SafeSchools in addition to other social emotional resources. The Social Emotional teams will meet to determine designated resources and training opportunities as well as implementation of social emotional plans developed.

F) CTE and CDOS Programs

Remsen Central School will utilize remote/virtual work-based learning experiences when appropriate and applicable for CTE and CDOS programs.

G) Communication with Students and Parents

Remsen teachers and staff will regularly communicate to students and parents, encouraging them to contact teachers and staff with any questions regarding their child's learning.

H) English Language Learner (ELL) and Multilingual Learner (ML) Student Supports

Remsen Central School will complete the ELL identification process for all students within the required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154. All communication will be translated to parents/guardians in their preferred language and in their preferred mode of communication (written and spoken).

Remsen Central School will ensure that all required instructional Units of Study are provided to all ELLs based on their most recently measured English language proficiency level during in-person instruction. The task force also discussed the need to potentially develop prioritization of educational delivery for ELL students.

I) Professional Development

All teachers at Remsen Central School will hold valid and appropriate certificates for their teaching assignments except as where otherwise allowable under the Commissioner's regulations or Education Law. Professional Development training in remote instruction and learning will be provided to teachers when applicable and necessary.

Section IV **Instruction for Students without Digital Technology**

A) How will the district determine which students for whom remote instruction via digital technology is not appropriate?

The district will consult with teachers, parents, social worker, counselors, CSE and the student to make determinations on a case by case basis.

B) How will the district provide synchronous instruction for those students for whom remote instruction by digital technology is not appropriate?

In situations where remote instruction via digital technology is not appropriate, students will be provided with printed materials, recordings, phone calls, etc. that allow them to participate in remote learning without the use of digital technology.

C) How will the district provide synchronous instruction for those students who do not have adequate internet access?

In the event that a student does not have internet access in their home, a district funded hotspot will be provided to families when possible where a hotspot would allow the student to access emergency remote instruction, online resources and classwork needed to participate in virtual learning. In situations where there is no internet availability, students will be provided with printed materials, recordings, phone calls, etc. that allow them to participate in remote learning without the use of the internet.

Section V **Special Education and Related Services**

Remote Special Education and Related Services

Continuity of Learning for CSE and 504 Students

The Remsen CSE Chairperson will be actively involved in emergency remote instruction planning. The Remsen Special Education Department, under the direction of the Remsen CSE Chairperson, will meet with small groups of special education providers to create individual student continuity of learning plans for all CSE identified and 504 identified students. Remsen CSD will work to ensure that special education and related services will be provided remotely, in accordance with students' individualized education programs, to ensure the continued provision of a free appropriate public education, to the extent practical and possible.

All teachers, counselors, nurses, teaching assistants, special education teachers, and our school psychologist will work together to ensure that plans are in place for each support staff member for our students with unique needs (IEP, Social/Emotional). For our high needs students an individual plan will be put in place with our special education and social and emotional teams. These plans will indicate the adjustments to delivery of IEPs or 504 plans necessary if school must use an emergency remote learning model. The district will coordinate with special education teachers, support staff, and service providers to ensure that each student with an IEP receives, to the extent practical and possible, the same level of quality of services that would occur in an in-person environment.

Prioritization

The following factors will be used to determine prioritization of students with special needs: student's developmental stage, cognitive functioning, access to technology as well as any behavioral or social/emotional factors. These planning meetings will be followed up by recurring Special Education Team meetings to continuously plan to meet unique student needs. Smaller break out meetings will be held by Special Education Providers to determine unique, individual learning plans for at risk students and for all CSE identified students in consideration of the method of instructional delivery (virtual). Lists of student needs will be indicated and the responsibilities will be delegated for routine check-ins and supports for these students. Each identified student has a designated case manager who provides the immediate oversight of delivery of programs and services determined by the Special Education team. Documentation methods and continued monitoring have been and will continue to be provided by the CSE Chairperson. Students who have needs that may impact their ability to follow any of the Remsen CSD plans, as indicated within this plan will have the accommodations they require to the plan clearly documented within the individual student's learning plan which will be shared with all educational providers of that student. Parents/ Guardians will be involved in these decisions and informed of adjustments. CSE Meetings will be conducted whenever necessary using virtual meeting protocols.

Section VI **Instructional Hours**

A) Estimated Number of Instructional Hours per Day

During an emergency closure, the following hours of instruction will be planned under emergency remote learning (Includes synchronous and asynchronous learning):

Elementary School Estimated Number of Instructional Hours per Day – 5 hours

Jr./Sr. High School Estimated Number of Instructional Hours per Day – 5.5 hours

Section VII **School Meals**

Remsen Central School ensures compliance with the Child Nutrition Program requirements through OHM BOCES Food Service. All students enrolled in the SFA will be provided with meals during emergency remote instruction when possible. Our Food Service team will take all required measures to help protect students with food allergies if providing meals in spaces outside of the cafeteria.

School provided meals will be dependent upon the emergency situation that results in Emergency Remote Instruction. For long-term emergency remote instruction periods, when able, the school district, through the OHM BOCES Food Service Team, will work to coordinate meal pickup times for families. The meal pick up schedule for days, times, and locations will be determined based upon the circumstances of the emergency situation.



Soar to Success

Appendix E

Remsen Central School District

Workplace Violence Prevention Program

2024-2025



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Introduction

What is Workplace Violence?

Any physical assault or acts of aggressive behavior occurring where a public employee performs any work-related duty in the course of their employment including but not limited to:

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

What is the New York State Workplace Violence Prevention Law and Regulation?

On June 7, 2006, New York State enacted legislation creating a new Section 27-b of State Labor Law that requires every public employer to evaluate the risk of workplace assaults and homicides at its workplace(s) and to develop and implement programs to prevent and minimize the hazard of workplace violence to public employees. In 2009, NYS Department of Labor (DOL) implemented regulations to accompany the Workplace Violence Prevention Law. These regulations can be found at 12 NYCRR 800.6 and are enforced by NYSDOL. Effective January 4, 2024, all public schools & BOCES previously exempted under Section 2801 of the Education Law must comply with 12 NYCRR Part 800.6.

Purpose of This Program

The purpose of this Workplace Violence Prevention Program is to provide information to managers, supervisors, employees, and authorized employee representatives about preventing and responding to incidents of workplace violence or threats of violence in accordance with the Workplace Violence Prevention Law and Regulation. Authorized Employee Representatives must be included in the physical evaluation of the workplace, the development of the WPV written program, and the annual review of WPV incident reports.

The goal of this program is to reduce the probability of threats or acts of violence in the workplace and to ensure that any incident, complaint, or report of violence is taken seriously and dealt with appropriately and as expeditiously as possible. This program outlines the major components of our effort to meet these goals. At the core of this Workplace Violence Prevention Program is the District commitment to work with employees to maintain a work environment free from violence and other disruptive behavior to the greatest degree possible.

Section I **Policy Statement**

A policy statement which indicates the District workplace violence prevention policy, goals and objectives; incident alert and notification policies; and provides for full employee participation through an authorized employee representative has been developed, implemented and posted where notices to employees are normally posted. The policy statement is included in this section:

WORKPLACE VIOLENCE PREVENTION POLICY

I. Statement of Policy

Remsen Central School District (the District) is committed to the safety and security of our employees and to the goal of promoting the safety and well-being of all people in the workplace.

II. Definitions

A. Workplace is defined as any location away from an employee's domicile, permanent or temporary, where an employee performs any work-related duty in the course of their employment by an employer.

B. Workplace Violence is any physical assault or act of aggressive behavior occurring where a public employee performs any work-related duty in the course of their employment including but not limited to:

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

C. Authorized Employee Representative is an employee authorized by the employees or the designated representative of an employee organization recognized or certified to represent the employees pursuant to Article 14 of the Civil Service Law.

III. Workplace Risk Evaluation

A. The District and authorized employee representatives must conduct a workplace risk evaluation annually.

B. The evaluation shall be designed to determine the risks of workplace violence that employees could be exposed to and will be conducted to identify potential hazards related to workplace violence. This includes:

1. an analysis of relevant policies;

WORKPLACE VIOLENCE PREVENTION POLICY

2. reviewing work practices and procedures that may have an impact on workplace violence;
3. evaluating the physical environment to assess any factors that may place employees at risk of workplace violence;
4. developing the Workplace Violence Prevention Program; and
5. reviewing workplace violence incident reports at least annually to identify trends in the types of incidents reported, if any, and reviewing the effectiveness of the mitigating actions taken.

IV. Workplace Violence Prevention Program

A written Workplace Violence Prevention Program shall be developed by the District and will explain how the Workplace Violence Prevention policy will be implemented and include details about the risks that were identified in the basic evaluation and describe how the employer will address those risks. The program will also include a system to report any incidents of workplace violence.

V. Reporting and Investigations

A. All employees are responsible for helping to create an environment of mutual respect and dignity for each other as well as for District students and visitors. All employees must follow all District policies, procedures and practices and assist in maintaining a safe and secure work environment.

B. The Workplace Violence Prevention Program Coordinator is:

Designated Primary Contact Person: Timothy Jenny
Title: Superintendent
Department: District Office
Phone: 315-205-4300
E-mail: tjenny@remsencsd.org

Designated Secondary Contact Person: John McKeown
Title: Business Administrator
Department: District Office
Phone: 315-205-4300
E-mail: jmckeown@remsencsd.org

C. All incidents of violence or threatening behavior will be responded to immediately upon notification. All staff are responsible for notifying the contact person designated above of any violent incidents, threatening behavior, including threats they have witnessed, received, or have been told that another person has witnessed or received.

WORKPLACE VIOLENCE PREVENTION POLICY

VI. Remedial Measures When This Policy is Violated

Acts of violence against District employees in the workplace will be thoroughly investigated under this and any other applicable District policy, and appropriate action will be taken. This action may include but is not limited to counseling memorandum, discipline, termination, and/or involving law enforcement authorities when warranted.

VII. Documentation

All incident reports must be retained for five (5) years following the end of the calendar year that the report was made.

VIII. Training

All employees, and all new hires, will participate in annual Workplace Violence Prevention Training Program. Training will include, but not be limited to, the risk factors identified and what employees can do to protect themselves.

IX. Implementation

The Superintendent or designee shall be responsible for creating, maintaining, and implementing a Workplace Violence Prevention Program and any Superintendent Regulations, procedures, or forms necessary to comply with New York State Labor Law §27-b.

X. Notification and Posting

This Policy shall be posted where notices to employees are normally posted.

Remsen Central School District
Legal Ref: NYS Labor Law §27-g
Cross Ref: District Wide Safety Plan Policy
Adopted: 01/10/24

Section II

Workplace Risk Assessment

The District has conducted a workplace risk assessment consisting of:

- Examination of records that concern workplace violence incidents,
- Assessment of policies, practices, and procedures that may impact the risk of workplace violence, and
- Evaluation of the physical work environment for the presence of factors which may place employees at risk of workplace violence, with the participation of the authorized employee representatives. Although workplace violence can occur in any work setting, some settings or factors may pose a greater degree of risk. Employment situations or factors that may pose a higher risk for the District employees include, but are not limited to, the following:
 - Working in public settings
 - Working late night or early morning hours
 - Exchanging money with the public
 - Working alone or in small numbers
 - Working in a setting with uncontrolled access to the workplace
 - Working in a setting where previous security problems have occurred:
 - Having a mobile workplace assignment
 - Working with a population which might expose one to potentially violent persons (e.g. in healthcare, social service, public service or criminal justice settings)
 - Having duties that include the delivery of passengers, goods, or services

Risk factors identified during the examination, assessment and evaluation are listed in Section IX, along with the methods and means by which each risk is being addressed. The employer is responsible for addressing all risk factors that their employees are potentially exposed to.

Any incidents that may occur after the implementation of this program must be carefully documented and analyzed in order to make improvements to this program during the required annual review or as necessary.

Control methods that the District will use to prevent workplace violence incidents

Hierarchy of Controls

There are three main types of control measures that may be implemented as part of a safety program to protect employees from recognized hazards. The following types of controls are arranged in order of preference and effectiveness - this is referred to as the “hierarchy of control measures”.

Hierarchy of Control Measures

- Engineering controls
- Administrative controls
- Personal Protective Equipment (PPE)

Engineering controls eliminate or reduce the hazard through substitution or design (possible capital project).

Examples include:

- Increased lighting
- Designing secure building access
- Security hardware
- Eliminating isolated work areas
- Minimizing “cash on hand”

Administrative controls eliminate or reduce the hazard through organizational policies, procedures and work practices (staff promulgated action). (Refer to District-Wide School Safety Plan, Code of Conduct, Sexual Harassment Policy, Employee Handbook, other Safety and Health plans, etc.).

Examples include:

- Increased staffing
- Employment of safety personnel/SRO, SPO, SSO
- Developing building access control procedures
- Cross-shift communication to share information regarding agitated visitors or students
- Reduction of visitor wait times
- Provision of personal alarms (examples include: portable/fixed panic alarms)
- Provision of cell phones/radios
- Provision of life safety supplies (examples include: first aid kit, stop the bleed kit, etc.)
- Training (examples include: workplace violence, conflict resolution, de-escalation training, mental health first aid, restraint training (TCI, CPI))

Personal Protective Equipment (PPE)

PPE is generally considered the least desirable form of control, but may be needed to enhance other controls and/or minimize potential injury severity when other controls fail. Reference to special education and student IEPs to determine and develop what types of materials are necessary to protect staff.

Examples include:

- Eye and face protection (examples include: goggles, face shield)
- Hand/Arm protection
- Leg/Foot protection
- Head protection

Prevention

Prevention of violence in the workplace is the responsibility of every employee. The following section focuses on early warning signs and workplace issues that have the potential to trigger violent behavior. Management, employees, and authorized employee representatives should be familiar with the issues below in order to become aware of and to reduce the likelihood of workplace violence.

Early warning signs of potential violence:

There is no single “profile” that can identify a potentially dangerous individual. However, certain patterns of behavior and events frequently precede episodes of violence. A list of indicators of increased risk of violent behavior include, but are not limited to the following:

- Direct or veiled threats of harm
- Intimidation, belligerence, bullying or other inappropriate behavior directed at others
- Numerous conflicts with supervisors and employees; verbal comments indicating expressions of hostility directed at coworkers, supervisors, or others
- Bringing an unauthorized weapon to work, brandishing a weapon in the workplace, making inappropriate reference to guns or fascination with weapons
- Fascination with incidents of workplace violence, statements indicating approval of the use of violence to resolve a problem, or statements indicating identification with perpetrators of workplace homicides
- Statements indicating an increased tone of desperation from the person, feeling that normal interventions to solve the problem will not work, feeling hopeless about a situation at work, with family, financial, and other personal problems
- Signs of abuse of drugs/alcohol on or off the job
- Extreme or uncharacteristic changes in behavior or displays of emotion
- Employees with ongoing domestic difficulties
- Employees with a temporary order of protection against any staff

These behaviors should be reported to an employee’s supervisor and/or the administrator of this program. Some behaviors may require immediate law enforcement intervention where others may require disciplinary action or indicate a need for an Employee Assistance Program (EAP) referral or other employee assistance, if available.

Workplace issues that may trigger violence:

Listed below are two categories of common issues that may trigger workplace violence.

A. Employee issues - some examples include:

- Negative performance review
- School Climate/Student behavior
- Unwelcome change in role due to performance or reorganization issue
- Criticism of performance
- Conflict with coworker or supervisor
- Personal stress outside the workplace
- Increased workload or pressure, e.g. deadlines, projects, etc.

B. Workplace issues (any of the following may be an employee's perception of issues)

- No clearly defined rules of conduct
- Lack of training
- Inadequate hiring practices/screening of potential employees
- Insufficient supervision
- Lack of discipline or inconsistent discipline in workplace
- Lack of or inadequate employee support systems
- Failure to address incidents as they occur
- Overly authoritarian management style

C. Student issues - some examples include:

- Poor grades
- School Climate
- Criticism of performance
- Conflict with other student and/or staff member
- Personal stress outside of school

Taking this into account, there are three key elements that may help to prevent a violent situation from occurring:

- Recognizing the early warning signs (such as a change in a person's behavior preceding an episode of violence)
- Recognizing issues or events that may trigger violence
- Early intervention to prevent a violent incident from occurring

Please note:

It is important to be careful when drawing assumptions or relying solely on any of the above behaviors as indicators of violence.

Section III **Reporting an incident**

At the core of this Workplace Violence Prevention Program is the District commitment to work with its employees to maintain a work environment free from violence and other disruptive behavior to the greatest degree possible.

Any District employee, upon becoming aware of an instance of physical assault, threatening behavior, or verbal abuse occurring in the work setting must immediately report the facts and circumstances of said incident to their supervisor and/or to the contact person identified in the Policy Statement (Section I). In the event that employees observe or experience an incident of violence involving an employee or visitor to the District in which there is an immediate threat to their safety or the safety of others or where an injury has occurred, the employee will immediately obtain law enforcement and medical assistance by calling 911 and in addition notify their immediate supervisor. The supervisor will immediately conduct a preliminary inquiry into the facts and circumstances of the incident and make a prompt report to the Superintendent or Business Administrator using the Incident Report form found in this section below.

Regulation

SUPPORT OPERATIONS

5010.1

WORKPLACE VIOLENCE INCIDENT REPORT

1. Date of Incident: _____
2. Time of day when the incident occurred: _____
3. District location where incident occurred: _____
4. Provide a detailed description of the incident below.

Description to include the following:

- Name of employee reporting the incident (unless a "privacy concern case");
- Names and job titles of involved employees;
- Name or other identifier of other individuals involved;
- Nature and extent of injuries arising from the incident;
- Names of witnesses; and
- Events leading up to the incident and how the incident ended.

Note: If the case is a 'privacy concern case,' remove the name of the employee who was the victim of the workplace violence and enter "**PRIVACY CONCERN CASE**" in the space normally used for the employee's name. Privacy concern cases include cases involving:

- Injury or illness to an intimate body part or the reproductive system;
- Injury or illness resulting from a sexual assault;
- Mental illness;
- HIV infection;
- Needle stick injuries and cuts from sharp objects that are or may be contaminated with another person's blood or other potentially infectious material; and
- Other injuries or illnesses, if the employee independently and voluntarily requests that his or her name not be entered on the report.

Remsen Central School District

Legal Ref: DOL Workplace Violence Prevention – Appendix 5¹

Approved by the Superintendent: 01/10/24

¹ [New York State Department of Labor Workplace Violence Prevention for Public Employers – Appendix 5](#)

Where a developing pattern of workplace violence incidents which may involve criminal conduct or serious injury exist, the District will attempt to develop a protocol with the appropriate local District Attorney or Law Enforcement agency to ensure that violent crimes committed against employees in the workplace are promptly investigated and appropriately prosecuted.

Retaliation against an employee who makes a good faith report of violence or other disruptive behavior is strictly prohibited and shall be subject to appropriate corrective or disciplinary measures. An employee who, in bad faith makes a false report, is also subject to disciplinary action.

Section IV **Post-Incident Response**

Any reported workplace violence incident will be thoroughly investigated. (Also see Section VII-Program Review). The Local Education Agency (LEA) and Superintendent or Business Administrator shall investigate each reported incident.

- Assure that injured employees receive prompt and appropriate medical care (This includes, but is not limited to, providing transportation of the injured to medical care. Prompt first aid and emergency medical treatment can minimize the harmful consequences of a violent incident.)
- Report the incident to the appropriate authorities as required by applicable laws and regulations
- Inform management about the incident in writing
- Secure the premises to safeguard evidence and reduce distractions during the post incident response process
- Prepare an incident report immediately after the incident, noting details that might be forgotten over time (The Incident Report form can be found in Section III).
- Address the need for appropriate treatment for victimized employees (In addition to physical injuries, victims and witnesses may suffer psychological trauma, fear of returning to work, feelings of incompetence, guilt, powerlessness, and fear of criticism by supervisors or managers.)

*In the event that critical incident management or crisis counseling is needed following a workplace violence incident in the workplace, arrangements will be made through the Superintendent, Business Administrator, or their designee.

*Note** - This is not a requirement of the law or regulation.

Section V **Employee Information and Training Outline**

Training of every employee will be performed before initial assignment and annually thereafter. Retraining is required any time there is a significant change to the program, a risk factor, or work control. Required training topics are listed in the Training Outline found in this section below:

Workplace Violence Prevention Training Outline

Information and training for all employees:

- A. Overview of Requirements of the Workplace Violence Regulations
 - i. District Policy Statement - employers must develop a written policy statement about the employer's workplace violence prevention program goals and objectives and provide for full employee participation through an authorized employee representative. The policy statement must be posted where notices to employees are normally posted.
 - ii. Conduct a Risk Evaluation - employers must examine their workplace to determine if existing or potential risk factors exist that might place employees at risk of occupational assaults or homicides.

- iii. Develop a workplace violence prevention program- employers must develop a program, with input from employees or an authorized employee representative, that, among other things, includes the following: risk factors identified through the risk evaluation; how the identified risks will be addressed; the methods that will be used to try to prevent workplace violence incidents; a system to report and record any workplace violence incidents may occur in the workplace; a written outline or lesson plan for employee program trainings; and a plan to review and update the program at least once a year.
 - iv. Provide training and information for employees- employers must provide each employee with information and training on the risks of workplace violence in their workplace(s) at least once a year and any time significant changes are made to the workplace violence prevention program.
- B. Risk factors and measures that were identified in the risk evaluation
- i. Findings will be reported in Section IX and X.
 - ii. Measures that employees can take to protect themselves from the identified risks including specific procedures that the employer has implemented such as:
 - Incident alert and notification procedures
 - Appropriate work practices
 - Emergency procedures
 - Use of security alarms and other devices
 - Other existing policies, procedures and work practices relevant to WPV
 - Procedures to report incidents of workplace violence

C. The written workplace violence prevention program will be posted in the required employee posting area, it will be placed on the district's webpage, and copies may also be obtained by contacting the Superintendent or Business Administrator.

D. Privacy Concerns

Privacy concerns will be handled as indicated on the Incident Report form in Section III. Note: Information otherwise kept confidential for security reasons does not have to be disclosed to all employees. Examples of confidential information include but are not limited to information that would interfere with law enforcement investigations or judicial proceedings, would deprive a person of a right to a fair trial, would identify a confidential source or disclose confidential information relating to a criminal investigation, would reveal criminal investigative techniques or procedures except routine techniques and procedures, or would endanger the life or safety of any person.

Section VI

Recordkeeping Requirements

The record keeping requirements outlined in 12 NYCRR Part 801, Recording and Reporting Public Employees' Occupational Injuries and Illnesses (DOSHS 900), must be used to document recordable injuries sustained during workplace violence incidents.

In addition to Part 801, all incidents will be investigated and documented to ensure that all threats and workplace violence incidents are reported to management. These reports will provide written notification when a violence incident occurs so that management can develop an appropriate response. The Incident Report will also create a historical record that can be used in the annual review and program update. The District's incident reporting form is included in Section III of this document.

Section VII

Program Review

Remsen Central School, the Superintendent, with the Authorized Employee Representatives, shall evaluate the effectiveness of this Workplace Violence Prevention Program and reports submitted, at least annually or after any serious incident.

Review of Incident Reports

Each incident report must be investigated by the employer (or the employer's designated WPV team) when the incident occurs.

An annual review of the incident reports collected shall be reviewed by the Local Education Agency (LEA), Designated Workplace Violence Administrator/Officer, and Authorized Employee Representative(s). A report that provides only a summary or statistics is not acceptable per the regulation.

Program Review

Review of the program, and mitigating actions taken in response to any incident, shall be reviewed at least annually and the review will need to focus on trends, addressing root cause, and the effectiveness of the control measures in place or the need to make changes. The review will also assess whether the reporting and record keeping systems have been effective in collecting all relevant information. The Workplace Violence Program Maintenance and Review document found in this section below will be updated with titles of those who perform the review.

Following the submission of a written notice of concern regarding the employer's workplace violence program or that an imminent danger exists, the employer must be afforded a reasonable opportunity to address the reported concern. If the employee or authorized employee representative believes that the reported concern has not been resolved and a serious violation of the District Workplace Violence Prevention Program still exists, the employee or authorized employee representative may request an inspection by notifying the Commissioner of Labor.

For additional information on recordkeeping or workplace violence prevention, or to request free and confidential consultation assistance, please use the contact information on the Consultation Fact Sheet available here: <https://dol.ny.gov/system/files/documents/2023/10/p206-pesh-consultation-fact-sheet.pdf>

Workplace Violence Program Maintenance and Review

Program review (annual) completed on: 04-30-2024

Review Committee [Stakeholders and Authorized Employee Representatives (where applicable)]

Kevin Roberts – CSEA President and Head of Facilities	Kelly Runniger - Teacher	Brad Tyson – Custodian and Volunteer Fireman
Rick Gallo – RTA President and Teacher	Daniel O’Bryan – Teacher	Officer Beth Lamphere – SPO
Kurt Crossett – Bus Dispatcher, Driver	Erika Kistowski – School Counselor	Officer Ralph Potasiewicz - SPO
Sanya Pelrah – Jr./Sr. High School Principal	Melissa Polidori – Jr./Sr. High School Nurse	Officer Rob Staskoski – SPO
Gary Winghart – Elementary Principal	Autumn Fasolino – Elementary Nurse	Officer Rob Smith – SPO
John McKeown – Business Administrator	Jessica Fletcher – BOCES Safety Office	Fay Harper – School Psychologist and CSE Chair
Timothy Jenny - Superintendent	Mary Lou Allen – BOE President	

Plan and Contact information

The most current version of this plan will be made available to employees, their authorized representatives, and to representatives of the NYS Department of Labor by contacting the listed administrator below or by visiting the district website: <https://www.remsencsd.org>

Designated Workplace Violence Administrator/Officer Contact:

Primary Contact		Secondary Contact	
Name	Timothy Jenny	Name	John McKeown
Title	Superintendent	Title	Business Administrator
Department	District Office	Department	District Office
Phone	315-205-4300	Phone	315-205-4300
Location	District Office – Remsen Central School	Location	District Office – Remsen Central School

Section VIII
RCS Risk Assessment Survey Template



Remsen Central School District

9733 Main Street
Remsen, NY 13438

Site Risk Assessment Survey

Circle One: Remsen Elementary Remsen Jr./Sr. High School Remsen Bus Garage

Date of Survey:

Names/Titles/Organization for those conducting assessment:

Employer Representatives:

Employee Representatives:

Area Assessed	Yes	No	Comment (if not applicable indicate with an N/A)
General:			
Employees work in public setting			
Employee work late at night or early morning hours			
Employees work alone or in small numbers			
Employees exchange money as part of job			
Employees work in location with uncontrolled public access			
Employees work in area of previous security concerns			
Employees work with public			
Employees work in high crime area			
Employees work with volatile persons			
Does facility have posted evacuation plan/map			
Does facility conduct routine evacuation/fire drills			
Are electric panels locked to prevent unauthorized access			
Is shrubbery, trees and landscaping maintained to minimize obstructions to entrances and exits			

Area Assessed	Yes	No	Comment (if not applicable indicate with an N/A)
Security:			
Does the facility use Resource Officers? If yes, # R.O. per facility			
Is security or law enforcement present at this location? If yes list # present per shift:			
Is security/law enforcement posted at entrances If yes, list entrances			
Do security/law enforcement personnel patrol facility			
Are I.D. badges required to be worn by all personnel			
Are students required to use school issued I.D. badges when on premises			
Is card reader or equivalent required for entry to facility			
Is facility equipped with metal detectors			
Is facility equipped with security cameras			
Is facility equipped with panic buttons			
Are visitors permitted to enter facility			
Are visitors required to wear visitor I.D. badges			
Are emergency contact names and phone numbers posted in each occupied room			
Is each room equipped with a telephone or radio to call for help when needed			

Area Assessed	Yes	No	Comment (if not applicable indicate with an N/A)
Parking Lots			
Are parking areas protected with security/ law enforcement personnel			
Are parking areas patrolled by security/law enforcement personnel			
Are parking areas equipped with security cameras			
Are parking areas equipped with lights			

Area Assessed	Yes	No	Comment (if not applicable indicate with an N/A)
Offices			
Do office areas have controlled access			
Is office area separated from entrance with privacy glass			
Is office area equipped with panic alarm			
Are offices equipped with telephones to call 911			
Are telephones or radios used to communicate with facility personnel			
Are office doors equipped with door locks to prevent unauthorized access			
Do employees receive De-escalation training			

Area Assessed	Yes	No	Comment (if not applicable indicate with an N/A)
Classrooms:			
Are evacuation maps posted in each classroom			
Are classroom doors equipped with locks to restrict access			
Are classrooms equipped with telephones			
Are classroom personnel equipped with radios			
Is personal protective equipment provided to all classroom personnel as needed			
Are classroom personnel exposed to violent behavior from students			
Do classroom personnel receive De-escalation training			
Are classroom personnel informed of students with behavioral issues prior to student placement in classroom			
Have classroom personnel been provided with training on working with students with behavioral issues			
Are windows locked to prevent uncontrolled access			
Is availability to items that can be used as weapons by students minimized			
Are classrooms equipped with security cameras			

Area Assessed	Yes	No	Comment (if not applicable indicate with an N/A)
Cafeteria:			
Is access restricted to authorized personnel only			
Does cafeteria personnel exchange money with students and staff			
Are cafeteria personnel provided with necessary personal protective equipment			
Is cafeteria equipped with security cameras			
Is cafeteria locked when not in use			
Is cafeteria staff provided with telephones and/or radios			
Are evacuation maps posted at all exits			

Area Assessed	Yes	No	Comment (if not applicable indicate with an N/A)
Auditorium			
Are all entrances kept locked when not in use			
Is auditorium, stage, back stage equipped with security cameras			
Is auditorium, stage, back stage equipped with security lighting			
Is backstage entrance restricted to authorized personnel only during events			
Are catwalks, light towers, etc. restricted to authorized personnel only			
Is auditorium patrolled by security/law enforcement during events			

Area Assessed	Yes	No	Comment (if not applicable indicate with an N/A)
Gymnasium			
Does gymnasium have exterior lighting around all entrances and exits			
Are locker rooms locked or monitored to prevent unauthorized entry			
Is the area patrolled by security/law enforcement during events			
Is gymnasium equipped with security cameras			

Area Assessed	Yes	No	Comment (if not applicable indicate with an N/A)
Athletic Fields			
Is security/law enforcement present for all sporting events home & away			
Are athletic fields protected from unauthorized entry with fences			
Are athletic fields equipped with security/event lighting			
Are I.D.s required to be worn by school personnel at sporting events			

Area Assessed	Yes	No	Comment (if not applicable indicate with an N/A)
Bus Garage and Busses			
Are all busses equipped with radios			
Are all busses equipped with security cameras			
Is somebody available to respond to all radio calls from drivers that are on road			
Are I.D.s required by individuals getting on busses			
Do all bus runs have two employees on board for each run			
Are busses secured or locked when not in use			
Is bus garage equipped with security cameras			
Is bus garage locked when vacant			

Area Assessed	Yes	No	Comment (if not applicable indicate with an N/A)
Field Trips			
Do school personnel have a copy of emergency contact names and numbers for administration			
Does school personnel verify I.D. of each student at beginning and end of trip			
Do chaperones receive security briefings prior to trip			

Area Assessed	Yes	No	Comment (if not applicable indicate with an N/A)
Buildings and Grounds:			
Are buildings equipped with security cameras			
Are buildings equipped with security lighting			
Are buildings/rooms locked when not in use			
Are employees provided with radios			
Is equipment locked up when not in use			

Area Assessed	Yes	No	Comment (if not applicable indicate with an N/A)
Staff Meetings and Conferences			
Do security/law enforcement personnel patrol facility during these events			
Do school personnel receive de-escalation training			
Are metal detectors utilized for after hour activities such as conferences & meetings			

<u>Signatures</u>		
Name	Title	Signature



Section IX
Identified Risks and Control Methods Template

Risks identified in the assessment survey and corresponding control methods to reduce those risks, are to be recorded in the tables below for each of our facilities and maintained on file:

Elementary School - Identified Risk	Selected Control(s) and Comments

Jr./Sr. High School - Identified Risk	Selected Control(s) and Comments

Bus Garage - Identified Risk	Selected Control(s) and Comments