



MARCELLUS CENTRAL SCHOOL DISTRICT
DISTRICTWIDE SAFETY PLAN
Schools Against Violence in Education

Distribution List:

- Superintendent
- Assistant Superintendent
- School Business Administrator
- Director of Facilities
- Transportation Supervisor
- School Lunch Director
- Building Administrators
- Building Nurses
- Head Custodians

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Introduction

This District-wide safety plan (the “District Safety Plan”) has been developed to comply with the mandates of the Safe Schools Against Violence in Education Act (“Project SAVE”) and the Regulations of the Commissioner of Education at 8 NYCRR Section 155.17(e)(1). It provides standard procedures to guide students and staff of the Marcellus Central School District (the “District”) when responding to an emergency. It also sets forth the required drills to keep staff and students familiar with the standard response procedures.

A building-level safety plan (the “Building Safety Plan”) has also been developed to comply with Project Save to establish specific emergency response plans for each school building. The Building Safety Plans will be in the form that has been approved by the Board of Education (the “Board”). The Building Safety Plans will provide detailed response procedures for each school building in the District. Such plans will comply with the requirements of Education Law §2801-a (3) and the Regulations of the Commissioner of Education at 8 NYCRR §155.17(e)(2).

Project SAVE requires that this Plan include policies and procedures on several prescribed topics. In some instances, a general policy on a prescribed topic is set forth in the District Safety Plan and the specific procedures to implement such a policy are included in the Building Safety Plans or annexed as an appendix to the Building Safety Plans.

Emergency situations can range from man-made problems such as power outages, fires and bomb threats to natural disasters like blizzards and floods, and may present highly dangerous situations or mere inconveniences. In an emergency situation, the District’s priorities are first the protection of life, then preservation of property and restoration to normal activities. This Plan and the Building Safety Plans describe procedures for a variety of emergencies. Obviously, no plan can cover all possible emergencies. Therefore, District officials are to use their judgment and discretion in responding to an emergency in a manner consistent with the provisions of this Plan and the applicable school Building Safety Plan in a manner that will minimize loss of life, personal injury and property damage.

1. Definitions

- A. ACCIDENTAL DISASTER - Any major fire, explosion, transportation crash, hazardous material incident or other major occurrence in which the lives, safety or property of numerous persons is in jeopardy.
- B. BUILDING ADMINISTRATOR - The principal of a school building or his or her designee.
- C. BUILDING SAFETY PLAN - A building-specific school emergency response plan that addresses crisis intervention, emergency response and management at the building level and contains the provisions required by 8 NYCRR §155.7(e)(2).
- D. BUILDING RESPONSE TEAM – Individuals within the school building designated to serve specific roles in responding to an emergency or individuals who may be called upon to assist response and recovery efforts during a crisis.
- E. BUILDING SAFETY TEAM - The building-specific team appointed by the Building Administrator, in accordance with regulations or guidelines prescribed by the Board, to develop specific emergency procedures at the building level. The Building Safety Team shall include, but not be limited to, representatives of teacher, administrator, and parent organizations, school safety personnel, other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other individuals the Board deems appropriate.
- F. CIVIL DISORDER - An action by any individual or group that poses a substantial threat to peace, life and/or property or any tumultuous or violent activity that creates a grave risk of causing public alarm.
- G. DISASTER – The occurrence or imminent threat of injury, loss of life, or severe damage to property, resulting from any natural or manmade causes, such as fire, flood, earthquake, hurricane, tornado, high water, landslide, mudslide, windstorm, wave action, epidemic, air contamination, drought, explosion, water contamination, chemical accident, war or civil disturbance.
- H. DISTRICT-WIDE SAFETY TEAM – A District-wide team appointed by the Board. The District-wide team shall include, but not be limited to, representatives of the Board of Education, student, teacher, administrator, and parent organizations, local emergency agency personnel, and other school personnel.
- I. EARLY DISMISSAL – Returning students to their homes or other appropriate locations before the end of the school day.
- J. EMERGENCY – A situation, including but not limited to a disaster, which requires immediate action, occurs unpredictably, and poses a threat of injury or loss of life to students or school personnel or of severe damage to school property.
- K. EMERGENCY RESPONSE BAG - A conspicuously marked carry bag maintained in the Building Administrator's office containing emergency response information. This bag is to be transported to the Command Post and Staging areas during emergency responses. Duplicate Emergency Response Bags shall also be kept at the District's Administrative Office and at the office of the Asst. Supt. of Building and Grounds.
- L. EMERGENCY SERVICES ORGANIZATION – A public or private agency, organization or group other than a governmental agency, which provides police, fire, medical, ambulance, rescue, housing or other services for the relief of human suffering, injury or loss of life or property as a result of an emergency.

- M. EMS COMMANDER - The Emergency Medical Services supervisor directing EMS operations for the incident.
- N. EVACUATION – Moving students for their protection from a school building to a predetermined outside or off-campus Safety Zone location in response to an emergency. All building occupants are required to exit the building and wait a safe distance from the building at the designated Safety Zone.
- O. FIELD COMMAND POST - The on-scene location for command staff who will be responsible for determining the exact status of the emergency, resources needed, and incident strategy.
- P. FIRE COMMANDER - The fire chief directing fire-fighting operations at the incident.
- Q. INCIDENT COMMANDER - The supervisor with decision making responsibility when responding to a particular emergency.
- R. IN-PLACE SHELTERING – The emergency response used in situations where it is necessary to have students/staff remain in their classrooms or work-areas temporarily during an emergency or medical emergency until things can be returned to normal or early dismissal can be arranged.
- S. INNER PERIMETER - The immediate area of containment around the incident site.
- T. LANDING ZONE - A clear level area no less than 100 feet by 100 feet in area for helicopter landings. The landing zone should be within the outer perimeter when possible, and secured by ground personnel during helicopter operations.
- U. LOCK-DOWN - This emergency response is to be used when walking through the building would endanger the health and safety of students/staff. In the event of a dangerous person or intruder, students and faculty are to remain in place. Classroom doors and windows should be locked.
- V. MEDIA STAGING AREA - The location outside of the inner perimeter dedicated for media assembly and equipment staging. This location may also be used to conduct media briefings.
- W. NATURAL DISASTER - Those incidents in which the forces of nature threaten the lives, safety and/or property of numerous persons (e.g., floods, tornado, and significant snowfall/blizzard, etc.).
- X. OUTER PERIMETER - The peripheral control area surrounding the inner-perimeter providing a safe zone for access to and from the inner-perimeter as well as defining the limit of access by unauthorized persons.
- Y. POLICE DETAIL COMMANDER - The police supervisor commanding police personnel detailed to the incident.
- Z. POST-INCIDENT RESPONSE TEAM – A building-specific team designated by the Building Safety Team that includes appropriate school personnel, medical personnel, mental health counselors and others who can assist the school community in coping with the aftermath of a Serious Violent Incident or emergency.
- AA. RELOCATION CENTER - A location established for providing temporary shelter or care for persons displaced by an Emergency.
- BB. SAFETY ZONE – Predetermined locations either inside the school building (“sheltering”), outside the building on school property, or off campus, where students and faculty are to assemble in the event of an Emergency. Inside safety zones are the locations for in-place sheltering.

- CC. SCHOOL CANCELLATION – A determination by school officials that a school or schools should not be in session for one or more school days due to an emergency.
- DD. SERIOUS VIOLENT INCIDENT – An incident of violent criminal conduct that is, or appears to be, life threatening. This situation warrants the evacuation or “lock-down” of students and/or staff because of an imminent threat to their safety or health. Situations include, but are not limited to: riot, hostage taking, kidnapping and/or the use or threatened use of a firearm, explosive, bomb, incendiary device, chemical or biological weapon, knife or other dangerous instrument capable of causing death or serious injury.
- EE. SHELTERING – The emergency response of keeping students in school buildings and providing them with shelter when it is deemed safer for students to remain inside rather than to return home or be evacuated (e.g., air pollution problems, chemical spills, radiological emergencies). Staff and students are held in a designated shelter location or common area inside the building, inside a gymnasium, cafeteria or etc., during an emergency or medical emergency until things can be returned to normal or dismissal can be arranged.
- FF. STAGING AREA - A location selected generally within the outer perimeter to facilitate arriving resources and personnel responding for assignments.
- GG. STUDENT RELEASE AREA – A predetermined location where parents or authorized persons can pick up students during an emergency.
- HH. TERRORIST ACTION - A hostile action taken by a person or group that has as its intent the commission of violent acts designed to instill fear, communicate a message and/or demand some action.
- II. TRAUMA - 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.
- JJ. TRAUMA-INFORMED - An understanding of trauma and how it affects the physical, emotional, and mental health of students and adults.
- KK. TRAUMA-INFORMED DRILLS - 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-inappropriate content. Drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.
- LL. TREATMENT AREA - The location inside the inner perimeter to which the victims are evacuated for medical evaluation and emergency treatment prior to transport.
- MM. UNIFIED COMMAND – The safety plan command system which ensures that the Incident Commander shall communicate and consult with the Superintendent of Schools prior to giving any order or instruction during or after the occurrence of a violent incident.

2. Potential Emergency Sites And Hazard Identification

A. Maps And Floor Plans

Generally, the sites of potential hazards are:

1. Utility Shut-off (Gas, Water, and Electrical)
2. Phone jacks for outside lines
3. Chemical Storage areas
4. Mechanical Storage areas
5. Kitchen area(s)
6. Mechanical rooms (HVAC, etc.)

The Building Safety Plans include map renderings and floor plans of each building. The potential hazards for each building will be clearly indicated. 360 degree images of classrooms, hallways, common areas and mechanical rooms are available to first responders and district administration in Navigate Prepared.

B. Survey Of Vulnerability

The buildings covered by this plan include:

1. K.C. Heffernan Elementary School, 2 Learners Landing, Marcellus, NY 13108
2. Chester S. Driver Middle School, 2 Reed Parkway, Marcellus, NY 13108
3. Marcellus Senior High School, 1 Mustang Hill, Marcellus, NY 13108

We have surveyed sources of potential emergencies within our school buildings, grounds and community locations. Site-maps and floor plans of our buildings have been provided to local police and law enforcement but are kept confidential due to security reasons. A survey of vulnerability is included in each building level plan. Specific procedures for various emergencies are provided within each building-level plan.

3. Protective Action Options

A. General Evacuation

Evacuations may be necessary in the event of fire, weather, other emergency, or violent incident. Upon notification of the need to evacuate, teachers should instruct students to remain calm and quiet, and depart the building in an orderly fashion according to previously established evacuation routes, or alternate routes as instructed. Protocols for each emergency response procedure are in the Building Safety Plans.

1. Building occupants will be notified to evacuate the building by one of the following means depending upon the nature of the emergency:
 - a. Fire Alarm
 - b. Intercom System
 - c. Verbal or Written Notification
2. Upon receiving an evacuation notice, faculty and staff shall survey their areas and evacuation routes for hazards and/or suspicious hazards in order to ensure a safe and expeditious evacuation.
3. The normal evacuation route(s) for students, faculty and staff for each school shall be specified in the Building Safety Plan and included in the Emergency Response Bag. Normal evacuation routes will also be posted in each room.
4. Teachers are to bring their Daily Attendance Records with them. Attendance shall be taken upon evacuating and again if relocated to an alternate site. Teachers may be asked to turn in their Attendance Roster to the Building Administrator for use at the emergency command post.
5. Normal evacuation routes will be used unless the emergency prevents use of exits and/or corridors. Alternate routes may be announced using the school's intercom system. The intercom system shall not be used in situations that may endanger students/staff (e.g., barricaded gunman). In the event of power failure, the Building Administrator can direct ancillary staff to communicate alternate evacuation routes.
6. Suspicious items found must be left alone and immediately reported to the Building Administrator and/or emergency service personnel.
7. Persons evacuating should remain calm and orderly in order to prevent panic and confusion.
8. Elevators may not be used for evacuation purposes unless approved by the Building Administrator or emergency personnel.
9. All persons shall proceed to the designated Safety Zone and remain there until further notice.
10. Teachers must take attendance once in the designated Safety Zone, and are to notify the Building Principal if a student is not present.
11. Any time teachers have to relocate their class, attendance should be taken before departure and upon arrival. If students are to be evacuated off-campus, teachers are to take attendance before students begin loading on the buses and once the buses are loaded, to assure that all students are accounted for.
12. Occasionally, there may be a need to relocate students from the Safety Zone to a predetermined Relocation Center. If evacuation is ordered beyond the Safety Zone,

students will be evacuated by bus either to their homes or a safe location. The decision to evacuate the Safety Zone will be made by the Incident Commander upon consultation with the Superintendent of Schools. Procedures for evacuation to an off-site location are outlined in part C of this section. Students will not be allowed to go home on their own (i.e., walking or in personal vehicles). A parent or a pre-arranged surrogate may sign a Student Release Form and pick up their child at the designated reunification site.

13. The School Nurse should have a medical alert list and have supplies available at all times. For supplies not on hand the School Nurse will be prepared to make arrangements to provide medical assistance at the relocation site or along the evacuation route as necessary in coordination with the Building Administrator and the Incident Commander.
14. Building Administrators will follow directions received from the Superintendent and/or the Incident Commander. Principals will determine when staff may be permitted to leave after their students have been safely released and they are no longer needed for emergency duties.

B. Evacuation Of Disabled Students, Staff And Faculty

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

1. An Assisted Evacuation Plan form is attached as an appendix to the Building Safety Plans. This form should be completed for every child or staff member who has limited mobility and for any other who would require assistance to leave the building in an Emergency or require any kind of special accommodations during an Evacuation. The plan for each student should be reviewed annually.
2. The Assisted Evacuation Plan will designate the person(s) responsible to assist in evacuating the non-ambulatory person as well as alternates for situations in which the person with primary responsibility is not available. The person with primary responsibility should be someone who is likely to be near the person who needs assistance, not someone who may have to take time to travel through the building or against the flow of traffic. Proceed to the assigned exit point and loading area for transportation.
3. A copy of the Assisted Evacuation Plan should be included in the Emergency Response Bag.
4. In case of an Emergency where evacuation or a long-term stay on-site is required, the Director of Special Education and designated staff will respond to the Relocation Center or to the designated Safety Zone to assist with special education students and staff who serve them.
5. If coordinated services are required from outside agencies that specialize in dealing with students with disabilities, the Director of Special Education will act to facilitate the use of such groups.
6. Designated staff from the office of the Director of Special Education will provide additional assistance where needed.

C. Evacuation To An Off-Site Location

1. First Step

The Building Administrator, or designee, will confer with the Superintendent, or Incident Commander, to assess the situation causing the evacuation. Such a decision would be made if the safety of students and staff is threatened if they are to remain outside on school grounds. This procedure could also be used when evacuation occurs during harsh weather conditions. When students from one school need to be moved to another school, the two Building Administrators shall make arrangements for a learning environment to occur while at the temporary location.

If students need to be evacuated to a remote school/location, the Transportation Supervisor will be notified to send buses to the selected loading area for evacuation purposes.

When alerted, the classroom teachers shall lead the students out of the building to the appropriate location as directed by the Building Administrator or designee as the emergency dictates. Teachers shall bring their class roster with them.

Special area teachers and non-instructional employees will help whenever needed to chaperone or supervise students as directed.

The Building Administrator will direct the Building Secretary to notify the location sites when the evacuation is underway. The Building Administrator will designate someone to bring the "Emergency Bags" which contain information for all students and staff as well as other emergency items.

The Head Custodian and maintenance department employees will check to ensure that everyone has evacuated and secure the building, to the extent possible.

2. Second Step

- All teachers, staff and students will remain at the temporary location(s) until further notice.
- Students shall be supervised to ensure calm and quiet.
- Teachers shall take attendance and notify the Building Administrator if a student is not present.
- If students go to another school, teachers and students shall proceed with as normal a schedule as possible.

3. Third Step

- The Building Administrator awaits further directions from the Superintendent.
- A parent or guardian who arrives at the temporary location may take his/her child by signing the student out at the Main Office or other designated location. The Building Administrator will assign someone to maintain a sign out list.

4. Bus Loading Plan

All students will dismiss in a normal fashion. The buses will arrive at the usual bus loading site, if possible. An alternate site will be chosen if conditions warrant and communicated to the Transportation Supervisor before buses are dispatched. If buses are not available, staff and students shall walk to the relocation site if within walking distance and directed to do so by the Building Administrator or Incident Commander.

5. Notification

Parents will be notified that relocation has occurred and will be given instructions for reunification via the local media.

D. Hold-In-Place

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

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

- a. The Building Administrator, or designee, will apprise all staff members over the PA system;
- b. Listen for instructions about the situation and your expected actions;
- c. Students in hallways should return to assigned classroom, if possible;
- d. Classroom teachers, take attendance. If students from other class(es) are present, notify instructor(s) of home classroom;
- e. All other staff assist students, as needed;
- f. Classroom instruction can continue as normal;
- g. Do not respond to class bells;
- h. Classroom telephone may be answered;
- i. Respond to fire alarm as normal;
- j. Listen for updates and further instructions.

E. Sheltering

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

1. Upon receiving instruction from local, county or state governmental emergency response agencies the Superintendent shall notify the Building Administrator(s) of the need to initiate the Sheltering Plan.
2. If an incident occurs near school and the Building Administrator is the first to be informed, he or she shall make a decision, based upon the nature of the emergency or upon the direction of local emergency commanders, whether to shelter all students

and staff inside the school building. The Building Administrator shall inform the Superintendent and the 911 Control Center of the determination.

3. Upon notification of an Emergency or the exercise of a drill, the Building Administrator shall instruct students and staff to report to the designated 'inside' Safety Zone. Faculties are to bring their class roster with them and maintain charge of their class in the Safety Zone unless otherwise directed.
4. During sheltering for certain types of air pollution problems, chemical spills or radiological emergencies, windows should be closed and ventilation systems and outside air intakes should be shut down.
5. The Building Administrator will assign appropriate duties to selected staff members and custodian, to include securing the building
6. Students/staff will remain inside the building until the Building Administrator is advised by the Incident Commander or emergency management authorities to take further action.
7. If such procedure necessitates remaining in school after hours, the Superintendent of Schools will issue a public notice to this effect through the local news media and social media. Parents will be advised as to appropriate responses, including, where to sign-out their child (if appropriate). As necessary, the Superintendent will coordinate the use of District resources in cooperation with the Incident Commander and request assistance from the County Emergency Management Office, the American Red Cross and other agencies as appropriate (See Appendix B, "Emergency/Agency Telephone Numbers").
8. The Building Administrator will keep the teaching staff, the school nurse, the custodial staff, and the cafeteria staff informed.

F. Lock-Down

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

1. A Lockdown procedure is called when leaving or walking through the building would endanger the health and safety of the students or staff.
2. The Building Administrator will contact local 9-1-1 emergency responders and notify the Superintendent.
3. The Building Administrator will apprise all building occupants of a Lockdown order using plain language announcement on the public address system. Staff shall secure their classroom and lock their door. Students and staff shall remain in their classrooms or work-area until the Building Administrator or law enforcement officials physically open the door.
4. Parents will be advised as to preferred responses, and be instructed to NOT to report to the school to sign out their child. The Superintendent, or designee, will provide information and updates to parents and the media at the media reception area at a predetermined location.

G. Lock-Out

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

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

H. Early Dismissal

An early dismissal is appropriate in the event of a system failure, such as heating, plumbing or electrical failure, that renders the building unsuitable for instructional purposes. Early dismissal may also be a viable option for other Emergency situations as decided by the Superintendent of Schools. Each Building Safety Plan shall contain provisions on the development of a telephone tree or other communication procedure to notify parents or guardians of early dismissal.

1. Early dismissal is available as a building evacuation option for Emergency situations as decided by the Superintendent of Schools.
2. Similar to evacuation, early dismissal (or “go home”) is merely a procedure for getting students out of the building and united with their families or with responsible individuals who have been designated by the parents to care for the child in their absence.
3. Due to the time it takes to coordinate an early dismissal, this action is normally coordinated at the District level and is typically used in response to inclement weather, or loss of heat or other utilities in the building.
4. The Transportation Department will be notified when and where to send buses.
5. Emergency contact information will be utilized to facilitate uniting students with their families or with responsible individuals who have been designated by the parents to care for the child.
6. Early dismissal will follow normal dismissal procedures unless the situation warrants otherwise. The Building Administrator or designee, as the Emergency dictates, will select alternate dismissal procedures and/or loading areas.

4. Prevention And Intervention Strategies

The District operates a number of specialized programs, some at the District level and some at the building level, which deal with students whose needs and/or disabilities put them at risk of inappropriate or violent behavior. Applicable Board Policy/Administrative Regulations pertaining to; “Prevention and Pre-referral Strategies in General Education: Approaches to Instruction and Behavioral Support”, “Guidelines for Referral to Committee on Special Education (CSE)”, and “Suicide”, provide general guidelines for the classroom setting. These programs have specialized components to reduce and eliminate the possibility of student violence. Three such District-wide programs are described below:

A. Special Education Programs

1. The programs serving students with emotional disabilities provide services including individual counseling, group counseling, psychiatric evaluation, home visits, family counseling and a behavioral management program (including teacher training).
2. The students are closely monitored by trained staff and any indication of violent behavior, e.g. rumor of weapons, and are immediately followed up with the involvement of local law enforcement, social services, mental health services and parents.
3. When students express any suicidal or violent intentions, the staff member alerts mental health services and parents, sometimes leading to hospitalization.
4. When there is any suspicion of abuse, appropriate agencies are notified and investigations are initiated.

B. Alternative Education Programs

1. The Alternative Education programs deal first with the social issues affecting students’ academic achievement and second with academic issues. The programs begin each day with “family groups” and periodic town meetings are held. When necessary, individual counseling is provided.
2. Steps 2, 3, and 4 in Section A, above are followed in Alternative Education programs.

C. Other Programs

1. Gun-Free Schools Program (see applicable Board Policy)
2. Suicide Prevention, Intervention and Post-intervention Program (see applicable Board Policy).

5. Early Detection Of Potentially Violent Behaviors

In order to prevent violence before it begins, staff and students should look for certain warning signs of potentially violent behavior. The following list was adapted from the International Association of Chiefs of Police, Guide for Prevention of School Violence. Staff members or students who observe any of these warning signs in a student, and who believe that such student is a threat to himself/herself and/or others, or may display aggressive rage or violent behavior, shall immediately notify the Building Principal. As deemed necessary and/or appropriate, the Building Administrator will contact the following individuals: the potential victim(s) and/or their parents/guardians; the parents/guardians of the student who made the threat; law enforcement officials, the school psychologist and/or counselor; and the Director of Special Education, if applicable, in order to discuss the student's behavior and implement a plan of appropriate intervention as may be necessary. The Superintendent will be kept informed as to actions taken by the Building Administrator.

A. Indications Of Potential Violent Behavior

Indications of potential violent behavior include the following:

1. Has engaged in violent behavior in the past.
2. Has tantrums or uncontrollable angry outbursts.
3. Continues exhibiting antisocial behaviors that began at an early age.
4. Forms and/or maintains friendships with others who have repeatedly engaged in problem behaviors.
5. Often engages in name-calling, cursing, or abusive language.
6. Has brought a weapon or threatened to bring a weapon to school.
7. Consistently makes violent threats when angry.
8. Has a substance abuse problem.
9. Is frequently truant or has been suspended from school multiple times.
10. Seems preoccupied with weapons or violence, especially associated with killing humans rather than with target practice or hunting.
11. Has few or no close friends despite having lived in the area for some time.
12. Is abusive to animals.
13. Has too little parental supervision given the student's age and maturity level.
14. Has been a victim of abuse or been neglected by parents/ guardians.
15. Has repeatedly witnessed domestic abuse or other forms of violence.
16. Has experienced trauma or loss in his/her home or community.
17. Pays no attention to the feelings or rights of others.
18. Dwells on perceived slights, rejection, or mistreatment by others; blames others for his/her problems and appears vengeful.
19. Intimidates others, or is a victim of intimidation by others.
20. Seems preoccupied with TV shows, movies, video games, reading materials, or music that expresses violence.
21. Reflects excessive anger in writings and drawings.
22. Is involved in a gang or antisocial group.

23. Seems depressed/withdrawn or has exhibited severe mood or behavioral swings, greater in magnitude than peers.
24. Expresses sadistic, violent, prejudicial, or intolerant attitudes.
25. Has threatened or actually attempted suicide or acts of self-mutilation.

B. Use Signs Responsibly

The fact that a student exhibits the behaviors above does not necessarily mean that such student is violent. The early warning signs listed above are offered as an aid identifying and referring students who may be potentially violent and are in need of help. It is important to note that these early warning signs are not equally significant and are not presented in any particular order. Furthermore, it is inappropriate, and potentially harmful, to use the following warning signs as a checklist against which to match individual students. School staff should use the early warning signs for identification and referral purposes only; it is the responsibility of trained professionals to make diagnosis in consultation with the student's parents or guardians. Therefore everyone concerned must take precautions that students are not needlessly stigmatized.

6. Communication, Early Detection And Reporting Of Potentially Violent Behaviors

The District is committed to providing appropriate and quality intervention services for its students. Programs and strategies are developed and provided based upon careful assessment of student and community needs. Applicable Board Policies/Administrative Regulations pertaining to; “Prevention and Pre-referral Strategies In General Education: Approaches to Instruction and Behavioral Support” and “Student Alert Report Form” have been developed for the prevention and intervention of behavioral problems. The district currently has 3 school Psychologists (K-12), 4 School Guidance Counselors (7-12), 2 Social workers (K-12) and approximately 100 staff members certified in crisis prevention intervention. The following is a list of intervention programs and services currently available at Marcellus Central School District:

A. Programs Utilized At K.C. Heffernan (Grades K-3)

1. Banana Splits – program for children of divorce
2. Brain Gym
3. Crisis Prevention Intervention
4. Tip411
5. School Resource Officer

B. Programs Utilized At Driver Middle School (Grades 4-8)

1. D.A.R.E.
2. Crisis Prevention Intervention
3. Banana Splits – program for children of divorce
4. No Put Downs
5. Assertive Discipline
6. Character Education
7. Brain Gym
8. Tip411
9. School Resource Officer

C. Programs Utilized At The Senior High School (Grades 9-12)

1. Crisis Prevention Intervention
2. Mentoring
3. Discipline with Dignity
4. Anonymous bullying report
5. Tip411
6. School Counselors
7. School Resource Officer

7. Responding To Implied Or Direct Threats Of Violence

The District is committed to the prevention of violence against any individual or property in the schools or at school activities whether such acts and/or threats of violence are by students, staff, or others. Additionally, threats of violence against students, school personnel and/or school property, including bomb threats, will not be tolerated whether or not such threats occur on school grounds or during the school day.

Any acts and/or threats of violence, whether such threats are made orally, in writing, or by e-mail, shall be subject to appropriate disciplinary action in accordance with applicable law, District policies and regulations, the Student Code of Conduct, and collective bargaining agreements, as may be necessary.

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

A. Procedures

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

1. Any student, upon receiving information that a person is threatening to commit an act of violence, shall:
 - a. Assume the threat is serious;
 - b. Immediately report the threat to a faculty member, a school administrator, law enforcement officer or call the Onondaga County District Attorney's office confidential hotline at 1-877-477-2338; and
 - c. Suicide threats should be reported to a faculty member or the Building Principal.
 - d. Be available and cooperative in providing a statement or information, with the understanding that the reporting student will remain anonymous to the greatest extent possible.
2. Any parent or guardian, upon receiving information that a person is threatening to commit an act of violence, shall:
 - a. Assume threat is serious;
 - b. Immediately report the threat to a school staff member, school administrator or law enforcement officer; and
 - c. Be available and cooperative in providing a statement of information, with the understanding that the informant parent/guardian will remain anonymous to the greatest extent possible.
3. Any school staff member, upon receiving information that a person is threatening to commit an act of violence, shall:
 - a. Assume threat is serious;
 - b. Immediately report the threat to a school administrator/designee; and

- c. If a threat is received by telephone, obtain as much information as possible and attempt to complete a Telephone Threat Information Sheet (see Appendix E).
 - d. If receiving a report of threat from a student, obtain as much information as possible and write it down. Report the incident to the Building Administrator and encourage the student to accompany you.
 - e. Be available and cooperative in providing a statement of information, with the understanding that the informant will remain anonymous to the greatest extent possible.
4. Building Administrator, upon receiving a report of threat of violence, shall:
- a. Evaluate and assess all threats of violence
 - b. Require that the school staff member, if this is the source of the information, provide immediate written statements regarding the information received.
 - c. If person(s) making threats are observed, or found to be possessing, or are suspected of possessing any dangerous weapon, call 911 to contact local law enforcement agencies.
 - d. Bomb threats are a crime - Notify law enforcement
 - i. Threats of violence or bodily harm:
 - ii. Discipline according to District Code of Conduct
 - e. Notify law enforcement - (Can be charged as adult for harassment)
 - f. Notify Superintendent of serious threat
 - g. Convene Building Crisis Intervention Team
5. Building Crisis Intervention/Response Team shall do the following:
- a. Assess and document (Using Threat Assessment Report Form) all threats of violence. Factors to consider when determining whether a threat is credible are listed in Appendix F of this Plan which contains a threat-assessment flow chart for use by administrators.
 - b. Investigate credibility and validity of threats
 - c. Interview person(s) reporting/observing threat
 - d. Summon and interview person(s) making threats. If there is the potential of violent reaction or confrontation consider the following:
 - i. The nature of the threat
 - ii. Who is sent to summon person(s) making threat
 - iii. The training and ability of the person sent.
 - iv. The class schedule of person(s) making threat
 - v. The time of day
 - vi. Proximity of other students and staff
 - vii. The age and history of person(s) making threat
 - viii. The use of on-site security or summoning local law enforcement
 - e. Report occurrence, whether involving an actual confrontation or a threat of potential violence, to the potential victim(s) and/or their parents/guardians, to the parents/guardians of the student who made the threat, the school psychologist and/or counselor, and the Director of Special Education, if applicable. Coordinate with local mental health agencies and other outside resources as necessary.
 - f. Keep Superintendent apprised.

- g. Discipline person(s) making threats according to the District Code of Conduct.
- 6. Once the threat assessment is complete, the law enforcement officer and administrator shall convene privately to discuss the threat and consider options for follow-up action.
- 7. If it is agreed that the threat is credible:
 - a. The administrator will immediately consult with appropriate law enforcement.
 - b. The school administrator shall take appropriate action in accordance with the procedures outlined in the Building-level Plan.
 - c. The administrator will activate student release if necessary.
 - d. The students' parents or guardians shall be notified in accordance with the procedures outlined in the Building-level Plan.
- 8. If it is agreed that the threat is not credible, the school administrator shall institute any further action deemed necessary.

B. Post Incident Response Team

- 1. The District has established Post Incident Response Teams comprised of appropriate school personnel, medical counselors, mental health counselors, and others who can assist the school community in coping with the aftermath of an Emergency or Serious Violent Incident.
- 2. The Post Incident Response Team shall be activated in accordance with the appropriate Building Safety Plan.
- 3. Additional post-incident response assistance is available, if necessary, through the Onondaga County Department of Emergency Management, (315) 435-2525 and the Onondaga County Department of Mental Health Student Assistance Program Postvention Services, (315) 435-3355.

C. Counseling

- 1. Logistics: The following locations shall be identified in each Building Safety Plan:
 - a. Crisis counseling referral center
 - b. Group counseling center
 - c. Individual counseling location
 - d. Parents information and support center
 - e. Staff support center (certificated and classified)
 - f. Sign-in for Crisis Team Members
 - g. Media room
- 2. Each Building Safety Plan shall also inform teachers of the process for referring students for crisis services, including procedures for self-referral. In addition, they shall contain information on
 - a. Disseminating student referral information and forms to teachers and other staff, and

- b. Distribute “Emergency Memo to Teachers Regarding Tragic Incident” (see applicable Board Policy/Administrative Regulation) or similar information to all teachers, and
 - c. Identifying a crisis team member to staff each location.
- 3. Each Building Safety Plan shall also contain specific procedures on how to identify and contact affected students, staff and personnel and follow through on high-risk individuals.
- 4. Finally, each Building Safety Plan shall contain procedures on how to initiate appropriate interventions, including the following:
 - a. Individual counseling.
 - b. Group counseling.
 - c. Parent/community meetings.
 - d. Staff meetings (all staff).
 - e. Classroom activities/presentations/discussions.
 - f. Referrals to community agencies.

8. Responding To Acts Of Violence

A. Responding To Acts Of Violence

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

B. Post Incident Response Team

1. The District has established a Post Incident Response Team comprised of an Administrative Team Leader, School Nurse, school Social Worker, and others who will assist the school community in coping with the aftermath of an emergency or serious violent incident.
2. The Post Incident Response Team will be activated whenever an incident occurs.

C. Counseling

Additional post-incident response assistance is available, if necessary, through the Onondaga County Department of Emergency Management, 315-435-2525 and the Onondaga County Department of Mental Health Student Assistance Program ‘Postvention’ Services, 315-435-3355.

9. Emergency Response Protocols - Situational / Multi- Hazard Responses

A. General Protocols

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

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

B. Specific Protocols

Protocols for various contingencies listed below have been developed as part of the district Emergency Management Plan and specific procedures for each building are included within the Building-Level S.A.V.E. Plan.

- Bomb Threats
- Biological Agent/Poisonous Substance Threat
- Hostage-Taking
- Dangerous Person
- Civil Disturbance
- Abduction/Kidnapping
- Gun/Weapon Threat
- Fire
- Power Failure
- Severe Storm
- Chemical Accident
- Explosion

10. Protocols For Responding To A Declared Public Health Emergency Involving A Communicable Disease

A. Introduction

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

This plan has been developed with the input of representatives from the Marcellus Faculty Association, Marcellus Employees Union, Marcellus Transportation Employees Union, Marcellus Administrators Association and the Marcellus Substitute Teachers Association.

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

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

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

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

B. Purpose

Legislation S8617B/A10832 signed by the Governor of New York State on September 7, 2020, requires public employers to adopt a plan for operations in the event of a declared public health emergency involving a communicable disease. This plan was developed with the intent to maintain the safety of our employees and the continuity of our operations. The plan includes the identification of essential positions, facilitation of remote work for non-essential positions, provision of personal protective equipment, and protocols for supporting contact tracing.

C. Situation Overview

On March 11, 2020 the World Health Organization declared a pandemic for the novel coronavirus which causes the COVID-19 severe acute respiratory syndrome. This plan has been developed in accordance with amended laws to support resilience of the spread of this disease or for other infectious diseases and cause a declaration of a public health emergency.

The health and safety of our employees and contractors is crucial to maintaining our essential operations. We encourage all employees and contractors to use CDC Guidance for Keeping Workplaces, Schools, Homes and Commercial Establishments Safe. The fundamentals of reducing the spread of infection include:

- a. Use hand sanitizer and wash hands with soap and water frequently, including:
 - i. After using the restroom
 - ii. After returning from a public outing
 - iii. After touching/disposing of garbage
 - iv. After coming in contact with high touch surfaces
- b. Practice social distancing when possible
- c. Notify your supervisor immediately if you are experiencing symptoms related to a communicable disease
- d. Cough or sneeze away from other people or food, cover your nose and mouth with the crook of your arm or a tissue. Immediately dispose of the tissue and wash your hands.
- e. Clean and disinfect workstations as needed, and minimally at the beginning and end of each shift
- f. Comply with other guidance provided by the Centers for Disease Control, the State Department of Health, or County health officials.

D. Planning Assumptions

This plan was developed based on information, best practices, and guidance available as of the date of publication. The plan was developed to reflect the circumstances of the current Coronavirus SARS-CoV-2 pandemic but also to plan for other infectious disease outbreaks.

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

- a. The health and safety of our employees and contractors, and their families, is of utmost importance
- b. The circumstances of a public health emergency may directly impact our own operations
- c. It will take time for us to respond to a public health emergency as appropriate safety measures must be put in place and adjustments made to operations to maximize safety
- d. The public and our constituency expect us to maintain a level of essential operations
- e. A public health emergency will likely have a negative impact on the following:

- f. Resource support from other jurisdictions
- g. Procurement of items such as personal protective equipment (PPE) and cleaning supplies
- h. The operations of other entities, including private sector organizations, and other governmental agencies
- i. Emergency measures and operational changes may need to be adjusted based upon the circumstances and impacts of the public health emergency, as well as guidance and direction from public health officials and the governor

E. Activation Of Pandemic Plan

The Superintendent or his/her designee is authorized to execute and direct activation of this plan. At the discretion of the superintendent, implementation may require the support of additional personnel.

Upon activation of the pandemic plan, the Superintendent/designee will:

- a. Notify all employees and contractors of the district by email, text or telephone, with additional information and updates provided as needed
- b. Notify all constituency groups of pertinent operational changes by way of email, text or telephone
- c. Maintain communications with the public and constituents as needed
- d. Maintain awareness of information and guidance from public health officials and the Governor's office, directing implementation of changes as necessary.
- e. Direct resumption of normal operations or operations with modifications as necessary upon resolution of the public health emergency

F. Definitions

- a. "Personal protective equipment" (PPE) 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, etc.
- b. "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 2800 1-a of the education law.
- c. "Contractor" shall mean an individual or corporation 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.
- d. "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.
- e. "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.

- f. "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.

G. Positions Essential To Maintaining Continuity Of Operations

Upon activation of the pandemic plan, the district is committed to ensuring that essential functions continue. Within an organization, there are certain functions that can only be performed with essential staff being "in-person". These essential functions are as follows:

- a. Maintain the safety of employees, students and the general public
- b. Maintain district buildings/facilities
- c. Provide services required by law
- d. Support the education of students

A list of positions considered essential (i.e. in person) in the event of a state-ordered reduction of in-person workers is below.

Essential Position	Service Provided	Justification/Necessary Function	Work Hours
Food Service Workers	Food preparation, packaging and distribution support	Food must be prepared and packaged in a school kitchen that meets all health and safety guidelines, as outlined by the NY State Department of Health	As needed
Bus Drivers	Drives school vehicles to transport instructional materials and food to families throughout the district	Buses can only be accessed by entering school property. Materials, supplies and food would be collected at each building and loaded on buses for distribution.	As needed
Custodians/ Custodial Workers	Clean, sanitize and disinfect all buildings and facilities	Buildings require ongoing maintenance so that they do not fall into disrepair. In addition, as some staff will be working on site, they must have a facility that is comfortable and in working order.	As needed
Maintenance Workers	Maintains district facilities	Buildings require ongoing maintenance so that they do not fall into disrepair. In addition, as some staff will be working on site, they must have a facility that is comfortable and in working order.	As needed
Superintendent	District leadership	Coordinates activities of all district operations from a central location.	Regular
Director of Facilities	District leadership	Assists with sanitizing/disinfecting and maintenance of HVAC systems. Work cannot be performed remotely.	As needed
Information Technology Staff	Technology implementation and support	Maintain and support IT infrastructure necessary for non-essential workers to operate remotely. Support student devices in homes during remote instruction. Some functions are impossible to perform remotely.	Regular

H. Protocols

1. Protocols to Enable Employees to Work From Home

The following protocols will be followed to ensure remote employees and contractors will be able to work from home and that other essential district functions, such as teaching and learning, may occur:

- a. Maintain continuity of instruction for teachers and teacher assistants
- b. Teachers and teaching assistants are provided a laptop and necessary peripherals for remote teaching and communication
- c. Maintain continuity of building operations
- d. Office and administrative staff are provided a laptop and necessary peripherals to remotely manage building operations
- e. Maintain continuity of business operations
- f. Business office staff are provided a laptop and necessary peripherals to perform business operations from a remote location
- g. Maintain continuity of essential communications
- h. Essential communications are performed using district-issued laptops, peripherals and mass communication systems
- i. Other supports such as internet hot spots and services such as forwarding phone lines may also be provided, as practicable or applicable.

2. Protocols to Reduce Overcrowding at Worksites

To the extent possible, we will stagger work shifts of essential employees and contractors to reduce overcrowding at worksites.

- a. The employer will stagger work shifts of essential employees through utilization of alternating work schedules in the event that overcrowding occurs in a given facility.

3. Protocols to Procure Personal Protective Equipment

We will 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 as follows:

- a. The district will maintain a one month supply of non-perishable personal protective equipment items. Non-perishable PPE items include masks, face shields, gloves and disposable gowns etc.
- b. We will secure commitments from vendors for additional supplies to ensure that we have PPE available as needed.

- c. The district will procure additional personal protective equipment from the following suppliers in the order they appear:
 - i. Emergency Management Services, County of Onondaga
 - ii. Maintenance Products
 - iii. Other suppliers
- d. Personal protective equipment will be stored in the closet in the district office conference room and distributed through a request form managed by the school business official

4. Protocols in the Event an Employee or Contractor is Exposed to the Disease

The following protocols will be put in place 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:

Staff Exposures

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

- a. If employees or contractors are exposed to a known case of the communicable disease that is the subject of the public health emergency and deemed (based on local public health department guidelines) to quarantine, the employee or contractor:
 - i. Shall remain at home or in a comparable setting and practice social distancing for the lesser of 14 days or other current applicable NYSDOH/public health guidance for the communicable disease in question.
 - ii. work remotely during this period of time if they are not ill, if such duties are capable of being performed remotely, as determined by the Superintendent, or their designee.
 - iii. continue to work (essential employees ONLY) following potential exposure, provided they remain symptom-free and additional precautions are taken to protect them, other employees and contractors, and our constituency/public, as authorized by law and applicable government agencies.

By allowing these deemed essential employees or contractors to continue to work on site, the Superintendent/designee will:

- 1. Take additional precautions by requiring that these essential employees wear appropriate PPE at all times to limit the potential of transmission. Other individuals in their proximity will also wear appropriate PPE to minimize exposure.

2. Limit the exposed 'essential employee's' in-person interactions with other employees or contractors.
 3. Ensure that work areas in which the subject employee or contractor are present will be disinfected according to the current NYSDOH/public health protocol. See the section on Cleaning and Disinfection for additional information on that subject.
 4. Follow all guidelines in Section 2 below, if at any time the 'essential employee' exhibits symptoms.
- b. If an employee or contractor exhibits symptoms of the communicable disease that is the subject of the public health emergency, the employee or contractor will:
- i. immediately be separated from other employees, customers, and visitors. They should immediately be sent home with a recommendation to contact their physician.
 - ii. notify their supervisor and stay home, with a recommendation to contact their physician.
 - iii. Persons exhibiting symptoms may return to work in accordance with other NYSDOH/local public health department guidance.

The District will not require sick employees to provide written verification of a negative test result for the disease in question. However the district may request a healthcare provider's note to validate their illness, qualify for sick leave, or return to work unless there is a recommendation from the NYSDOH/public health officials to do so.

- c. If an employee or contractor has tested positive for the communicable disease that is the subject of the public health emergency, the Superintendent/designee will:
- i. Advise the employee to isolate at home and follow all NYSDOH or local health department guidelines for release from isolation.
 - ii. Ensure that areas occupied by the subject employee or contractor will be closed off in accordance with applicable NYSDOH/local public health department guidance.
 1. NYSDOH and other local public health department guidance will be considered before cleaning, disinfecting, and reoccupying of those spaces will take place. If this time period is not possible, a period of as long as possible will be given.
 2. Any common areas entered, surfaces touched, or equipment used shall immediately be cleaned and disinfected.
 3. See the section on Cleaning and Disinfection for additional information.
 - iii. Identify any potential employee and contractor exposures
 1. If an employee or contractor is confirmed to have the communicable disease in question, the Superintendent or his/her designee will inform all contacts of their possible exposure.

Confidentiality shall be maintained as required by the Americans with Disabilities Act (ADA).

2. Apply the steps identified in Section 1, above, as applicable, for all potentially exposed individuals.

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

d. Cleaning and Disinfecting

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

- i. Use of custodial staff to thoroughly disinfect work areas, common area surfaces and shared equipment using products designed for this purpose
- ii. Use of appropriate PPE by staff who are tasked with cleaning and disinfection
- iii. Cleaning of soiled surfaces with soap and water before being disinfected
- iv. Use of products that meet EPA criteria for use against the virus in question and are appropriate for the surface being disinfected.
- v. Adherence to instructions for cleaning products to ensure safe and effective use of the products.

5. Employee and Contractor Leave

Public health emergencies are extenuating and unanticipated circumstances in which the District is committed to reducing the burden on our employees and contractors. The District shall comply with applicable collective bargaining agreements as well as state and federal laws and regulations related to employee leave.

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

6. Protocol for Documenting Hours and Work Locations for Essential Employees and Contractors

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

To assist with contact tracing, in-person employees and contractors reporting to work locations will sign in and sign out at the beginning and end of their shift.

7. Protocol to Identify Sites for Emergency Housing for Essential Employees

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

If such a need arises, hotel rooms may be the most viable option. If hotel rooms are for some reason deemed not practical or ideal, or if there are no hotel rooms available, the district's facilities can be used 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.

11. Contacting Law Enforcement In An Emergency

Project SAVE requires that this Plan contain procedures for reporting actions that constitute a crime to law enforcement authorities. The District administration is currently working with the office of the Onondaga County District Attorneys to develop a mutually satisfactory protocol for such reporting. Unless and until that protocol is developed, the following procedures shall be followed by District personnel:

Sequence Of Actions.

1. The first person who becomes aware of an emergency should notify the Building Administrator's Office.
2. The Building Administrator shall obtain the necessary information including what, where, when, how and the location of any hazard areas and shall cause the appropriate alert notification/evacuation signal(s) to be given.
3. The Building Administrator shall maintain thorough communication links within the school and with outside agencies and personnel:
 - a. Call 911
 - b. Call the Superintendent of Schools at 673-6000
 - c. PLEASE NOTE – you must talk to a person at the Superintendent's office or the Business Office at 673-6001
4. The Reporting Guidelines that are set forth in the Building Safety Plans should be implemented depending on the nature of the Emergency.
5. School personnel should oversee Safety Zones (if evacuation occurs), and ensure that the Treatment Area is operational (if needed).
6. School personnel should cooperate with and provide assistance to Police and Emergency Personnel.
7. School personnel should provide information to the District Spokesperson in charge of dealing with the media.

12. Coordinating The Use Of District Resources In An Emergency

A. District Resources Available

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

<u>RESOURCE</u>	<u>DISTRICT LOCATION</u>
Telephone System	All
Zoned Fire Alarm System	All
Radio Station/Portable Radios	Transportation Center Maintenance Center High School, Middle School and Elementary School
Public Address System	All except: Maintenance Transportation Center
First Aid Supplies	All
Fire Extinguishers	All
Water Supply – Fire	All
Food Storage	All
Flashlights, Batteries	All
Maps (School District Area and Roads)	Transportation Center Maintenance Center
Building Floor Plans	All
Buses	Transportation Center
Pick-up Trucks, Vans	Maintenance Center/Transportation
Maintenance Tools & Equipment: Portable Electrical Generator, Portable Water/Mud Pump, Portable Welder, Portable Lifts	Maintenance Center
Navigate Prepared	All

B. Staging Areas

1. The Police Staging Area for each school is specified in the school's Building Safety Plan. The 9-1-1 Center should direct responding police units to travel to this location, specifying the safest and most practical route of travel.
2. The EMS Staging Area will be determined by the destination of the evacuees and will be specified in the Building Safety Plans.
3. The Fire Department Staging Area shall be as specified in the Building Safety Plan, unless otherwise directed by the Incident Commander.
4. The Landing Zone will be located as close to the EMS Staging Area as possible.
5. The Media Assembly Area will be specified in the Building Safety Plans. The District Spokesperson and support personnel necessary to assist the Spokesperson will man this area.
6. The Parent Staging Area will be located as specified in the Building Safety Plans. This area shall be located in close proximity to the Student Assembly Area and shall provide for parent parking that would not interfere with emergency operations.

C. Treatment And Release Areas

1. The Treatment Area for each school shall be specified in the Building Safety Plans. Those in need of immediate medical attention will be intercepted and treated or transported by EMS personnel from this area.
2. The Student Release Area(s) for each school will be specified in the Building Safety Plan. EMS personnel will recheck each evacuee before they are returned to their parents or homes. A faculty member with a current student roster will meet students in this area. Every student passing through this area will be checked off using this roster so that a complete list of evacuated students can be compiled.
3. Where individuals require medical attention as a result of accident or injury, qualified persons should provide general first aid until more expert help is secured. Specific procedures to handle medical emergencies are provided in the Building Safety Plans.

D. Location Of The Command Post

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

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

E. District Personnel At The Command Post

The following District personnel will report for duty at the Command Post during a declared emergency:

1. The Superintendent of Schools, or in his or her absence, a designated District administrator. He or she shall bring the Emergency Response Bag for the affected school.
2. The Director of Facilities, or in his or her absence, a designated member of the Buildings and Grounds staff. He or she shall bring a radio capable of operating on District radio frequencies.
3. The school secretary for the involved building shall bring the school's Emergency Response Bag.
4. The School Safety Team for the affected building should report immediately to the designated command post unless otherwise instructed.
5. Other personnel as directed by the Incident Commander.

F. Duties Of The Superintendent Of Schools

1. The Superintendent of Schools, or in his or her absence, a designated administrator, will represent the District as part of the Unified Command staff at the Command Post.
2. The Superintendent of Schools will be responsible for acting as liaison between the Incident Commander and the faculty and staff. He or she will act as the representative of the District, will facilitate the District's response to the emergency, and advise the Incident Commander with regard to problems or concerns brought to his or her attention by faculty, staff or students.
3. The Superintendent of Schools shall also be responsible for:
 - a. Mobilizing District personnel and resources as necessary.
 - b. Designating a staff member to organize the District's response as parents or guardians inquire either via telephone or in person as to the health and safety of their children.
 - c. Providing information to the District Spokesperson with the approval of the Incident Commander.
 - d. Performing other duties as assigned by the Incident Commander.
 - e. Maintaining an updated list of radio and television station telephone numbers for use in an emergency. A copy of the list shall be included in the Emergency Response Bags.
 - f. Reviewing and revising this Plan, as necessary, at least once per year and ensuring that any updates to the Plan, including the building specific appendices, are distributed to all holders of the Plan including emergency services agencies.
 - g. Directing that each Building Administrator review the Building Safety Plan for his or her school to update any personnel changes. A copy of any changes shall be sent to the Superintendent of Schools for inclusion in the District Office Emergency Response Bag, with copies provided to emergency response agencies.

4. The Superintendent will maintain contact with the buildings affected by the Emergency. When notified of an Emergency, the Superintendent's office will ensure that Police and Emergency Agencies have been notified as a first priority. The Superintendent's office will also alert the Assistant Superintendent, School Business Administrator, Building Administrators, Transportation Supervisor, the Director of Facilities, the School Lunch Manager, and others as appropriate.
5. If an evacuation is ordered, the Superintendent may request Administrative Office personnel to report to the receiving school to help assist with the arrival of students from the building affected by the emergency.

G. Duties Of Faculty And Staff

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

1. Each teacher and non-instructional staff member must immediately notify the Building Administrator whenever a situation arises that threatens the safety of an individual. At no time, should a staff person place themselves at risk and attempt to deal with an Emergency such as a fire or dangerous intruder. It is essential that no time is lost in communicating the existence of an Emergency so outside help can be summoned and the Building Response Team for the school can be alerted to initiate the correct emergency response. It is imperative that the guidelines contained within this plan be followed in the event of an Emergency.
2. The degree of the Emergency and subsequent actions will be determined from information supplied by the Building Administrator, County Emergency Coordinator, Civil Defense Officials and others. One or more of the following responses may be utilized: Evacuation, Early Dismissal, Sheltering, Lockdown or Secure Lockout.
3. In an Emergency, all District employees have responsibility to protect and maintain the health, safety, and welfare of students. Staff members may be assigned to accompany and supervise students. In an Emergency, ordinary rules of work hours, work sites, job descriptions and other contractual provisions are subject to State, County, or District directives.
4. Faculty and staff shall, when instructed by the Building Administrator, direct the safe and orderly evacuation of students and lead them to designated Safety Zone, avoiding any hazard zones.
5. Each classroom teacher should have a Classroom Emergency Bag. This bag will go out with them for all evacuations (inside, outside and off site). It should be within close reach of the teacher at all times, and should be checked and updated regularly. This bag should minimally contain:
 - a. Updated class rosters for each class using the room.
 - b. Emergency evacuation (including assisted evacuation) plans.
 - c. Latex gloves.
 - d. Pen and paper.
 - e. Names and telephone numbers of crisis team members.
 - f. List of assigned roles for school personnel and division personnel.
6. Special area teachers and non-instructional employees shall report to the designated Safety Zone and help whenever needed to chaperone or supervise students.

7. Upon arrival at the designated Safety Zone or Relocation Center, the faculty will be responsible for assisting in identifying missing students. Thereafter, they shall be responsible for maintaining order, providing support, and escorting students to Safety Zones or Relocation Centers.
8. In the event that faculty, staff or students cannot be evacuated from an area, the faculty and staff shall take measures to protect the students in place until a rescue can be accomplished.

H. Duties Of Custodians

The custodial staff for each building shall be assigned the following duties prior to an Emergency and/or respond as appropriate:

1. Shut down gas, electricity, and/or water if needed depending upon damage to the building. Otherwise, maintain utilities and building systems under the direction of the Building Administrator.
2. Be sure the entire custodial team has assignments spelled out in advance for all Emergencies.
3. Maintain communication and be sure that radio communication is “open” throughout the Emergency situation.
4. Provide support and be alert to the needs of staff and students.
5. Cooperate with police, fire and EMS personnel, and provide requested information, advice, assistance, and active support.
6. Recommend a plan and process for resuming normal school operations. Work with Emergency Personnel and the Building Administrator to return school operations to normal as soon as possible.
7. Secure the building and check to ensure that everyone is evacuated.

I. Duties Of The School Nurse

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

1. Plan a Treatment Area to handle injuries, and work in advance to be sure there is a procedure to provide care for injured students and staff during any emergency. Collaborate with the Building Administrator to create this plan and ensure that adult help is available, as part of this plan, should the need arise. Remember that this area may have to be located in the designated Safety Zone or at a Relocation Center away from the normal supplies at school.
2. Maintain adequate supplies for emergencies. Part of this need will include creating “Disaster First Aid Packs” and/or “Emergency Cards” that can be taken to the far corners of the building should the need arise.
3. In the event of an evacuation, the School Nurse shall be responsible for bringing medical records of those students with special needs and any medications to be dispensed to the designated Treatment Area. There the nurse will assist EMS personnel in evaluating and treating injured persons.
4. Review this Plan and the Building Safety Plan for your school prior to each school year with the Building Administrator.
5. Provide collaborative support and assistance for Fire and Rescue Personnel.
6. Carry out first aid in the Safety Zone and/or at the Evacuation Site as needed.
7. Maintain a list of emergency medical conditions and needs for all students.

J. Duties Of The Transportation Supervisor

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

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

K. Duties Of The Director Of Facilities

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

1. Mobilize maintenance personnel to assist (where appropriate) the school building affected by the Emergency. If electrical, HVAC, plumbing, and other building concerns need to be addressed because of the emergency, he or she will coordinate the delivery of these services.
2. Be prepared to share blueprints for any and all school buildings to police or Emergency officials whenever needed.
3. The Director of Facilities will also set up:
 - a. A system for sharing blueprints of our buildings if needed during an Emergency.
 - b. A system for alerting his staff to assignments either during or after any Emergency. This would include possible cleanup duties after an Emergency.
 - c. A procedure for the assignment and use of powered equipment, trucks, and other heavy equipment from the District to assist as part of any Emergency.
 - d. Radio communications with the building(s) affected by an Emergency, and with local law enforcement so that maintenance efforts are efficiently and safely conducted.

4. Report to the Command Post, bringing any building plans, system operating instructions or other materials that may be of value to Emergency personnel.

L. Duties Of The School Lunch Manager

In the event of an Emergency, the School Lunch Manager shall:

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

M. Duties Of Secretarial And Support Staff

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

1. The building secretary will have primary responsibility for retrieving the Emergency Response Bag from the school office at the onset of the Emergency/Evacuation and for bringing it to the Command Post. At the Command Post the building secretary will be responsible for assisting the Incident Commander and acting as a representative of the school. The building secretary shall be responsible for providing information regarding faculty, students, attendance and visitors in the building.
2. Assist with communications by maintaining the radio and/or phone contact. Alert appropriate agencies and District personnel.
3. Provide information to staff as directed and ensure that enrollment and medical emergency cards are available to proper school officials or rescue personnel.
4. Assist the school nurse, teachers, or other colleagues as directed.
5. Establish and implement a procedure for checking out students to parents or guardians who come to school to take students home. Also, set up an "office" in the Safety Zone if this area is activated.

N. Duties Of The District Spokesperson

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

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

13. Emergency Assistance From Other Governmental Agencies

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

14. Inter-Agency Advice And Assistance

In the event of an Emergency, the Superintendent of Schools will contact local emergency responders, county and state agencies as listed in Appendix B as dictated by the situation.

15. Internal And External Notifications

A. Superintendent's Duties

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

Notification

The Superintendent of Schools will be responsible for notifying the Office of the District Superintendent of the Onondaga-Cortland-Madison Board of Cooperative Educational Services, at (315) 433-2602, as soon as possible whenever the emergency plan results in the closing of a school building within the District (except routine snow days).

C. Parents, Guardians And Community

1. Parental Notification

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

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

2. Parental and Community Notification

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

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

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

D. State Education Department

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

16. School Safety Personnel

A. All Staff

The District relies on the advice of its School Resource Officers, emergency responders and the OCM BOCES Health and Safety office for guidance on maintaining building safety/security. In the process of training all instructional, clerical, custodial and other support staff, we review safety procedures for violence prevention and intervention strategies using internal and external resources. In addition, all staff are given instructions annually in responding to threats of violence, bomb threats and other conditions that may have an impact on the safety of the school community.

General Duties of all staff would include:

1. Inform the administration in a timely manner of problems and potential problems. Report all suspicious conditions, violent incidents and emergency situations to the Building Administrator
2. Supervise students under your charge and monitor their behavior during the school day
3. Supervise areas in the immediate vicinity of your classroom. Help maintain order in corridors, classrooms, and other areas in the school building or on school property. Provide assistance to other instructors and the Building Administrator as necessary in emergency situations or during student unrest
4. Summon the School Nurse and 9-1-1 emergency responders, as necessary, when medical attention is required
5. Working with Building Administrators and guidance counselors to present problems of truancy and work on solutions

May be responsible for security procedures such as checking the condition of classrooms and securing doors and windows after classes have ended

17. Multi-Hazard School Safety Training

A. Training Of Staff

1. Specific training shall be provided for school staff that have been assigned specific roles and areas of responsibility in the Building Safety Plan. Any person or agency that has been assigned an area of responsibility in this plan should have appropriate training.
2. Training for District staff should be conducted annually to insure school staff and students understand emergency procedures. The training should discuss any changes to this Plan or to the Building Safety Plans.
3. Other agencies participating in this Plan (e.g., police, fire, EMS) should conduct appropriate training on this Plan.
4. Emergency services agencies and the District may cooperatively conduct emergency simulations to test the Building Safety Plan. Periodic exercises will assess the emergency responses outlined in the plan and the ability of participants in a simulated emergency. Such training may include “tabletop exercises” where participants do a verbal walk through of an emergency response situation. The School Safety Team for each building is available to assist in coordinating these simulations. This test is intended to reveal and correct any shortcomings within the plan.
5. Training programs enhance overall school emergency preparedness by presenting ideas and response techniques consistent with emergency plans. Everyone who has been assigned a position or area of responsibility in the plan should have appropriate training. This applies to both staff and students.
6. Training can entail short briefings, or presentations related to any aspect of preparedness. The training should convey the importance of everyone’s role in implementing an effective school emergency response.

18. School Safety Training For Staff And Students

A. Responsibilities Of The District

All Building and District administrators and program supervisors will perform the following tasks with respect to training for staff and students.

1. Review District Safety Plan, and the Building Safety Plan for their particular building with their staff no later than October 1st of each academic year. Any revisions to the Plan will be distributed to staff at the beginning of each school year.
2. Prepare step-by-step, warning and response actions for specific anticipated emergency situations.
3. Prepare an emergency warning system that is in place and functional, for informing the School District population of the actual or impending activation of Emergency Response Procedures by the District.
4. Prepare education, training, and drills required of the District population to assure effective operation of the plan.
5. When performing drills, they should be conducted in a trauma-informed, developmentally, and age-appropriate manner.
6. Drills and training should not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency.
7. Students and staff shall be informed when a school is conducting a drill.
8. Integrate emergency preparedness material into the curriculum.

B. Responsibilities With Respect To Staff

The following tasks shall be performed by Building and District authorities with respect to staff training. Specifically:

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

19. Emergency Drills And Exercises

A. Conduct Of Drills

1. The Superintendent of Schools shall be responsible for determining the nature and frequency of drills to be conducted with respect to this plan. At a minimum, early dismissal and sheltering drills must be:
 - a. Conducted at least once every school year;
 - b. Inclusive of transportation and communication procedures; and
 - c. Held with at least one week's notice to parents or guardians.
2. If requested, the Building Safety Team will assist the District in conducting drills and evaluate the response in order to improve the overall level of Building Safety Plans.
3. Each building within the District will hold one annual early dismissal drill as well as routine fire drills. Periodic exercises and drills will also ensure the school staff's ability to effectively respond to emergencies and reveal shortcomings in the emergency plan.
4. Exercise and drills must be conducted in accordance with State Education Department regulations. They shall test Building Safety Plans for early dismissal and evacuation, including sheltering, transportation, and communication issues. Early dismissal drills shall occur not more than fifteen (15) minutes earlier than normal dismissal time. Building Administrators shall give parents or guardians at least one week's notice of early dismissal drills.

B. Notification to Parents or Persons in Parental Relation Regarding Drills

1. When possible, information regarding safety procedures will be presented during an annual open house.
2. An annual letter home to parents will convey information regarding safety protocols, drills, and parent notifications systems used during an emergency.
3. Parents will be informed about how and when notifications will be provided regarding drills.

C. Fire Drills (See Also Administrative Regulations 8212r)

A total of twelve (12) emergency drills shall be conducted each year, with eight (8) occurring before December 1st (remaining four can be done in the spring semester). Eight (8) of these drills shall be evacuation drills and four (4) shall be lock-down drills. Drills shall be conducted at different times of the school day. At least one (1) of the twelve (12) drills shall be held during one of the regular lunch periods, or shall include special instruction on the procedures to be followed if a fire occurs during a students lunch period. At least two (2) additional drills shall be held during summer school in buildings where summer school is conducted and one of these drills shall be held during the first week of summer school. The Building Administrator, or designee, shall require those in charge of after-school programs, attended by any individuals unfamiliar with the school building, to announce at the beginning of such programs the procedures to be followed in the event of an emergency. The Building Administrator will make the appropriate local emergency responder officials aware of the timing of these drills. Fire

drills must be taken seriously at all times. From the time the alarm sounds, until occupants are back in the building, there should be no talking during these drills. In buildings where students are housed, teachers shall implement the following procedures.

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

D. Bus Emergency Drills (See Also Administrative Regulations 8212r.2)

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

E. Other Drills

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

20. Plan Distribution And Review

A. Copies Of The Plan

A copy of this Plan shall be kept in the office of the Superintendent of Schools, Assistant Superintendent, School Business Administrator, Director of Facilities, Building Administrators, Transportation Supervisor, School Lunch Manager, Building Nurses, and Head Custodians.

21. Implementation Of School Security

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

A. Basic Procedures

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

B. Visitor Procedures

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

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

1. Signs shall clearly designate public entrances and sign-in procedures.
2. Signage on all entrances clearly designates public entrances and sign-in procedures.
3. Anyone who is not a regular staff member or student of the school will be considered a visitor.
4. All visitors are required to report to the main entrance or office and must be entered in the Raptor System.
5. All visitors, including vendors, will be issued a visitor identification badge and are required to wear the badge at all times while in the school or on school grounds.
6. Visitors must return the identification badge to the main office or designated check-in location and check-out before leaving the building.
7. If a staff member observes a visitor, including a vendor, without a badge then the staff member shall request that person to report to the main office. The staff member shall inform the Main Office that they directed an individual to sign-in. A description of the person shall also be given. If such a request is ignored, the staff member shall report to the Building Administrator, or designee, that an unauthorized person is in the building.

8. Visitors attending school functions that are open to the public, such as parent-teacher organization meetings or after school public events are not required to register or sign-in the building.
9. All visitors are expected to abide by the rules for public conduct while on school property as outlined in applicable Board Policy/Administrative Regulations and the District's Code of Conduct. Inappropriate conduct shall be reported to the Building Administrator or event supervisor immediately.
10. The Building Administrator is responsible to enforce the Board Policy/Administrative Regulations and the District Code of Conduct as applied to visitors.

C. Staff Responsibilities

1. All staff should be aware of conditions in and around the building and report anything unusual to supervisors. Staff should scan their areas before leaving at night and upon entering in the morning to check for any unusual packages or items. Anything suspicious should be reported immediately to their supervisor.
2. Upon observing a dangerous or armed person, school staff are not to engage that person but report their presence to the Building Administrator immediately.

D. Keys And Locks

Procedures for administering and maintaining keys and locks shall be according to applicable Board Policy/Administrative Regulations pertaining to Building Security.

E. Security Systems And Surveillance

Security Systems, Lighting, Administrative Procedures, Card Access at doorways at each building, Surveillance Cameras (viewing parking areas)

22. Individual Building Information

Building Safety Plans contain maps and floor plans of the buildings, and information on the number of staff and students in that school.

Appendix A
Administrative List/Contact Information And District Safety Team

NAME	Title	Building	Phone#	Int Ext.
Sharlow, Jean	Superintendent of Schools	District Office at DMS	(315) 673-6009 (315) 415-3544	7877
Montgomery, Robert	Assistant Superintendent	District Office at DMS	(315) 673-6037 (315) 489-3868	6037
Weber, Donald	School Business Admin	District Office at DMS	(315) 673-6001 (845) 313-4825	6001
Riefler, Ryan	Director of Facilities	Maintenance Building	(315) 673-6031 (315) 382-1125	6031
Pearce, Jaclyn	Transportation Supervisor	Transportation Center	(315) 673-0211 (315) 857-3868	6415
Sevey, Brian	Principal	Senior High School	(315) 673-6200 (607) 280-7373	6313
Rice, Stephanie	Principal	Chester S. Driver Middle	(315) 673-6200 (315) 406-5542	6206
Mahoney, Kathleen	Principal	Chester S. Driver Middle	(315) 673-6200 (315) 901-9119	6208
Massa, Lauren	Principal	K.C. Heffernan Elementary	(315) 673-6100 (315) 657-4241	6113
Clere, Sean	School Resource Officer	Senior High School	(315) 575-0437	6399
Ray, Shannon	School Resource Officer	Chester S. Driver Middle	(315) 748-0444	6299
Kimball, Dave	School Resource Officer	K.C. Heffernan	(315) 427-7444	6199
Free, Mike	Director of Athletics	Senior High School	(315) 673-6303 (315) 652-0519	6303
Darmondy, Julie	Dir. Special Ed. and Grants	K. C. Heffernan Elementary	(315) 673-6200 (315) 569-0216	6006
Sweeney, Katrina	Secretary to Dir of Spec Ed	K. C. Heffernan Elementary	(315) 673-6006	6006
Mitchell, Aimee	School Lunch Director	Chester S. Driver Middle	(315) 673-6010 (585) 301-6033	6010
Demers, Karen	Bus Attendant	Transportation Center	(315) 569-2305	
Sanders, Evan	Bus Driver	Transportation Center	(315) 552-7047	

Appendix B
Emergency/Agency Telephone Numbers

Agency	Phone
<u>County Emergency Management Office</u>	
Onondaga County	315-435-2525
<u>Fire Department</u>	911
Non-Emergency Administrative Numbers:	
Marcellus Fire Department	315-673-1818
Howlett Hill Fire Department	315-673-1817
Camillus Fire Department	315-672-9207
<u>Ambulance</u>	911
<u>Police</u>	911
Non-Emergency Administrative Numbers:	
New York State Police (School Outreach - Troop D - Onondaga & etc)	315-366-6077
Onondaga County Sheriff's Department	315-435-2111
Village of Marcellus Police Department	315-673-3112
<u>Health Department</u>	
Onondaga County Health Department	315-435-3233
<u>Highway Department</u>	
Onondaga County Highway Department	315-469-1664
Town of Marcellus Highway Department	315-673-3127
Dept. of Envir. Consv. (DEC Region 7 Onon.)	315-426-7519
<u>Other Agencies/Utility Providers</u>	
Poison Control Center	1-800-252-5655
Onondaga County Water Authority (OCWA)	315-455-7061
National Grid	1-800-642-4242
Gas emergency	1-800-892-2345
NYS Electric & Gas (NYSEG)	607-756-2816
American Red Cross of Syracuse	315-425-1666

Appendix C

Violent And Disruptive Incident Reporting (Vadir)

Overview

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

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

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

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

Violent and Disruptive Incidents - Data Collection: for the most current information, go to:

https://www.p12.nysed.gov/irs/school_safety/school_safety_data_collection.html

Appendix C-2

Synopsis Of Child Abuse Reporting In An Educational Setting, EDL Section 1128 Article 23B

DEFINITIONS

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

DUTIES: Direct Care Staff

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

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

CONFIDENTIALITY

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

DUTIES: School Administrators/Superintendents

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

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

ADDITIONAL DUTIES: School superintendents

1. Where the superintendent has forwarded a Child Abuse in an Educational Setting report to law enforcement, he or she shall refer such report to the commissioner where the employee or volunteer alleged to have committed the act of child abuse in an educational setting holds certification or license.

2. A report which is made and does not, after investigation, result in a criminal conviction shall be expunged from any record which may be kept by a school or school district with respect to the subject of such a report after a period of five years from the date of the making of such report or at such earlier time as such school, or school district, as the case may be, determines

Notifying Parents

Today's Date

Dear _____,

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

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

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

Respectfully,

Administrator

Appendix D
Bomb Threat Form



**PLACE THIS CARD
UNDER YOUR
TELEPHONE**

QUESTIONS TO ASK:

1. When is bomb going to explode?
2. Where is it right now?
3. What does it look like?
4. What kind of bomb is it?
5. What will cause it to explode?
6. Did you place the bomb?
7. Why?
8. What is your address?
9. What is your name?

EXACT WORDING OF THE THREAT:

Sex of caller: _____ Race: _____

Age: _____ Length of call: _____

Additional Information on Reverse

**BOMB THREAT
INSTRUCTIONS**

Number at which
call was received: _____

Time: _____ Date: _____

CALLER'S VOICE:

_____ Loud	_____ Soft
_____ High	_____ Deep
_____ Intoxicated	_____ Disguised
_____ Calm	_____ Angry
_____ Fast	_____ Slow
_____ Stutter	_____ Nasal
_____ Distinct	_____ Slurred
_____ Accent (type) _____	
_____ Other Characteristics: _____	

If voice is familiar, who did it sound like? _____

BACKGROUND SOUNDS:

_____ Voices	_____ Airplanes
_____ Quiet	_____ Trains
_____ Animals	_____ Music
_____ Street Traffic	_____ Factory
_____ Office Machinery	_____ Machinery
_____ Other _____	

THREAT LANGUAGE:

_____ Well spoken/educated	_____ Incoherent
_____ Foul	_____ Taped
_____ Irrational	_____ Message read by threat maker

REMARKS:

Report call immediately to:

Phone Number: _____

Date: _____

Name: _____

Position: _____

Phone Number _____

Appendix E
Telephone Threat Information Sheet

DESCRIPTION OF SUBJECT'S VOICE:

Male____ Female____

Young____ Middle Aged____ Old____

Tone of Voice: _____

Accent: _____

Background Noise: _____

Is voice familiar? _____

If so, who did it sound like? _____

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

REMARKS: _____

Appendix F
Threat Assessment Report Form

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

Location/Building: _____

Name of Threat-maker: _____ Male Female

Relationship to school/recipient: _____

Exact Words of threat: _____

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

Names/Actions of others directly involved: _____

When incident occurred: _____

Where incident occurred: _____

Name(s) of potential victims: _____

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

Events prior to incident: _____

Any history leading up to the incident: _____

What event(s) triggered the incident: _____

Names/Positions of responding staff: _____

Consequences or impact of incident: _____

Conclusion of incident: _____

Status of threat-maker: _____

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

Person Completing Form: _____

Forward Completed Form to Building Administrator Immediately

Appendix G

Procedures For Cleaning Up Body Fluid Spills

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

1. PUT ON PROTECTIVE GLOVES

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

2. CLEAN UP

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

3. DISINFECT AREA

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

4. BAG DIRTY MATERIALS

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

5. DISPOSE OF DIRTY MATERIALS

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

6. CLEAN EQUIPMENT

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

7. WASH HANDS

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

8. APPROVED DISINFECTANTS

The disinfectant must be able to kill bacteria, fungi, viruses and tuberculosis causing organisms, and registered by the United States Environmental Protection Agency (EPA) for use in schools.

Appendix H

Procedures If Students Are Missing During Out-Of-School Activities

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

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

Appendix I

Emergency Remote Instruction Plan

This appendix addresses the 2022-2023 amendments of Sections 100.1, 155.17, and 175.5 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery under Emergency Conditions, and the amendments of Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery Under Emergency Conditions and Length of School Day for Approved School-Age and Preschool Programs Serving Students with Disabilities

A. Introduction

The Emergency Remote Instruction Plan addresses the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner's Regulations for inclusion in the 2023-2024 District-Wide School Safety Plan.

B. Background Information

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

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

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

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

NYSED additions to section 100.1 of the Commissioner's regulations define the term "remote instruction." This definition identifies various ways in which remote instruction may be delivered,

but which must include, in all situations, regular and substantive teacher-student interaction with an appropriately certified teacher.

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

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

NYSED Plan Requirements

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

C. Remote Instruction

The Commissioner's regulations define remote instruction as “instruction provided by an appropriately certified teacher, or in the case of a charter school an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.” For the purpose of this plan, remote instruction means the instruction occurring when the student and the instructor are in different locations due to the closure of one or more of the district's school buildings due to emergency conditions as

determined by the Superintendent of Schools. Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficient water supply, prolonged disruption of electrical power, shortage of fuel, destruction of a school building, shortage of transportation vehicles, or a communicable disease outbreak, and the school district would otherwise close due to such an emergency.

D. Unscheduled School Delays And Early Releases

Instructional hours that a school district scheduled but did not execute, either because of a delay to the start of a school day or an early release, due to emergency conditions, may still be considered as instructional hours for State aid purposes for up to two instructional hours per session day, provided the School Superintendent certifies such to NYSED, on the prescribed NYSED form, that an extraordinary condition existed on a previously scheduled session day and that school was in session on that day (NYSED Part 175.5).

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

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

E. Ensuring Accessibility And Availability to Internet, Computers/Devices

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

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

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

F. Emergency Closure Remote Learning Plan

1. Policies

The plan adheres to guidance set forth in the following Board of Education policies:

- 5676 Privacy And Security For Student Data And Teacher And Principal Data
- 6470 Staff Use of Computerized Information Resources
- 7310 School Conduct and Discipline
- 7314 Student Use of Computerized Information Resources
- 8270 Instructional Technology
- 8271 Internet Safety/Internet Content Filtering

2. Internet And Digital Device Access

The school district provides all students in grades K-12 access to a personal computing device. In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction.

The school district participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home.

All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.

3. Pedagogy

All teachers in grades K-12 will use the Google suite as their primary instructional platform.

Several district-provided instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach may include a combination of:

Synchronous “Live” Instruction

Using the Google suite along with other digital platforms, teachers will deliver real time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project based opportunities within this model.

Teachers will make personal connections with all students during scheduled class times via the Google suite. These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in

order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning.

Asynchronous “Flipped” Instruction

Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students participation and assignment completion [insert (i.e. “Flipped Classroom”)]. These activities may include teacher/student synchronous interactions for a portion of the lesson.

Authentic Independent Instruction

Using a variety of methods, teachers will engage students in high quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.

4. Student Expectations

All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction students are expected to be school ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations.

- All students are expected to practice appropriate digital etiquette and responsible behavior during remote participation via the Google suite:
 - Mute yourself on meets as directed by your teacher
 - Cameras are to be kept on during classroom meets unless directed specifically by your teacher to do otherwise.
- Students are expected to work in an appropriate setting when participating remotely / on-line. Work places include a desk, table, kitchen counter, etc... Other locations are not appropriate or acceptable.
- Student dress must be appropriate in all platforms - the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms.

If there are any circumstances preventing full and appropriate participation the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.

5. Daily Schedule

The virtual day will follow the same schedule framework as the school building to which the student is assigned. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including time for lunch. Students will

attend all assigned classes at their scheduled time. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters. Middle and high school teachers must be available Monday through Thursday for academic support during the academic activity period.

6. Communication Protocol Intervention

Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.

7. Special Services

School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach.

8. Non- Instructional Services - Transportation, Food Service, Maintenance, Custodial, Clerical/ Administrative Support

When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.

G. Instructional Hours For State Aid And Reporting Requirements

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

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

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

The district estimates the number of instructional hours it intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions from a minimum of 1

remote instruction day due to emergency conditions, up to the full year's annual hourly requirement. A district remote instructional day is the same number of hours as an in-person

H. Transportation

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

I. Reporting

1. Immediately

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

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

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

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

2. Annually By June 30th

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

3. End Of The School Year

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

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

J. Board Of Education Approval

As part of the District-wide School Safety Plan, the school district's Board of Education shall make the Emergency Remote Instruction Plan available for public comment and public hearing for no less than thirty days (30) prior to adoption. The plan must be adopted as part of the District Wide School Safety Plan annually prior to September 1st and posted on the district website in a conspicuous location.

K. Support For Students With Disabilities During Emergency Closing Virtual Instruction

School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability, when providing virtual instruction.

Special education teachers who provide direct/indirect consultant services will initiate outreach to their students' general education teacher(s) to collaborate on instructional modalities and any necessary accommodations or modifications required of assignments or assessments for the day.

Special education teachers who teach resource room, self-contained special classes either content specific or specialized programs, should follow the same guidance and expectations as classroom teachers in regards to pedagogy, content, class meetings, and flexibility.

Teaching assistants are available for instructional support by way of participating in class meetings, keeping up on classroom assignments and expectations, and serving as additional academic support.

Related service providers are to provide "tele-therapy" services, to the best of their ability. Related service providers are expected to adhere to similar guidelines as other professionals in regard to student and teacher work at home, communication, and flexibility and they will use the students' IEPs to determine an appropriate/reasonable level of communication and support.

Documentation Requirements: Special education personnel are expected to document all supports and services provided to students during this time. Document the manner, means, duration of

time, follow up efforts, etc. IEP progress monitoring is required to be collected and reported to parents following the schedule listed on students' IEPs. Medicaid session notes continue to be a requirement for eligible related service providers. Special education teachers/service providers are responsible to hold any virtual professional meetings already scheduled on a day that becomes a virtual instruction day.

Appendix J

Cardiac Emergency Response Plan

All staff know where Automatic External Defibrillators (AEDs) are located and how to call for help. AED cases should contain supplies for first responders including gloves, CPR barrier device, and scissors. Staff outside or off school property should always carry communication devices and emergency contact information for assistance. **Warning signs or signs of a Sudden Cardiac Arrest (SCA) or similar life-threatening emergency:**

- Racing heart, palpitations, or irregular heartbeat
- Dizziness, lightheadedness, or extreme fatigue with exercise
- Chest pain or discomfort with exercise
- Excessive shortness of breath during exercise
- Excessive unexpected fatigue during or after exercise
- History of recurrent fainting or unusual seizures
- Sudden collapse or “passes out”
- Not responsive
- Abnormal breathing
- No pulse

Steps to take in school building, on school grounds, or at athletic events

1. Ensure scene safety
 - a. Survey the area to protect victim, yourself, and anyone else nearby (e.g., remove victim from water or unstable surface to a stable level surface, cease athletic play, move bystanders from area etc.)
2. Shout for help. If alone, call for Emergency Medical Services (EMS) via 911 or in accordance with district policy and obtain Automatic External Defibrillator (AED)
 - a. Follow 911 emergency dispatcher’s instructions.
 - b. *Call for any Certified Cardiopulmonary Resuscitation (CPR)/Automatic External Defibrillator (AED) certified school personnel and notify administration or designee.
3. CPR by CPR/AED certified school personnel
 - a. Check for breathing- if none or person gasping begin CPR immediately.
4. Defibrillation by CPR/AED certified school personnel a. Use an AED to restore the heart to its normal rhythm.
5. EMS assumes lead upon arrival.
 - If a student is the person needing care, school administration or designee should accompany the student to the hospital until the parent/guardian arrives.
 - Be prepared to download the school’s AED data onto flash drive to provide to EMS to give to the emergency department’s physician.
6. School administration or designee notifies
 - parent/guardian or staff member’s emergency contact in accordance with district policy.
7. Document
 - In accordance with district policy, document event including observations, all steps taken and by whom, who was notified, and information reported to EMS.
8. Hold a post event debriefing

***Emergency contact numbers for obtaining help:**

Number to call for help in school building:	
High School (Nurse):	315-673-6305
Middle School (Nurse):	315-673-6205
Elementary School (Nurse):	315-673-6105
Number to call for help on school grounds:	
Sean Clere (SRO):	315-575-0437
Number to call to notify if SCA occurs at offsite location:	9-1-1
Secondary contact number if primary not available:	
Athletic Director:	315-673-6303

CPR/AED Certified School Personnel

Staff Name:	Amy Steigerwald
Title:	School Nurse
Telephone Number:	315-673-6305
Location:	High School Health Office
Availability:	School Day

Staff Name:	Katie Lawrence
Title:	School Nurse
Telephone Number:	315-673-6105
Location:	KCH Health Office
Availability:	School Day

Staff Name:	Mary Hughes
Title:	School Nurse
Telephone Number:	315-673-6205
Location:	DMS Health Office
Availability:	School Day

Automated External Defibrillator (AED) Locations

Note: All AEDs should be clearly labeled and stored in appropriate storage containers, cabinets, or go bags/cases.

Number of AEDs needed inside the building and at each athletic practice and event:

AED Locations:

- High School: Hallway outside Main Office (rm 100), Nurse's Office (rm 102), right side Auditorium near stage (rm 188), art hallway (outside rm 133A), east side of concession stand at Stadium Field
- KCH Elem School: Outside main office
- Driver Middle School: Atrium outside new gym and east end of business hallway,

AED locations should be noted on the building level emergency response plan required school building map in accordance with Commissioner's regulation 155.17(c)(2)(iii).

Appendix K

Emergency Transportation Plan

Purpose

The objective of this annex is to establish comprehensive procedures for managing transportation resources during school-related incidents and emergencies. This plan ensures the safe and efficient movement of students and staff and applies to all transportation activities involving district-owned buses, vehicles, and contracted services during regular school hours, extracurricular events, and school-sponsored functions.

Scope

This annex details the protocols, roles, and responsibilities governing transportation during emergency scenarios. It encompasses every mode of transit utilized by the Marcellus Central School District, including both internal fleet and external contracted vehicles. Coverage includes protocols for re-routing transit units, initiating emergency passenger transfers, and maintaining communication with all relevant stakeholders throughout an incident.

Core Functions

In the event of a district emergency, one or more of the following transportation functions may be implemented:

- Redirecting inbound buses to predetermined safe alternate sites.
- Redirecting outbound units to safe locations if original drop-off points are unsafe or unreachable.
- Mid-day mobilization of the fleet for off-site evacuations, early dismissals, or reunification efforts.
- Managing transit for students with specific accessibility or functional requirements.
- Liaising with transportation contractors and emergency response agencies.
- Facilitating communications regarding transit changes to families, staff, and law enforcement.
- Supporting neighboring districts via existing Memorandums of Understanding (MOU) during crises.
- Providing vehicles and personnel to support countywide emergency operations plans when requested.

Related functional annexes that may be deployed in tandem with this plan include: Sheltering, Evacuation, Reunification, Secure Lockout, Lockdown, Communications, and Medical Emergency protocols.

Initiating Emergency Transportation Protocols

Important Consideration:

District leadership will account for driver muster and bus arrival times following plan activation. This variable is critical throughout the school day; for example, a district relying on part-time drivers and off-site garaging may require an hour for the fleet to reach buildings. Incident Commanders should be trained to consider early activation of this annex—such as during winter evacuations—to minimize student exposure to elements while waiting for transit.

If the incident commander deems it necessary to evacuate school buildings the Transportation Supervisor will dispatch eight buses to KCH and ten buses each to DMS and SHS. Students will board buses by class on a first-come basis with approximately two classes assigned to each bus. Teachers will maintain class rosters and drivers will be assigned evacuation card numbers. Drivers will report to the Transportation Supervisor which classes have boarded the bus according to the assigned card number.

Decision-Making Criteria

The Incident Commander or a designated representative is responsible for authorizing emergency transportation procedures, typically through the established Incident Command System (ICS) and the Transportation Team Leader.

Pre-Identified Resources:

- Relocation and Staging Sites: KCH at Marcellus United Methodist Church (315) 673-3239; DMS at Marcellus Presbyterian Church (315) 673-2201; SHS at St. Francis Xavier Church (315) 673-2531.
- Primary Provider: Marcellus Central School District Fleet.
- Mutual Aid: No current MOUs with neighboring districts for transit support.
- Personnel: Lists of available drivers for school and after-hours service are maintained at the Transportation Center.
- Equipment: An updated inventory of operational buses and accessible vehicles is kept by the Transportation Supervisor.
- Site Data: Specific student staging areas are detailed in the building-level evacuation annexes.

Personnel Designated to Implement Protocol

- Incident Commander: Jean Sharlow, Superintendent, (315) 673-6000.
- District Transportation Team Leader: Jaclyn Pearce, Transportation Supervisor, (315) 673-6410.
- Dispatch Contact: Evan Sanders, Dispatcher, (315) 673-6514.
- Building Administrators:
 - a. Lauren Massa, Principal KCH, (315) 673-6113
 - b. Kathleen Mahoney, Principal DMS 4-6, (315) 673-6208
 - c. Stephanie Rice, Principal DMS 7-8, (315) 673-6206
 - d. Brian Sevey, Principal SHS, (315) 673-6313
- Building Transportation Liaison: Donald Weber, School Business Admin, (315) 673-6001.

Additional Response Protocols for Transportation Incidents

The District adheres to specific response actions for the following scenarios:

Scenario	Response Actions
Bus Accident	Implement established District Bus Accident Protocol.

Medical Emergency	Driver secures vehicle, alerts dispatch/911, and administers first aid if qualified.
Mechanical Failure	Mobilize alternate vehicle, ensure roadside student safety, and notify parents.
Inaccessible Route	Driver maintains contact with dispatch and awaits tactical instructions.
Unsafe Stop Area	Driver bypasses site, notifies dispatch immediately, and seeks guidance.
Blue Light Alarm	Initiate Bus Lockdown Protocol immediately.
Unauthorized Intruder	Lock doors, deny access, alert 911/Supervisor, and depart area if possible.

Communications Systems and Protocols

- Primary two-way radio link between dispatch and all drivers (cellular backup).
- Utilize ParentSquare for mass notification to families and guardians.
- Standard 911 and local law enforcement dispatch notification procedures.
- Internal communication network connecting Transit, Central Office, and Buildings.
- Annually updated staff contact directory for all transportation personnel.

Staff and Student Actions

Pre-School Hours

Drivers receive pre-trip briefings from dispatch regarding weather and road conditions. Any credible threats will result in immediate routing adjustments or scheduled delays. Tactical instructions for relocation sites will be issued via the radio network.

During School Hours

Drivers remain on-call for emergency dismissals or off-site evacuations. Instructional staff may be assigned to assist students with bus boarding and supervision during mid-day transit operations. The district maintains a pool of part-time drivers to ensure continuous coverage.

After-School and Extracurriculars

Chaperones and coaches are required to carry emergency contact lists and first aid kits. Dispatch coordinates all transportation updates with activity leaders in real-time.

Special Considerations for Access and Functional Needs

During any emergency, students requiring accessible transit are prioritized. The District ensures that buses equipped with functioning lifts and tie-down systems are available for deployment. Specific staff members are designated to facilitate student boarding and navigation, and transportation personnel maintain up-to-date awareness of individual medical and mobility plans.

Transportation Resources and Supplies

- Comprehensive bus rosters with demographic data are kept in every vehicle.
- Daily fuel checks and mapping of refueling sites along evacuation routes.
- On-board kits: first aid, lighting, safety vests, and parent contact information.

- Alternate route mapping provided to all drivers and reviewed periodically.

Termination of Protocol

The emergency transportation annex will conclude when:

- All students have reached safe destinations (home, reunification, or shelters).
- Staff have been returned to their respective sites to retrieve personal vehicles.
- The Director of Transportation confirms the accountability of every fleet unit.
- The Incident Commander issues a resolution notice to all building leaders.

Post-Incident Actions

- Complete and submit all required incident, overtime, and administrative forms.
- File reports regarding injuries, vehicle damage, or behavioral concerns.
- Replenish on-board emergency supplies and review communication records.
- Update the transportation annex to incorporate lessons learned from the event.
- Conduct an after-action review (hotwash) according to District safety protocols.