



PHELPS-CLIFTON SPRINGS CSD EMERGENCY PREPAREDNESS PLAN

SAFE SCHOOLS AGAINST VIOLENCE IN EDUCATION

Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a district-wide school safety plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts stand at risk from a wide variety of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools.

The Wayne Fingers Lakes BOCES, in coordination with the Phelps Clifton Springs Central School District, supports the SAVE Legislation, and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

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General Considerations and Planning Guides

Purpose

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

Designation of Chief Emergency Officer

The Superintendent is hereby designated the District's Chief Emergency Officer. Their duties include, but are not limited to the following:

- Coordination of the communication between school staff, law enforcement, and other first responders;
- Leading the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level Emergency response plans;
- Ensuring staff understanding of the district-wide school safety plan;
- Ensuring the completion and yearly update of building-level emergency response plans for each school building;
- Assisting in the selection of security related technology and development of procedures for the use of such technology;
- Coordinating appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan;
- Ensuring the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807; and
- Ensuring the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.

Identification of School Teams

The Phelps-Clifton Springs Central School District has created a District-wide School Safety Team consisting of, but not limited to, representatives of the School Board; teacher, administrator, and parent organizations; school safety personnel and other school personnel.

- Board of Education members(s)
- Administrators
- Teachers
- Building Representatives
- Secretary
- Nurse
- Transportation
- Cafeteria
- Safety Personnel
- Social Worker
- Parents
- School Resource Officer

Concept of Operations

- The district-wide School Safety Plan shall be directly linked to the individual Building-level Emergency Response Plans for each school building. Protocols reflected in the district-wide School Safety Plan will guide the development and implementation of individual Building-level Emergency Response Plans.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team.
- Upon the activation of the School Emergency Response Team, the Superintendent of Schools or their designee will be notified and, where appropriate, local emergency officials will also be notified.
- Efforts may be supplemented by County and State resources through existing protocols.
- The district will need to address security at main building entrances. This will be through additions of electronic security systems and hardening of exterior and interior doors.

Plan Review

This plan shall be reviewed and maintained by the district-wide School Safety Team and reviewed on an annual basis each school year and adopted by the Board of Education pursuant to the Education Law and Commissioner's Regulations.

Potential Emergency Sites

Potential Problem Areas

Concern	Major Concern		Location Affected	Likely Response
	Yes	No		
1. Asbestos Fiber Release		X		
2. Athletic Injuries		X		
3. Bomb Threat	X		All	Evacuate
4. Chemical Spill		X		
5. Fire	X		All	Evacuate
6. Flood		X		
7. Food Contamination		X		
8. Fuel Spill/Leak	X		All	Shelter/Evacuate
9. Heating Plant Problem	X		All	Shelter/Evacuate
10. Hostage Situation	X		All	Call 911/Lockdown
11. Natural Gas Leak	X		All	Evacuate
12. Structural Collapse	X		All	Call 911/Evacuate
13. Swimming Pool Accident	X		H/S	Call 911
14. Transportation Fleet Loss	X			Nearby District
15. Toxic Vapor Release	X		All	Hazmat Guide
16. Utilities Failure	X		All	Shelter in Place/Go Home

Location	Address	Phone Number
1. Bridges/Underpasses	Flint Creek, Route 96 (Flood Potential)	
2. Hazardous Intersections	Route 488 and County Road 43	
3. Hazardous Roadways	NYS Thruway	(800) 842-2233
4. Industries which handle hazardous materials	Various Industries located on Route 96, Phelps Junction Road	
5. Radiological Industries	Clifton Springs Hospital	(315) 462-9561
6. Railroads	Finger Lakes Railway, Geneva NY	(315) 781-1234
7. Railroad Crossings	Finger Lakes Railway, Geneva NY	(315) 781-6963
8. G.W. Lisk	2 South Street, Clifton Springs NY	(315) 462-4250
Employee Health and Safety Coordinator		
9. Clifton Springs Hospital	2 Coulter Road, Clifton Springs, NY	(315) 462-0360
Emergency Preparedness Manager		

General Response Action for Emergencies

General Terms and Definitions

All schools and districts must use the following required terms and definitions in their building-level emergency response plans. Note that where two terms are listed, schools may choose to use one or the other (e.g., shelter/shelter in place).

- **Evacuate** and **evacuation** means to move students for their protection from a school building to a predetermined location in response to an emergency.
- **Shelter** and **shelter-in-place** mean keeping students in school buildings and sheltering them when it is deemed safer for students to remain inside rather than to return home or be evacuated.
- **Lockdown** means to immediately clear the hallways, lock, and/or barricade doors, hide from view, and remain silent while readying a plan of evacuation as a last resort. Lockdown will only end upon physical release from the room or secured area by law enforcement. Lockdown is initiated during incidents that pose an immediate threat of violence in or around the school.
- **Hold** and **hold-in-place** mean the restriction of movement of students and staff within the building while dealing with short-term emergencies.
- **Secure Lockout** means students and staff remain inside school buildings that are locked and secured during incidents that pose an imminent concern outside the school.

School Cancellation

In all emergency situations, the person involved in the crisis is required to contact the emergency coordinator at some time during the initial response phase. The coordinator will then implement the following procedures:

- Confirm with the persons involved what steps have been taken to alleviate the situation at that point.
- Staff should follow the Emergency Procedures Guide which is located in each classroom and office.
- Offer additional immediate directions appropriate to the situation.
- Seek additional assistance from school district staff or outside agencies if necessary.
- Proceed to the emergency area if safe to do so.
- Contact other members of the operations group to stand by for further information and possible.
- Gathering at the command post.
- Determine if large scale sheltering, evacuation or go home procedures must be implemented.
- Contact other affected educational institutions and local and county officials.

Evacuation

Emergency closing DURING school hours

- Bus pupils
- District Clerk/Public Relations Officer will call radio stations as soon as possible.
- District Office Secretary will call:
 - Red Jacket Education Center at (585) 289-9649 to get Red Jacket students released.
 - Midlakes Education Center at (315) 548-6631, BOCES at Midlakes Middle School.
 - Newark Education Center at (315) 332-3328 BOCES at Newark CSD.
 - Wayne Education Center at (315) 589-2400, BOCES at Wayne Education Center.
 - And other out of district placements
- Daniel McAlpin will call BOCES, Flint (585)526-6471 to have CTE students released to meet our buses.
- Transportation Dept. will get BOCES drivers underway and alert other drivers.
- Transportation Dept. will call Parochial schools.
- PLEASE DO NOT CALL THE BUS GARAGE
 - One half the buses will go to the Midlakes High/Middle School.
 - The other half of the buses will go to the Midlakes Elementary School.
 - Students will be kept on buses away from site or taken home.

Sheltering Sites:

Building Name	Sheltering Site
Midlakes Elementary School	Being moved to a safe or pre-determined location.
Midlakes Middle/High School	Being moved to a safe or pre-determined location.

Procedures for Contacting Parents, Guardians or Persons in Parental Relation

ParentSquare automated/mass phone calls, emails, and/or text messages will be used to notify parents, guardians, or persons in parental relation in the event of a violent incident or an early dismissal. Messages will also be posted on the school website and pushed out through the district's social media accounts. Individual phone calls will be made as needed.

Procedures for Contacting Emergency Contacts of School Staff

ParentSquare automated/mass phone calls, emails, and/or text messages will be used to notify identified emergency contacts of school personnel in the event of a violent incident or an early dismissal. Messages will also be posted on the school website and pushed out through the district's social media accounts. Individual phone calls will be made as needed.

Procedures for Responding to Specific Emergencies

Please note that detailed procedures in response to specific emergencies are contained in the confidential Building-Level Emergency Response Plans for each school building in the district and should be referred to in the event of an emergency.

Abduction/Kidnapping

Definition/Background

Abduction involves a person being taken away by unlawful force or by fraud against their will. This may involve both students and staff and for the purposes of this section includes kidnapping and the unlawful removing of a child by a non-custodial parent or guardian – custodial interference.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER

Any reference to a possible abduction occurring on district property requires law enforcement involvement immediately.

Quick Reference Box

Assess: Abduction (Kidnapping/Custodial Interference)

Initial Notifications: 9-1-1, SRO, and Superintendent
Building Emergency Response Team
Building Occupants (Lockdown Directive)

Protective Actions: Lockdown then Secure Lockout
Take Direction from Responding Police/SRO

Standard Response Steps:

- Call **9-1-1** and provide as much information as possible as to descriptions of the event and those involved, as well as descriptions of vehicles involved and last known direction of travel.
- Notify the SRO and Superintendent.
- Implement a **Lockdown or Secure Lockout**. While an abduction may imply that the suspect has taken the victim away from our building or campus it is still prudent to direct that a Lockdown or a Secure Lockout be implemented for the following reasons:
 - Confirm the situation is contained, and the scene protected.
 - Ensure all other students and staff are accounted.
 - Limit delays or distractions to responding officers.
- Assemble the appropriate Response Team Members.
- Assign Response Team members determined by building principal to limit vehicle access to campus to only those involved in the response to this event – police, fire, EMS, and district administrator.
- Secure and protect any area that may be a crime scene or contain evidence.
- Gather pedigree information regarding the missing child.
- Identify the last person(s) who were with the child.
- Try to identify any potential witnesses – this is crucial to the success of locating the child quickly and unharmed.

When an act of violence has occurred, regardless of whom it involves, the building administrator or designee must quickly obtain all essential information to try to determine the degree of threat or danger and decide on what actions might mitigate further risk.

THIS IS PRIMARILY A SCHOOL SECURITY AND/OR LAW ENFORCEMENT ACTION MATTER

Any reference to an act of violence occurring on district property requires law enforcement involvement immediately.

<u>Quick Reference Box</u>	
<i>Assess:</i>	Act of Violence
<i>Initial Notifications:</i>	9-1-1, SRO, and Superintendent Building Emergency Response Team Building Occupants
<i>Protective Actions:</i>	Lockdown then Secure Lockout Hold in Place, or Evacuation to an alternate site if directed by first responders Take Direction from Responding Police/SRO

Standard Response Steps:

- Call **9-1-1** and provide as much detail as possible as to location and extent of activities.
- Notify the SRO and Superintendent.
- Initiate the appropriate **protective actions** as referenced above to safeguard the school population.
- If safe to do so, assign Response Team members (as determined by administrator in charge) to limit vehicle access to campus to only those involved in the response to this event – police, fire, EMS, district administrators.
- Do not dismiss students unless it can be achieved without risk to students and staff.
- Take direction from responding police

Definition/Background

A bomb threat is defined as any correspondence – verbal, written, electronic, which leads a receiver of that information to believe that there is an explosive device in the facility.

Comment:

No bomb threats should be ignored. However, the specificity of the threat and the totality of circumstances may reasonably impact the specific response plans. The decision whether or not to **evacuate or hold in place and Secure Lockout** is dependent upon information received in the threat, and how detailed and credible that information is perceived to be. **Law enforcement should be consulted to assist with this decision.**

Hold in Place relies on students remaining in their present locations while school administration and authorities assess and investigate the threat – this would most likely involve a **Secure Lock Out**.

Quick Reference Box

Assess: Bomb Threat

Initial Notifications: 9-1-1, SRO, and Superintendent
Building Emergency Response Team
Building Occupants

Protective Actions: Fill out the bomb threat card
Secure Lockout, then Hold in Place
Pre-evacuation “sweep” of egress route and destination
Building Evacuation – min. 500’ from buildings/vehicles, or
Building Evacuation – Alternate Site, or
Compartmentalize (maintain Secure Lockout)

Note: **Two-way radios and cellular phones** are **not** to be used during a bomb threat. Cell phones to remain as is (do not power up or down). Some detonators are activated by radio waves, which these devices emit. Building administrators should rely on landline telephones, the public address system, e-mail, bullhorns and person-to-person conversation to communicate. **Do not activate the fire alarm to facilitate an evacuation.**

Bomb Threat received by phone:

- Elicit and record specific information about the call utilizing the **New York State Police Bomb Threat Instruction Card**. One of these cards should be readily accessible at every phone in the district capable of receiving an outside call.
- Record the call if the phone set allows for that feature.
- **Do not call 911 from that phone** - Do not use that phone again until Police tell you it is okay to do so.
- Call **9-1-1** from a different phone and provide as much detail as possible.
- Notify the SRO and Superintendent.
- Provide information to responding Police Officers.

Bomb Threat received in written form:

Handle the item as little as possible to preserve any evidentiary value. If given permission to do so by the Police, make a photocopy of the correspondence for school records and possible disciplinary procedures. If written on a wall or other fixed object, secure the location, (lock the bathroom door for example) and await Police arrival. **Do not** erase, wash, or paint over any written threat until given the clearance to do so by the Police. It would however be prudent to photograph the written threat.

Bomb Threat received electronically (e-mail, text, etc.):

Do not respond to the sender and cease use of that computer, cell phone or other electronic device until Police arrive and then take direction from them regarding the device in question.

Note: If at any time during this process, a suspected explosive device is discovered the entire building population **must** be evacuated ASAP and the procedures described in the “**Explosive Device –Suspected**” portion of this section followed.

Standard Response Steps:

- Call **9-1-1** and provide detailed information relative to the threat and your response including any specific needs relative to your evacuation plans if applicable, i.e.: traffic control.
- Notify the SRO and Superintendent.
- Notify the Transportation Department to prepare for the possibility that buses may be needed for shelter or transport.
- The building Principal or designee will immediately use the Public Address System to direct that a **Hold in Place** be initiated and to activate the appropriate members of the Emergency Response Team to initiate a visual search of all potential routes of egress from the building and the location where the school population may be moved should a full building evacuation ultimately be directed.
- Building principal determined Response Team member(s) to limit vehicle access to campus to only those involved in the response to this event – police, fire, EMS, district administrators, etc....
- The Principal will then instruct all teachers and staff to visually inspect their respective classrooms and workspaces for any unusual or suspicious objects and to report any such findings to the Main Office by landline telephone or runner.

No one should touch, handle, or attempt to move any suspicious object.

- If no suspicious items are found in your classroom or office, tape the: **NO SUSPICIOUS ITEMS** poster to the inside of the window in or next to your classroom door so as to be visible from the hallway.
- If no suspicious items, packages, or persons are initially observed a decision must be made regarding how to best protect the building occupants while the investigation continues.

Evacuation of building option:

- The Principal and assigned staff members will advise the staff of an evacuation through door-to-door notification to the determined location that will be appropriate for the current circumstances and weather (on-site, off-site, alternate site).
- If any suspicious items, packages, or persons had been observed, this information must be relayed to the principal then the areas and routes will be avoided (staff assigned to block access to these areas).
- Students should not be allowed to have access to their lockers to retrieve coats.
- Close but do not lock classroom doors.
- Assist students and staff with special needs.
- Check attendance / report any missing or extra students and staff.

Hold in Place option:

- Students and Staff remain in their present locations as directed.

Compartmentalization option:

- Students and Staff move to a determined location within the building that has been “cleared and sanitized” (thoroughly searched by school staff for any suspicious packages, objects, or individuals).

Once the appropriate option has been taken to safeguard students and staff:

- With Police on scene, coordinate a search of the building with determined teams of volunteers.
- Once completed without any device being located and upon consultation with Police, direct an orderly return to the building and / or normal operations.
- Assist Police with investigation.

Explosive Device – Suspected

Definition/Background

A suspected explosive device is any device that by appearance and /or an accompanying threat appears to be capable of detonating and causing injury and property damage. The discovery of a suspected explosive device may occur during the normal, routine inspection of classrooms and workspaces by staff or as the result of a search conducted during a bomb threat investigation. Regardless of how such an item is discovered, the entire building **MUST** be evacuated as soon as possible. **No school staff should remain in the building** –that includes the volunteer Bomb search teams comprised of District and school personnel.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER

Once a suspected explosive device is discovered, specially trained Law Enforcement personnel will assume command.

Quick Reference Box

Assess: Explosive Device – Suspected

Initial Notifications: 9-1-1, SRO, and Superintendent
Building Emergency Response Team
Building Occupants

Protective Actions: Building Evacuation – min. 1,000’ from
buildings/vehicles, or
Building Evacuation – Alternate Site, or
Staging Area to await bus transportation

Note: **Two-way radios and cellular phones** are NOT to be used when dealing with a suspected explosive device. Some detonators are activated by radio waves, which these devices emit. Building administrators should rely on conventional landline telephones, the public address system, bullhorns and person-to-person conversation to communicate. Also, do **NOT** activate the **fire alarm** to facilitate the evacuation.

Standard Response Steps:

- **Do not touch or disturb the possible explosive device.**
- Immediately initiate a full building evacuation to a location a minimum of 1000' from buildings or vehicles. The evacuation directive must include an announcement detailing the area(s) to avoid along with a request for the appropriate members of the Emergency Response Team to quickly initiate a visual search of all routes of egress from the building and the location where the school population will be moved. The use of Response Team members to deny access to the immediate danger zone and to redirect foot traffic is also advisable.

Note: Given this 1000' distance and the likelihood that the resolution of this event will be protracted (hours), anticipating the need to utilize one of the pre-determined Alternate Evacuate Sites may well be appropriate.

- Call 9-1-1 from a landline telephone at the earliest, safe opportunity and provide detailed information relative to the location and description of the suspected explosive device and any specific needs relative to traffic control pursuant to your evacuation.
- Notify the SRO and Superintendent.
- Assist students and staff with special needs.
- Check attendance / report any missing or extra students and staff.
- Walking the school population to a determined Staging Area a sufficient distance off campus to await buses for transportation or shelter is also an alternative.
- Assign determined Response Team member(s) to limit vehicle access to campus to only those involved in the response to this event – police, fire, EMS, and district administrators.
- Assist police with investigation.

Cyber Attack

Definition/Background

A Cyber Security Incident is any event that threatens the confidentiality, integrity, or availability of the information resources we support or utilize internally, especially sensitive information whose theft or loss may be harmful to individual students, our partners, or our organization.

Quick Reference Box

Assess:	Cyber Attack
Initial Notifications:	Incident Response Manager – Chad Burton Technical Contacts: Dr. Lydia Schadler, Dr. Kelli Eckdahl (Dir. Of Educational Technology Services), and Jeff Ginsberg (Wide Area Network Manager). Legal Liaison: Nicholas Ganster Communications Specialist: Christopher Marquart
Protective Actions:	Install patches and updates on systems, routers, and firewalls. Infections cleaned and removed Re-image or re-install operating systems of infected machines Change appropriate passwords Conduct a vulnerability scan of any compromised machines before reconnecting them to the network Restore system backups where possible Document all recovery procedures performed and submit them to the Incident Response Manager Closely monitor the systems once reconnected to the network

Standard Response Steps:

Based on the District's Cybersecurity Incident Response Plan the following stages will be utilized:

- Identify
- Assess
- Respond
- Report
- Review

Hostage Situation

Definition/Background

A hostage situation involves a person is being held against their will by force or the threat of force. It is likely that a weapon is being used, threatened, or implied to maintain control of the hostage(s) and to deter any attempts to free them.

A hostage situation must be carefully surveyed and evaluated. The safety of the hostage(s), students, staff, and police is the most important consideration in any hostage situation. Trained negotiators know that the more time that is gained, the more likely it is the situation will be concluded without violence.

THIS IS PRIMARILY A LAW ENFORCEMENT ACTION MATTER

Any reference to the possible hostage situation in the building or on the property requires law enforcement involvement immediately.

The variables involved in such an event will dictate specifics relative to what the most practical and safe protective action will be to take on behalf of the non-involved building occupants. The immediate goal is to summon the Police and to contain the situation by implementing the appropriate protective action.

Quick Reference Box

Assess: Hostage Situation

Initial Notifications: 9-1-1, SRO, and Superintendent
Building Emergency Response Team
Building Occupants

Protective Actions: Lockdown, then Secure Lockout and/or
evacuation
Take direction from responding police/SRO

Standard Response Steps:

- Call **9-1-1** and provide as much detail as possible as to the persons involved, location of event and presence of any weapons, location, and condition of any injured parties.
- Notify the SRO and Superintendent.
- If safe to do so, assign Response Team members (to be determined by the administrator in charge) to limit vehicle access to campus to only those involved in the response to this event – police, fire, EMS, district administrator.
- Implement the appropriate **protective action** to minimize the risk to the unaffected portion of the school population and to contain the situation.

If taken hostage:

- One's actions during an apparent hostage situation will have an impact on how the situation is resolved.
- Obey the hostage taker's orders and do not become antagonistic.
- Talk in a normal voice. Avoid whispering when talking with other hostages and avoid raising your voice when talking with hostage takers.
- Avoid abrupt movements.
- Stay calm.

Intruder

Definition/Background

For the purposes of this section an intruder is simply defined as any person who has apparently entered or remained in a district school or facility without permission or authorization. Therefore, an intruder may be an individual with legitimate business who has entered through an unlocked or unmonitored entrance and simply failed to report to the appropriate office and follow the standard visitor procedures. Or, an intruder may also be an individual who has entered or remained in our school or facility and has no legitimate business and may in fact have criminal or dangerous intentions.

Comment:

By this broad definition, a disoriented senior citizen observed in the hallway and an unknown adult observed running out of a private office area would both be considered intruders. As such the initial assessment of the totality of circumstances would dictate the appropriate response actions.

Quick Reference Box

Assess: Intruder (as defined above)

Initial Notifications: 9-1-1, SRO, and Superintendent
Building Emergency Response Team
Building Occupants

Protective Actions: Intruder generally – approach and assess
Intruder suspicious or uncooperative – Lockdown
Take direction from responding police/SRO

Standard Response Steps:

Intruder – Generally

- Absent any immediate or obvious observations that would suggest that the intruder is dangerous or has any criminal intent, the only way to determine the person's intentions is to approach and inquire as to their business.
- All staff members are therefore authorized and encouraged to approach anyone who may fit the definition above if it appears safe to do so. This person may be asked the following questions.
 - May I help you with anything?
 - Who are you here to see?
 - What is the purpose of your visit?
- Should the person respond in a reasonable manner and have an apparent legitimate purpose for being in the building, see that the person is escorted to the appropriate office to complete the proper visitor sign-in procedure.
- If the person refuses to respond or does not answer the questions to your satisfaction, an administrator along with SRO (if available) should be contacted. Your impressions and assessment based upon your professional experience are extremely valuable and should help guide you in how to proceed.
- Ask the person to leave the building and observe to ensure that they exit the property. Avoid detaining or getting into any physical contact with the individual. If you observe a suspicious person, call **9-1-1 and/or the SRO** to report the (suspicious) person. If not able to resolve proceed to the directions below.

Intruder – Suspicious/Uncooperative

- If the person appears suspicious or dangerous by their appearance, words or actions staff should NOT approach them. Safety is the priority.
- Call **9-1-1**, note the individual's description, and last known location and direction of travel.
- Notify the SRO and Superintendent.
- Call the main office to initiate a **Lockdown**.
- If safe to do so, maintain discrete surveillance of the individual involved (video and / or PA system)
- Notify Response Team Members (as determined by the administrator in charge)
- Assist the police upon their arrival.

Suicide Threat

Definition:

A threat; implied or expressed to take one's own life.

Your objective in such a situation is to keep the person from committing the act, OR if he or she has already hurt himself / herself, to get medical assistance as soon as possible. Handling suicide threats requires the utmost sincerity, empathy, and tact. The longer you delay the act, the more likely it is that the person will be rescued and receive the professional help they need.

Quick Reference Box

Assess: Suicide Threat

Initial Notifications: 9-1-1, SRO, and Superintendent
Building Emergency Response Team – Counselors

Protective Actions: Lockdown then Secure Lockout
Take direction from responding police/SRO

Standard Response Steps:

- **Do not leave suicidal student alone.**
- **Do not jeopardize your personal safety.**
- **If a firearm or other weapon is involved – follow that protocol which may include a Lockdown or other protective action to safeguard the school population.**
- Call **9-1-1** and provide as much detail as possible as to the persons involved, location of event, and if any weapons are involved.
- Notify the SRO and Superintendent.
- Notify School Nurse.
- Notify Counselor to respond if scene is safe.
- Actively engage the student in conversation -try to calm the student and others.
- If possible, remove any dangerous instruments from the student and immediate surroundings.
- Evacuate other students quietly, if possible.
- Notify student's parents, guardians, or persons in parental relation.
- Appoint a staff member to handle arriving parents.
- Escort Police to the scene and stay out of the view of the student.
- Isolate the situation.

Definition

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

Quick Reference Box

Assess: Threat of Violence – Direct or Implied

Initial Notifications: 9-1-1, SRO, and Superintendent

Protective Actions: Lockdown, then Secure Lockout
Take direction from responding police/SRO

Comment:

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

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

NOTE: The Police Department and/or the SRO shall be contacted immediately if upon initial assessment the direct or implied threat of violence appears to be of a serious and/or imminent nature. The Police may be contacted at any time for their advice and assistance regarding any level of threat. Direct threats to personal safety may well constitute a violation of law and the student making the threat may be eligible for prosecution. Prosecution in Criminal or Family Court provides yet another opportunity for intervention.

Depending on the imminent nature of any direct or implied threat, the following procedures may be implemented by the district:

- Immediate deployment of staff trained in de-escalation or conflict resolution techniques to attempt to diffuse the situation – as identified in each Building’s Emergency Response Team.
- Inform the Building Principal or designee of implied or direct threat or troubling behaviors or communications.
- The Building Principal or designee may then initiate a threat assessment inquiry to attempt to determine the level and viability of the threat. This determination may be accomplished with the input and assistance of other building or District level administrators, the respective instructional and counseling team, and security personnel. If appropriate, Law Enforcement and Community Mental Health officials may also become involved as part of the Threat Assessment Team.
- Each building’s Emergency Planning Summary lists several ad hoc members of their respective School Safety Team. Among these members are individuals who comprise the District’s Threat Assessment Team. These members may be consulted at any time during a threat assessment inquiry. The following is a partial list of personnel and organizations typically represented.
 - Law Enforcement
 - Counseling / Mental Health
 - District Disciplinary Authority

- Depending on the nature of the direct or implied threat, and if time permits this inquiry would also involve interviewing potential witnesses, persons with knowledge as well as the actual parties involved. Some factors to consider when evaluating the level and viability of threat include, but are not limited to:
 - Specificity of threat to a person or persons
 - Reference to a specific means or weapon
 - Realistic aspect to threat
 - Specific reason or justification
 - History of student(s) involved
 - Known access to weapons or means
 - Propensity for violence

Emergency Remote Instruction

Definition

This is a skeletal framework for maintaining the districts instructional program in the face of an unexpected closure of one or more school buildings in the district for various reasons.

Quick Reference Box

Assess: Reason, Anticipated Duration, and Scope of Closure

Initial Notifications: Superintendent, Director of Curriculum & Instruction

Protective Actions: Access to computing device, access to internet
access to school breakfast/lunch programs.

Comment:

All stakeholders were significantly impacted by the long-term closure of schools due to the COVID-19 pandemic. In order to continue teaching and learning, schools responded by establishing remote instructional practices as a surrogate for traditional in-person instruction and learning. Due to the response to the COVID-19 pandemic our district has the technological infrastructure to shift to remote instruction for a limited time frame if necessary. This protocol is designed with a short-term closure in mind, not a long duration closure like the response to COVID-19.

NOTE: The Superintendent, or their designee will collaborate with the Superintendent's Cabinet and union leadership when the district shifts to emergency remote instruction.

Depending on the imminent nature of any direct or implied threat, the following procedures may be implemented by the district:

- **Student Access to Computing Devices:** The Phelps-Clifton Springs CSD is a 1:1 electronic device to student ratio District. In grades 7-12 each student is in possession of an iPad that they are able to carry between school and home. In grades Kindergarten– 6 students are issued devices but do not take them home each night. These devices are stored and charged in their classrooms. In the case of an extended emergency closure, and a student does not have their device with them at home, the district would allow scheduled and brief access to the school building for the student to obtain their device. If the student/family were unable to come to the school, the district would utilize their

transportation department and pre-existing bus routes to deliver the devices to the homes of students/families.

- Student Access to Internet: The Phelps-Clifton Springs CSD has conducted internet connectivity surveys of our students/families. We are prepared to issue cellular hot spots to the families who do not have established reliable internet connectivity in their homes.
- Proportion of Synchronous/Asynchronous Instruction: The Phelps-Clifton Springs CSD recognizes that an emergency closure is disruptive to our students and their families. In addition, the district recognizes that the pandemic disrupted the daily routines of our professional teaching staff. Teachers will leverage synchronous instruction with their students greater than 50% of the established time in their daily teaching load. The remainder of the instructional time will be filled with asynchronous learning activities/experiences.
- Alternates for Students Who Are Not Suitable for Digital Instruction: The district will utilize current transportation infrastructure, personnel, and bus routes to ensure that instructional materials are delivered to students for those learning experiences of programs that are not suitable for remote instructions (e.g. art class and art supplies, tech classes and tech supplies).
- Alternates for Students with Disabilities to Ensure FAPE: Relevant school personnel will collaborate to ensure the implementation of each student's individualized Education Plan. Details for these specific students and impacted faculty members will be settled based on specifics of the emergency leading to this contingency being enacted (e.g. reason for closure, duration and scope).
- Reportable Instructional Hours Pursuant to Section 175.5: The Phelps-Clifton Springs CSD will report the same number of instructional minutes per day during periods of emergency remote instruction as compared to a regular day of in-person instruction/learning.
- Access to Breakfast and Lunch: For students qualifying for free and reduced meals, the district will strongly consider organizing and providing food service for breakfast and lunch for these students. Circumstances will dictate the scope and details of this possible contingency.
- Access to Medicine: In the case of an extended emergency closure, and a student needs medicine that the school has been storing and administering to the student during the school day, the district would allow scheduled and brief access to the school building for the students' parent/guardian to obtain their child's medicine. If the parent/guardian is unable to come to the school, the district would utilize their transportation department, pre-existing bus routes, our nursing staff and SRO to deliver the medicine to the homes of students in need.

Review and Debriefing

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

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

After Action Reporting

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

District Support for Buildings

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

Disaster Mental Health Services

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

Post-Incident Response Guide

Introduction

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

Superintendent of Schools

- The Superintendent of Schools will notify the President of the School Board and Board of Education Members when a critical incident occurs.
- The Superintendent of Schools or designee (Principals) will be the individual who will represent the Phelps-Clifton Springs Central School District in response to media inquiries. All faculty and support staff (especially secretaries and office personnel) will be alerted that no one except the Superintendent of Schools or designee will make statements to the media. A prepared statement relating necessary facts should include:
 - A statement of personal sorrow and sense of loss
 - Statement of basic facts
 - In the case of student suicide, the words tragic and tragedy should be included so that other students "at risk" view the incident as a tragedy rather than an opportunity for glory
 - The way in which the administrators, faculty, staff, and students have responded to the tragedy
 - The types of interventions that have occurred and those planned for the foreseeable future
- The Superintendent of Schools will, whenever appropriate and possible, accompany the members of the Post-incident Response Team to the funeral services.

Building-level Post-incident Response Team - generally

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

- Convene at the earliest possible time following the crisis for a meeting in MMS/MHS PSO office or MPS/MIS office conference room to help the Principal prepare a written statement for the staff to be presented at the *(insert time)* Emergency Staff Meeting. It may be most prudent to convene on the weekend in some crisis situations to effectively manage communications to staff and parents and to initiate the proper support services as needed.
- Review roles in providing support during the day of the critical incident. MMS/MHS PSO office or MPS/MIS Main office conference rooms, when needed, will serve as the coordination site for student and staff support.
- Attend end-of-school debriefing meeting for staff. Prepare to offer any support in ways needed.
- Meet with Principal, following staff debriefing, if possible, to process the day's events and prepare for the next school day.
- Meet daily, for as many days as necessary, to process events and decide measures needed to meet the needs of students, staff, family, and community.
- Solicit and encourage feedback from students, staff, family, and community.
- Meet after the passage of 2 to 3 weeks to evaluate and possibly revise plan based on students, staff, family, and community feedback.

Administrative Team

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

- The Principal oversees the Post-incident Response Team and initiates the procedures
- Principal notifies his designee (Dean of Students, etc.), secretary, and the Superintendent of Schools, SRO when a critical incident occurs.
- Alert the Post-incident Response Team using the established telephone tree as specified in the Building-level Emergency Response Plan.
- Notify the staff that a critical incident has occurred, and a before-school emergency meeting will be conducted.
- Notify Principals of partner schools, if applicable (and others in surrounding areas where siblings and/or friends of the injured or deceased may attend). If a letter is sent home to students, it will be faxed to these schools.
- Request counselors from schools within the District and from outside agencies to provide services to students following the crisis. (Counselors will be told to report to the Main Office to sign in and then to report to the Counseling Office.)
- Gather factual information regarding the critical incident and convene a meeting of the Post-incident Response Team in the Auditorium.
 - The team will develop a written statement to be made available to all staff members at *the (insert time)* emergency staff meeting.
 - A statement will be prepared by the Principal to be shared with the public.
- If the critical incident is a death, the Principal will also have called the family to offer condolences and to inquire about the desirability of attendance at the wake and/or funeral services by the staff and/or students. If possible, family responses to these issues should be included in the written statements.
- Principal introduces members of the Post-incident Response Team and informs staff of the availability of intervention services throughout the day.
- Principal informs staff of the locations of the Crisis Counseling Rooms. Either the main office or pupil support office will serve as the Coordination Site for student and staff support when needed.
- Principal will alert the entire staff that there will be a debriefing meeting at the end of the school day.
- Designate the first segment of the school day (30-50 minutes) for information and discussion regarding the critical incident.

- The classroom teacher, a designated Post-incident Response Team member or an outside resource person will provide discussions and support to each classroom.
- Post-incident Response Team members with a homeroom will request that their rooms be covered while members provide support to the most involved.
- Along with psychologist and/or counselors and/or the SRO will offer to meet with the family of the injured/deceased and provide assistance as needed.
- Will compose a handwritten letter to the parent(s) or family of the victim. The letter should serve as an expression of sorrow from the administration, faculty, and staff and an offer of continued support and assistance.
- Principal will compose a letter to all parents describing the incident and providing basic facts. Accompanying this letter will be a one-page overview of helping children cope with crisis and directions to parents who are removing children to attend funeral services.
- Principal will work with building staff and Superintendent, if necessary, to try to arrange for coverage for staff members who wish to attend the funeral services.
- Make arrangements to have the personal belongings of the deceased returned to the family.
- Ensure that the name of the deceased is removed from attendance, computer rolls, computer program, classrooms, mailing lists, Rolodex files and other listings.
- Principal arranges for a parent community meeting for the purpose of debriefing the critical incident and the events that followed, if necessary. Appropriate staff and resources will assist with this meeting.
- When appropriate, contact the family and interested parties to explore and select an appropriate memorial choice.
- Responsible for expressing thanks to all who helped.

Psychologists / Counselors

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

- Will attend a Post-incident Response Team Meeting with the Principal to help prepare a written statement to be shared with the staff at the Emergency Staff Meeting.
- Coordinates service delivery. Provides direction and assistance to the members of the Post-incident Response Team, who will be providing support services to students and staff throughout the day.
- Offers to meet the family of the injured/deceased and provide assistance, as needed. They will also provide information regarding appropriate community resources.
- Offers support to individuals and groups of students, staff, and parents. Attends the parent-community-debriefing meeting. They will be prepared to discuss issues regarding the incident and provide information on appropriate follow-up/resources.
- Meets with the Principal, members of the Post-incident Response Team and entire staff for feedback and possible revision of the Building-level Emergency Response Plan.
- Notifies and elicits necessary support from District counselors as needed to assist members of the Post-incident Response Team, which will provide services during the first hours of school and beyond.
- After consultation with the Post-incident Response Team, alerts the appropriate outside resources to provide additional support during the first day and beyond.
- When the additional psychologists and/or counselors arrive, building staff will provide them with a schedule of where their services are needed and a name tag so that they can be identified by students, staff, and other visitors.
- Contacts classroom teachers to determine the need for additional classroom support immediately following the incident and, in the weeks, following.
- Solicits information from teachers regarding any students who may be exhibiting continued signs of distress or whose history may indicate counseling services.
- Arrange a presentation for students who are planning on attending the funeral home and/or church service to prepare them for these events.

Nurse

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

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

School Secretary

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

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

Teachers and Staff (Members of the Post-incident Response Team):

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

All Other Teachers and Staff:

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

classmate, to a designated counseling room or request assistance in the classroom.

- Teachers/Staff will, when needed, notify the office of a class, which contains many distressed students requesting support from the Post-incident Response Team.
- Will provide an opportunity for students to offer condolences to the family by writing or creating poems and cards.
- Will gather the personal belongings of the deceased and give to the Principal for return to the family and will delete the name of the deceased from all listings.
- Will, if indicated, provide additional opportunity for students to share feelings and discuss the loss and stages of grief. This can be accomplished with the help of the counseling staff, if desired.

School Librarian

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

Safety and Security

- Upon request the SRO, any available safety personnel, or those staff members willing and able to supervise will be deployed for the purpose of ensuring traffic control, preservation of District assets and to assist in the monitoring of students in large assembly areas for possible unsafe or destructive behaviors.
- Provide assistance for families and friends as needed.

Custodian

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

- The emergency coordinator will evaluate the impact of the emergency on other educational agencies in the district.
- If the impact is evident, the emergency coordinator will telephone the contact person at each affected educational agency and inform them of the status of the emergency. If telephone lines are busy or out a cell phone emergency response system will be utilized.
- Transportation, sheltering and other types of assistance will be provided to other educational agencies according to already established agreements, or following the directives of the appropriate municipal and county authorities that may become involved in the emergency.
- Incident command protocols will be utilized by district emergency response coordinator depending on the type of emergency and outside agencies that respond to the emergency.

Staff Willing to Assist in an Emergency

<u>TITLE</u>	<u>NAME</u>	<u>DAY PHONE #</u>	
Emergency Coordinator	Ryan Tilburg	315-548-6465	
Superintendent	Nicholas Ganster	315-548-6423	
Business Administrator	(Interim) Richard Walker	315-548-6434	
Director of Transportation	Leslie Jones	315-548-6400	
Director of Facilities	Ryan Tilburg	315-548-6465	
School Physician	Finger Lakes Health Dr. Freier	315-539-9229	
Board of Education President	Tracy Altman	585-202-6039	
Faculty Association President	Gregory Mahns	315-548-6600	
BOCES Representative	Heather Smith (HS)/ Tammy Jones (Elem)	315-548-6631/ 315-548-6760	
MES Principal	Christopher Moyer	315-548-6900	
MMS/MHS Principal	Daniel McAlpin	315-548-6300	
School Resource Officer	Deputy Robert Holland	315-548-5466	
School Resource Officer	Deputy April Decker	315-548-6900	
School Nurse	Nadine Patrick	315-548-6720	
School Nurse	Hilliary VanHout	315-548-6721	
School Nurse	Heather DeRuyter	315-548-6320	
School Nurse	Cassandra Tice	315-548-6321	
Director of Food Services	Jil Swarthout	315-548-6415	

Key Staff Certified in First Aid and CPR

<u>School Nurses</u>	
Heather DeRuyter	Midlakes Middle/High School
Nadine Patrick	Midlakes Elementary School

<u>Staff</u>	
Christopher VanGorden	John Lombardi
John Hauber	Steve Howcroft
Trent Jones	Brittany Sullivan
Natalie Schinsing	Kyle Sanders
Lyndsey Burnisky	Jacob Taylor
Steve Shymkiw	Joseph Acquilano
Michael Quagliata	Scott Monagle
Brandy Hungerford	Rich Doan

Heavy Equipment Inventory

<u>Type of Vehicle</u>	<u>Use</u>
CAT Backhoe	Midlakes Maintenance
Black 4 Seat Golf Cart	Midlakes Maintenance
2023 Bobcat Tool Cat	Midlakes Maintenance
2026 Bobcat UV34	Midlakes Maintenance
2023 Altoz Zero Turn	Midlakes Maintenance
2026 Bentelli Silver Electric Golf Cart	Midlakes Maintenance
2026 Ventrac Tractor	Midlakes Maintenance
2024 Toro 4000	Midlakes Maintenance
2021 Toro 4000	Midlakes Maintenance
2022 Kioti RX6620 Tractor	Midlakes Maintenance
2022 Bobcat UV34	Midlakes Maintenance
Kubota M5 Tractor	Midlakes Maintenance

Bus and Vehicle Inventory

BUS #	MAKE	TYPE	PLATE #	VIN #	YEAR
2	CHEVROLET	SUBURBAN	BB3912	1GNSKBKD4MR319053	2021
3	CHEVROLET	SUBURBAN	BK9412	1GNSKBED0RR369922	2024
4	CHEVROLET	SUBURBAN	BF3233	1GNS6BRD6SR332314	2025
10	THOMAS	CLASS B	BK4500	4UZABRFC2SCVB6650	2025
11	THOMAS	CLASS B	BH6044	4UZABRFC5RCVC0492	2024
12	THOMAS	CLASS B	BL7878	4UZABRFC1TCWB3226	2026
13	THOMAS	CLASS B	BL8361	4UZABRFC3TCWB3227	2026
14	THOMAS	CLASS B	BL7880	4UZABRFC4TCWA5718	2026
15	THOMAS	CLASS B	BL7882	4UZABRFC6TCWA5719	2026
16	THOMAS	CLASS B	BL7885	4UZABRFC2TCWA5720	2026
17	THOMAS	CLASS B	BN7258	4UZABRFC7VCWB3234	2027
18	THOMAS	CLASS B	BN7260	4UZABRFC4VCWU0914	2027
19	THOMAS	CLASS B	BN7261	4UZABRFCXTCWU0915	2026
20	THOMAS	CLASS B	BN7263	4UZABRFC1TCWU0916	2026
21	THOMAS	CLASS B	BN7264	4UZABRFC3TCWU0917	2026
22	THOMAS	CLASS B	BN7625	4UZABRFC5TCWU0918	2026
73	CHEVROLET	VAN	AY2574	1GNWGEFG5G1323771	2016
83	BLUEBIRD	CLASS B	BC5798	1BAKFCSA4LF363704	2020
84	BLUEBIRD	CLASS B	BC5799	1BAKFCSA6LF363705	2020
85	CHEVROLET	CLASS C	BD5428	1HA6GUBGLN000747	2020
86	BLUEBIRD	CLASS B	BD7542	1BAKFCSA3MF377241	2021
87	BLUEBIRD	CLASS B	BD7541	1BAKFCSA5MF377242	2021
88	BLUEBIRD	CLASS B	BF9495	1BAKFCSA2PF387781	2023
89	BLUEBIRD	CLASS B	BF9496	1BAKFCSA4PF387782	2023
90	BLUEBIRD	CLASS B	BF9493	1BAKFCSA6PF387783	2023
91	BLUEBIRD	CLASS B	BG7248	1BAKFCSA9RF396688	2024

92	BLUEBIRD	CLASS B	BG7357	1BAKFCSA0RF396689	2024
93	BLUEBIRD	CLASS B	BG7358	1BAKGCSA0RF396690	2024
94	BLUEBIRD	CLASS B	BG7247	1BAKGCSA2RF396691	2024
95	CHEVROLET	CLASS C	BF9343	1HA6GUB77NN008500	2022
96	CHEVROLET	CLASS C	BF9344	1HA6GUB72NN008503	2022
97	THOMAS	CLASS B	BK8922	4UZABRFC2SCVB6647	2025
98	THOMAS	CLASS B	BK4498	4UZABRFC4SCVB6648	2025
99	THOMAS	CLASS B	BX3805	4UZABRFC6SCVB6649	2025

	FORD	F350 TRUCK W/ 9' V PLOW	AY6628	1FTRF3B65HEB79420	2017
	FORD	F350 TRUCK W/ 9' V PLOW	BD1981	1FTRF3B68LEC50182	2020
	FORD	F350 TRUCK W/9' V PLOW	BF6610	1FTRF3B6XNEE59281	2022
	CHEVROLET	SILVERADO HD W/9.5' V PLOW	BK9562	1GB3YSE76RF396621	2024

Fuel Inventory

The district maintains a fueling station with 7,000 gallon capacity of diesel fuel and 3,000 gallon capacity of gasoline. The fueling station is less than one year old and meets current specifications for fueling stations maintained by schools in New York State. The inventory of fuel fluctuates monthly as it is consumed for district transportation needs and replenished as needed.

Cafeteria Capacities

District would be able to feed school population for one week.

TITLE	NAME	DAY PHONE #	
Emergency Coordinator	Ryan Tilburg	315-548-6465	
Superintendent	Nicholas Ganster	315-548-6423	
Business Administrator	(Interim) Richard Walker	315-548-6434	
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MES Principal	Christopher Moyer	315-548-6900	
MMS/MHS Principal	Daniel McAlpin	315-548-6300	

The district emergency response coordinator or the highest-ranking official on the district chain of command list will coordinate the use of district resources and manpower during an emergency.

Procedures for Annual Staff Training

The district will annually review and update the District-Wide Safety Plan. Copies of the DWSP will be distributed by email at the beginning of the school year to all staff, as well as one hard copy for each main office. Right To Know, Blood Borne Pathogens and School Violence Prevention Training are components of the agenda for the conference day. School staff teams meet to work through tabletop exercises on responding to multi-hazard situations at the building level while district wide SAVE committee members define the chain of command and incident command procedures for implementing the Emergency Response Plan. Students receive training through reviewing their yearly student handbooks at the start of the school year and by participating in the annual emergency management drill.

Procedures for Annual Drills

Each year, the Superintendent will conduct at least one test of the emergency response procedures for each student-occupied facility. The emergency management drill is tested annually each fall. Students from each facility evacuate to a designated loading area, where the District buses pick them up and either take the students to a secure area or home. Details for this drill and evacuation are found on page 6.

The Phelps-Clifton Springs CSD is committed to engaging in trauma informed emergency drills to the extent that is reasonable given the variability of each individual child. Trauma-informed drills mean 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.

- Phone systems: Land lines and cell phones
- Handheld Radios
- E-mail through network
- P.A. Systems in each building
- Dispatched messengers
- Megaphones
- Two-way call buttons in classrooms
- Clocks and LED displays located throughout the buildings for the purpose of emergency notifications

Outside Agency Contact Numbers

EMERGENCY CONTACTS & PHONE NUMBERS FOR OUTSIDE AGENCIES

AGENCY NAME	NAME OF CONTACT PERSON	DAYTIME PHONE#	EVENING PHONE#
Fire Departments	Phelps Clifton Springs	911 or 315-548-3862 911 or 315-462-7501	911 or 315-548-3862 911 or 315-462-7501
Ambulances	Phelps Clifton Springs - (Finger Lakes)	911 or 315-548-3862 911 or 315-462-5701	911 or 315-548-3862 911 or 315-462-5701
Local Police Departments	Phelps Clifton Springs	911 or 315-548-8237 911 or 315-462-2422	911 or 315-548-8237 911 or 315-462-2422
County Sheriff	Ontario	585-394-4560	585-394-4560
SRO	Deputy Robert Holland	315-548-5466 or 911	911
SRO	Deputy April Decker	315-548-6900 or 911	911
State Police Troop E	Main Line Farmington Location	315-462-5678 585-398-4100	315-462-5678 585-398-4100
County Disaster Coordinator	Debra Trickey	585-396-4310	585-394-4560
County Red Cross	Ontario County	585-241-4400	585-241-4400
Water Authorities	Clifton Village Phelps Village	315-462-3542 315-548-8003	315-462-3542 315-548-8003
Gas Company	NYSEG Gas Emergency	800-572-1121	800-572-1121
Electric Company	NYSEG Elec. Emergency	800-572-1131	800-572-1131
Hospitals	Clifton Springs Hospital & Clinic Geneva General	315-462-9561 315-787-4000	315-462-9561 315-787-4000
School Physician	Finger Lakes Health - Dr. Freier		315-539-9229 315-956-4432
Poison Control Center		585-275-5151	585-275-5151
Animal Control	Ontario County Humane Society	585-396-4590	585-396-4590
Finger Lakes Comprehensive Psychiatric Emergency Program (CPEP)		315-462-9561	315-462-9561
Ontario County Mental Health		585-396-4363	585-396-4363

Procedures for Receiving Assistance from Government Officials

By contacting 911, the system for coordinating the delivery of assistance from both the county and local agencies will be activated. 911 protocols determine the level of assistance needed from county and local agencies per the reported emergency. The building principal or superintendent will determine the need for outside assistance. If building principals or the superintendent are not available, another district administrator will respond.

The Superintendent will communicate with local government officials to provide the district with the necessary outside assistance in responding to emergencies.

Communication System for Informing Other Educational Agencies of a Disaster

The school superintendent or a district official will notify all educational agencies within district boundaries of all emergency situations that may impact their operation.

Transportation Needs of Education Agencies

KEY CONTACTS AND PHONE NUMBERS FOR BUILDINGS IN OUR DISTRICT

SCHOOL NAME	STUDENT POPULATION	# OF STAFF	KEY OFFICIALS	BUSINESS PHONE NUMBERS
District Office	N/A	13	Nicholas Ganster (Interim) Richard Walker	315-548-6423 315-548-6434
Midlakes Middle/High School	740	108	Daniel McAlpin Jim Giancursio	315-548-6301 315-548-6302
Midlakes Elementary	861	108	Christopher Moyer Jessica VanDamme	315-548-6900 315-548-6900
Bus Garage	N/A	32	Leslie Jones	315-548-6400

TRANSPORTATIONS NEEDS

SCHOOL	# BUSES	BUS CAPACITY	W/C BUS	W/C CAPACITY
Midlakes HS/MS	16	65	1	3
	1	71		
Midlakes Elementary	16	65	1	3
	1	71		

All staff are required to participate in measures outlined by the administration to provide school safety and security. This includes:

1. Limiting access for all persons to one main entrance.
2. Wearing staff identification badges at all times.
3. Being cognizant of strangers in the building and stopping visitors who have not properly registered.
4. Providing adequate lighting in all areas.
5. Reducing and controlling traffic flow on campus.
6. Training all staff on crisis intervention and ensuring that all teaching staff have received SAVE training and are yearly updated with the school violence prevention training.
7. Security cameras are positioned at entrances and hallways to monitor security issues.
8. Ontario County Sheriff's Office Deputy (SROs) on campus and available.
9. Lockdown buttons in strategic locations across campus.
10. Lockdown apps for administrators and key district personnel.

Monitors and Other School Safety Personnel

Duties:

Monitors and other school safety personnel shall supervise hallways, cafeterias, and other common areas as assigned by the building principal. Monitors shall observe and direct students regarding appropriate behavior and shall immediately notify building administration of any suspicious behavior or behavior that threatens the health, safety, and welfare of students and staff.

Required Training:

Monitors and other school safety personnel shall participate in all mandated trainings for staff required by the school district. Monitors and other school safety personnel shall also participate in trainings specific to the identification and reporting of threatening or unsafe behavior, as provided by building administration and/or the School Resource Officer.

Hiring and Screening Process:

Prior to being appointed by the Board of Education, monitors and other school safety personnel shall be fingerprinted, as required by NYSED. References should be checked by the district to ensure that monitors and other school safety personnel are qualified to work in public schools.

School Resource Officer

The responsibilities and duties of the School Resource Officers shall be defined by the "Agreement between County of Ontario and Phelps-Clifton Springs Central School District for School District Resource Officer Program," which is attached herein as Appendix 2 and incorporated by reference. The SROs shall not act as a school disciplinarian for students that violate the Code of Conduct. The role of school discipline is delegated to the school administration.

The identification of family, community and environmental factors to teachers, administrators, parents, and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information.

1. Administrators and counselors will share pertinent intake information regarding specific students with staff.
2. Alternative Education staff will meet to discuss students and their IEP's.
3. Administrators and/or counselors will meet with probation officers, juvenile officers, and social service staff.
4. Administrators will meet with staff after an incident for debriefing.

Prevention and Intervention Strategies

1. Staff training programs:
 - A. Life Space Crisis Intervention training
 - B. New staff training
 - C. Collaborative programs with local law enforcement agencies
 - D. Traumatic Crisis Intervention Support (TCIS)
 - E. Trauma, Illness, Grief
 - F. Multi-Tiered Systems of Support (MTSS)
 - G. "See Something, Say Something" Program – District Designed
2. Student programs:
 - A. Life Skills Training curriculum
 - B. Youth to Youth
 - C. Review of student handbook and code of conduct with both students and parents sign off
 - D. Character Strong
 - E. PBIS
 - F. Peer Mediation
 - G. School Resource Officer (SRO)
 - H. Eagle Time (7-12)
 - I. Rhithm SEL Assessment App
 - J. "See Something, Say Something" Program – District Designed
3. Student services:
 - A. Full-time counselor(s) and/or social worker(s) to develop rapport with students.

Strategies for Improving Communication of Students/Staff

1. Access to school counselors, social worker, and school psychologists in each building
2. Youth run groups-Youth to Youth
3. Peer mediation
4. Conflict resolution
5. Creating a forum for students concerned with bullying or violence
6. Anonymous reporting mechanisms for school violence
7. Support provided for students educated off site in vocational and alternative education sites.
8. Regular meetings of the District Safety Team and Building Safety Team.

Nicholas Ganster	Superintendent	(315) 548-6423
(Interim) Richard Walker	Business Administrator	(315) 548-6434
Jeffrey Hamelinck	Director of Curriculum	(315) 548-6475
Daniel McAlpin	MMS/MHS Principal	(315) 548-6300
Christopher Moyer	MES Principal	(315) 548-6900
John Lombardi	Athletic Director	(315) 548-6450
Ryan Tilburg	Director of Facilities	(315) 548-6465
Andrea Eldridge	CSE Director	(315) 548-6441

REQUIRED APPENDICES

Appendix 1: District Street Map

Appendix 2: Agreement between County of Ontario and Phelps-Clifton Springs Central School District for School District Resource Officer Program

Appendix 3: Communicable Disease Protocols

Appendix 4: Sudden Cardiac Arrest Protocols

Appendix 5: After School Safety
