RONDOUT VALLEY CENTRAL SCHOOL DISTRICT

P.O. BOX 9, ACCORD, N.Y. 12404
(845) 687-2400
rondout.k12.ny.us

DISTRICT-WIDE SCHOOL SAFETY PLAN

2026-2027

"IF YOU SEE SOMETHING, SAY SOMETHING"

Table of Contents

PAGE(S)	CONTENT
3	PREFACE
4	INTRODUCTION
5	PURPOSE AND DISTRICT LEVEL CHARGE
6	BUILDING LEVEL CHARGE
7	IDENTIFICATION OF DISTRICT LEVEL SAFETY COMMITTEE TITLES AND AFFILIATIONS
8	IDENTIFICATION OF SCHOOL SITES FOR POTENTIAL EMERGENCIES
9-10	PLANNING GUIDE OUTLINE – WHAT NEEDS TO BE IN YOUR BUILDING'S PLAN
10	SAVE LEGISLATION-ARTICLE 55, SECTION 2801-A., SUB. 4 + 5
11-22	FOR BUILDING LEVEL PLANS: **RISK REDUCTION/PREVENTION** AND **INTERVENTION** STRATEGIES INCLUDING PROTOCOLS FOR BUILDING ACCESS AND SECURITY, IDENTIFICATION OF POTENTIAL THREATS, DIGNITY FOR ALL STUDENTS ACT INFORMATION, PBIS INFORMATION, TRAINING, DRILLS, PRACTICE AND DRILL FREQUENCY REQUIREMENTS, EMPLOYEE SCREENING, SCHOOL INFORMATION, COMMUNICATIONS, CODE OF CONDUCT AND HAZARD INDENTIFICATION
23-45	FOR BUIDLING LEVEL PLANS: **RESPONSE** PROTOCOLS INCLUDING NOTIFICATION AND ACTIVATION, EMERGENCY CONTACT INFORMATION, TRANSPORTATION RESOURCES, PROTECTIVE ACTIONS, DISTRICT STANDARD EMERGENCY RESPONSE PROTOCOLS (INCLUDING BOMB THREAT "SCRIPT" AND REPORTING FORM / REQUIREMENTS, BUS ACCIDENT PROCEDURE, PANDEMIC PLAN, SUSPICIOUS MAIL) ****DISTRICT STANDARD PROTOCOLS A-S****
46-48	FOR BUILDING LEVEL PLANS: **RECOVERY** PROTOCOLS AND CRIME SCENE MANAGEMENT PROCEDURES
49	*SCHOOL BUILDING LEVEL PLANS* ***(CONFIDENTIAL)***
APPENDIX A	REMOTE INSTRUCTION PLAN
APPENDIX B	SCHOOL RESOURCE OFFICER AGREEMENT
APPENDIX C	CARDIAC EMERGENCY RESPONSE PLAN (CERP)

Preface

This plan will be maintained by the District-Wide School Safety Team and be reviewed annually, then adopted by the Board of Education. A copy of the plan will be available at the main office of each school site as identified in this plan.

While linked to the District-Wide School Safety Plan, Building-Level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.

Building-Level Emergency Response Plans will be supplied to both local and State Police.

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.

To help address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the school district and its schools.

The Rondout Valley Central School District, District-Wide Safety Committee (Team), has used SAVE Legislation and the associated guidance documentation as the framework for this plan.

Purpose and District Level Charge

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

The Rondout Valley Central School District is committed to preserving a safe, secure, healthy environment for our students and employees.
Through a joint collaborative effort, the District shall also be prepared in case that environment is ever compromised.

Building Level Charge

This District-Wide Plan is to be used as a guide for all the schools within the district and as the framework for the development of the more detailed emergency response plans required at the school building level. Each District School Building Principal or Building Administrator shall designate a number of his/her building staff to act as their building level safety and emergency response team, and that team shall meet regularly and be responsible for:

1. The development, management and implementation of their building level safety and emergency response plan, using the risk reduction/prevention/intervention(RR/P/I), response and recovery protocols as outlined in this plan (Building level plans must at a minimum include from this plan items from page 10-11 outline A-H, RR/P/I items 1-51, Response items 1-7A-S, and Recovery items 1-16)

2. The training of their building occupants through communication and practice drills (drill schedule / requirements as outlined in this plan) and for,

3. Directly responding to emergencies at their school building, including law enforcement as required.

4. Annual submittal of building level plans to the District Wide Safety Team for review and comment.

5. Annual submittal of drill requirement form (included in this plan), to the District Wide Safety Team, indicating that the drill requirements for your building have been met.

Identification of District Level Safety Team

The Rondout School District has appointed a District-Wide School Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations, school safety personnel and other school personnel. The members of the team (positions or affiliations) are as follows:

District Safety Officer
School Nurse / Nurse Facilitator
Local Law Enforcement Representative
Parent
Athletics Director

Director of School Facilities & Operations
Transportation Representative
Local Fire Dept. Official
Principals
Student
Board of Education member
Superintendent of Schools (advisor to committee)
Teacher Organization Representative
Administrator Organization Representative
Parent Organization Representative
Bus driver/Monitor

The Rondout Valley Central School District-Wide School Safety Plan identifies the following sites of potential emergencies:

1. Rondout Valley High School
2. Rondout Valley Middle School
3. Kerhonkson Elementary School

4. Marbletown Elementary School
5. District Office
6. Buildings and Grounds Garage and Receiving Building

Planning Guide for a School Building Level Emergency Response / Safety Plan

WHAT NEEDS TO BE INCLUDED IN YOUR BUILDING'S PLAN?

A **school emergency response plan**, developed by the building-level school safety team defined in subdivision four of ARTICLE 55 (see this plan pg.11 for definition), **shall include the following elements**:

A. policies and procedures for the safe evacuation of students, teachers, other school personnel as well as visitors to the school in the event of a serious violent incident or other emergency, which shall include evacuation routes and shelter sites and procedures for addressing medical needs, transportation and emergency notification to persons in parental relation to a student. For purposes of this subdivision, "serious violent incident" means an incident of violent criminal conduct that is, or appears to be, life threatening and warrants the evacuation of students and/or staff, as defined in regulations of the commissioner developed in conjunction with the division of criminal justice services;

> -included in this plan are district standard protocols for lockdown, lockout, fire, medical, etc., and information regarding building security (doors, access, etc.), district transportation resources, risk reduction, prevention and intervention strategies

B. designation of an emergency response team comprised of school personnel, local law enforcement officials, and representatives from local regional and/or state emergency response agencies, other appropriate incident response teams, and a post-incident response 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 violent incident;

> -included in this plan is article 55 subdivision 4 (for definition of who should be responsible for identifying and managing the building level team and plan) and contact information, as well as recovery information for planning purposes

C. procedures for assuring that crisis response and law enforcement officials have access to floor plans, blueprints, schematics or other maps of the school interior, school grounds and road maps of the immediate surrounding area;

> -include in your building plan floor plans and/or maps – these are available from the Facilities Department if you do not already have, or off of the internet (for road maps, aerial photos)

D. establishment of internal and external communication systems in emergencies;

-included in this plan is emergency contact information - be sure to also include in your building plan protocols for communicating emergencies, for p/a use, radio use, phone use, and be sure to contact Superintendent's office so that emergency information can be disseminated throughout the remaining district appropriately (use of district wide resources as req'd)

E. definition of the chain of command in a manner consistent with the national interagency incident management system/incident command system;

-your building level team shall identify who is responsible for what during emergencies, training is available through the district for NIMS and SAVE

F. coordination of the school safety plan with the state-wide plan for disaster mental health services to assure that the school has access to federal, state and local mental health resources in the event of a violent incident;

-see this plan for contact information, mental health resources, etc., and for strategies in regards to prevention, risk management and intervention

G. procedures for plan review and the conduct of drills and other exercises to test components of your building's emergency response plan;

-see this plan for drill protocol information (what, when, frequency)

H. policies and procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property.

-see this plan for crime scene management protocols

Article 55 subdivision 4

4. Each district-wide school safety team shall be appointed by the board of education, and shall include but not be limited to representatives of the school board, student, teacher, administrator, and parent organizations, school safety personnel, and other school personnel. Each **building-level school safety team** shall be appointed by the building principal, in accordance with regulations or guidelines prescribed by the board of education. Such building-level teams shall include but not be limited to representatives of teacher, administrator, and parent organizations, school safety personnel and other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education deems appropriate.

Article 55 subdivision 5

5. Each safety plan shall be reviewed by the appropriate school safety team on at least an annual basis, and updated as needed.

Risk Reduction, Prevention, Intervention Protocols

The District-wide School Safety Plan is 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. The following RR/P/I protocols shall be used at each school building:

1. 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.

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

3. Efforts may be supplemented by county and state resources through existing protocols.

4. All exterior doors to the building must be kept locked at all times, except during a short period at student and staff arrival and dismissal. The building custodian shall check exterior doors throughout the day to ensure they are locked.

5. All classroom door knobs must be kept in the locked position at all times.

6. Every building shall have a visitor check in protocol, electronic security access system at the front entrance, check the identification of every visitor, and manage general access to the building.

7. Every building shall have prepared at all times loaner keys for law enforcement officials in the case of emergencies.

8. Buildings shall establish attendance procedures to account for pupils and staff members including unscheduled releases during the school day.

9. Every school building shall have posted floor plans with egress routes throughout the building.

10. Every school building shall have emergency contact information posted near the telephones in each of their classrooms.

11. Each school level plan shall have diagrams of building floor plans and site plans showing the following:
    1. Inside/Outside Command Post and Alternates
    2. Inside/Outside Student Assembly Areas
    3. Inside/Outside Parent Areas
    4. Inside/Outside Parent Release Areas
    5. Outside Sanitation Areas
    6. Outside Traffic Control Patterns
    7. Press Area
    8. Staging Area
    9. Alternate Shelter Site for Latecomers
    10. Sanitized Area for Bomb Threats
    11. First Aid Area

12. Inside/Outside Morgue Areas
13. Helicopter Landing Area

12. Each school building shall make their building level emergency plan available to all staff working at the site.

13. Building level safety teams are to conduct a security assessment survey to include items such as the school's potential threats, those at risk, physical plant emergencies and emergency procedures.

14. Schools shall require visitors to sign in and sign out and wear visitors' passes. Buildings shall use a "single point of entry" at all times when appropriate.

15. School Secretaries will greet, ask purpose and require that visitors sign in, and SHOW ID upon entry at all buildings. [COVID Adjustment if needed: It is essential to create a healthy and safe environment by limiting potential COVID-19 exposure whenever possible. Our district will be limiting access to visitors and volunteers to appointment only.]

16. Schools shall establish emergency protocols for recess, phys ed, (emergency responses for those who are outside) [COVID Adjustment if needed: Teachers can work with students to provide designated "mask breaks" during which time students will be socially distanced. When possible, "mask breaks" should occur outside or in other areas with good air flow, and where maximum social distancing can be accomplished.]

17. Schools shall encourage and establish cooperative relationships with adjacent property owners of the school buildings to help monitor schools during off hours.

18. Schools will utilize intervention specialists who will be trained in conflict resolution, crisis intervention and restraint training.

19. Schools may require outside security personnel for certain school functions if appropriate and as required by District officials.

20. Schools should use internal building radios for intra-school communication in addition to P/A and telephones. The district maintains and updates radio protocols and provides annual training for all staff issued a radio.

21. Use of video cameras in some buildings and buses. Video cameras will be installed in all buildings and buses as budget permits. Video surveillance used at main entries whenever possible.

22. When calling 911, be sure to mention building, and in the case of main campus, the exact entry to use.

23. Every building shall include in their building level plans the Standard Emergency Protocols as developed by the D.W. Safety Committee for tornadoes, bomb threats, violent weather, fires, intruders, violent intruders, etc. These protocols should be part of every building level plan. **There are 19 standard emergency protocols**.

24. A district-wide response plan to situations of potential violence in schools and a violent incident response plan are in place and should be added to each building's emergency response plan (calling Superintendent's office, call tree, school messenger service, use of and cooperation with local law enforcement). This district wide response is only initiated by the Superintendent or his designee, on a case-by-case basis. Most emergencies will be site specific.

25. In conjunction with local police agencies, a district-wide procedure for crime scene preservation, and types of incidents to be reported to local law enforcement agencies has been developed. This must be added to your building level plan. See crime scene management section in this plan.

26. Administrators and certain staff as determined by the Superintendent should be instructed on the critical aspects of the Incident Command System. Identified staff will receive training on an on-going basis for their assigned role in this system. Staff, through in-service training after school and during Superintendent Days, shall receive training

in recognizing imminent and early warning signs for the potential of violent behavior by students, conflict resolution, mediation, and other school safety programs.

27. Each school building shall be equipped with identified first aid and emergency resources which will be available for use during an emergency. In addition, a listing of emergency services, personnel and agencies (with telephone numbers) shall be listed in each school plan. Each school shall also have an Incident Command System chart designating individuals for each category of responsibility, as well as a list of staff trained in First Aid and CPR.

28. Each school building's Safety Committee shall review school security, resources, etc. and make recommendations to building-level and central administration for improvements.

29. During the course of the school year all buildings shall conduct site drills as well as participate in a county-wide drill in order to test building plans. These plans include procedures for contacting parents and guardians directly or via the media. See the drills schedule in this plan.

30. Buildings shall have ongoing communication between and among members of the school community about school safety.

31. Students will be encouraged to communicate and be open and knowledgeable about potentially violent incidents through in-school programs, assemblies, as well as through school clubs and organizations.

32. All school buildings shall formulate anti-bullying procedures and programs. Teach avoidance techniques and coping skills. Define what constitutes bullying activity (DASA training). (Including physical, verbal, and psycho-logical aspects of bullying) and communicate that definition to staff and students. Promote intervention as well as support services for victims.

33. School safety teams shall become aware of gang-related clothing, behavior, etc. through sharing of information with local law enforcement agencies.

34. Schools shall establish standards for how people should treat each other through in-school programs and classroom reinforcement.

35. Schools may use the New York State Police Safe Schools Programs and Crime Scene Response plan for training.

36. Schools shall establish channels of communication with students who feel alienated, isolated, or have low self-esteem.

37. Schools shall use Intervention Programs and Strategies such as: Peaceful School Bus, DASA (Dignity for All Students Act), PBIS (Positive Behavior Intervention and Supports), Restorative Practices, Character Education, peer mediation, No Place for Hate, Ulster Prevention Council partnership (High School and Junior High School), Anti-Bullying Curriculum (STAC), Behavior Threat Assessment Teams, Cyber Security training, and building assemblies to empower students.

38. Vital Educational Agency Information; The Rondout Valley Central School District shall have located in the School main offices, Superintendents' and Assistant Superintendents' Offices information on school population, number of staff, transportation needs, and the business and home telephone numbers of key school officials.

39. Vital School Information: Information specific to each individual building shall be maintained in the Principal's office of each building (keys, maps, information regarding attendance/occupancy) for law enforcement/first responders.

40. Communication: School Building Principals and administrators shall conduct meetings with all students and staff to:
- inform students of the proper procedures to access staff
- inform students that staff will be available to discuss any concerns/problems

• train all staff members to recognize, and effectively deal with bullying, harassment, and violent behaviors
• provide review of clear and concise enforceable, consequences for all inappropriate behaviors which follow the Code of Conduct, and be sure that all building occupants are familiar with the building level safety plan

41. Code of Conduct: Refer to Code of Conduct on website, policy manual, other sources.

42. Hazard Identification: Each school in the District shall identify in their building safety plans potential internal or external hazards and potential emergency sites. These hazards and sites must be clearly indicated on the buildings site plan and building map.

43. **"If You See Something, Say Something":** Promotion of this idea is extremely important – all building occupants should know that they should speak up if they encounter a safety or security issue, and know who to tell. This could make the difference when it counts. Buildings speak with students about this at assemblies, Town Hall meetings, and opening assembly for grade levels.
Staff should also know that it is important to:

- assist in calming disturbances and crowd control
- bring any fire hazards and building safety problems to the attention of the building administrator
- alerting building administrator about altercations/problems
- reporting vandalism and unsecured areas to building administrator

44. Information regarding District Protocols for the Hiring, Screening, and Orientation Process of all School Personnel:

- Compliant new/potential employee screening and hiring processes (i.e. fingerprinting, certification, references, etc.), SAVE Legislation and OSPRA (NYS Office of School Personnel Review and Accountability)
- Information regarding district policies and protocols for safety
- Building access protocols, identification badges
- Hazard Communications
- Bloodborne pathogen training
- Dignity for All Students Act/Code of Conduct
- Mental Illness and Disorders Awareness for Educators
- School Safety
- Sexual Harassment
- Student Data Privacy
- Workplace Violence in Schools
- First Aid/CPR – AED if applicable

45. More information regarding risk reduction, prevention, and intervention strategies:

The district has implemented the Behavioral Threat Assessment policy 8131.2 and utilizes the Comprehensive School Threat Assessment Guidelines [CSTAG] for schools.

The Board directs the Superintendent or designee, in consultation to establish a threat assessment team and develop procedures for assessing and intervening with students whose behavior may indicate a threat to the safety of the student, other students, school employees, school facilities, the community, and others.

Members of the threat assessment team will engage in an assessment of reported student threats, in accordance with training and established procedures. This process may include, but is not limited to:

1. Interviewing the student, other students, staff, parents/guardians, or others regarding the subject(s) of the reported threat.
2. Reviewing existing academic, health and disciplinary records and assignments, as appropriate, regarding the subject(s) of the report.

3. Conducting searches of lockers, storage spaces, and other possessions on school property as applicable, in accordance with applicable law, regulations, and Board policy.
4. Examining outside resources such as social media sites, in coordination with law enforcement, or contacting law enforcement, juvenile probation, or community agencies to request additional information about the subject(s) of the report, in accordance with law, regulations and Board policies.
5. Where appropriate, convening the appropriate team to assess and/or address the situation that is the subject of the report, such as the Individualized Education Program (IEP) team, Section 504 Team, Behavior Support team, Student Support team, or others.

The threat assessment team shall use all information or records obtained in fulfilling the team's duty in accordance with law to evaluate a threat or to recommend disposition of a threat. Team members shall not redisclose any record or information obtained or otherwise use any record of a student beyond the purpose for which the disclosure was made to the team, in accordance with law.

The threat assessment team shall maintain confidentiality and handle all student records in accordance with applicable law, regulations, Board policy, the Student Records Plan, and the district's legal and investigative obligations. Threat assessment members whose other assignments and roles require confidentiality of specific student communications, in accordance with law, shall ensure that all confidential communications and information are addressed in accordance with applicable law, regulations, Board policy, and administrative regulations.

Definitions:

Behavioral Threat Assessment Team – means a threat assessment team established by the board to complete the threat assessment process, determine and implement appropriate interventions for each case, and complete required reporting on each case. Also referred to as "BTA Team."

Harmful, threatening, or violent behavior – includes but is not limited to, verbal or written threats of harm to others, verbal or written threats of self-harm, bullying, cyberbullying, fighting, the use or possession of a weapon, sexual assault, sexual harassment, dating violence, stalking, assault, and other dangerous and/or threatening behaviors that jeopardize the safety of the student, other student(s), school employee(s), school facilities, the community, or others or reasonably cause such other student(s), employee(s), and/or community member(s) to fear for their safety.

Behavioral Threat Assessment (BTA) – a fact-based process for the assessment of and intervention with students whose behaviors may indicate a threat to the safety of the student, other students, school employees, school facilities, the community, or others.

i. The BTA process is distinct from student disciplinary procedures. The mere fact that the district is conducting a threat assessment does not by itself necessitate suspension, expulsion, or emergency exclusion without complying with state law and board policy related governing those actions.
ii. The BTA process is distinct from specialized instruction which a student with a disability may receive from the school district. The school district will not change student's educational placement as that term is used in the Individuals with Disabilities in Education Act solely as part of a BTA.

Threat- a threat is an expression of a willful intent to physically or sexually harm someone or to damage property in a way that indicates that an individual poses a danger to the safety of school staff, students, or other members of the school community.

i. The threat may be expressed/communicated behaviorally, orally, visually, in writing, electronically, or through any other means.
ii. A **transient threat** is an expression of anger or frustration that can be quickly or easily resolved.
iii. A **substantive threat** is an expression of serious intent to harm others which includes, but is not limited to, any threat which involves a detailed plan and means.

It is important to prepare a threat assessment strategy so that when a threat occurs, everyone will know there is a policy and understand what actions to take. Threats are alarming statements or behaviors that give rise to concern about subsequent violence. Among the possible components of threat assessment strategies are:

1. Identifying imminent warning signs for the potential of violent behavior

2. Establishing a response to situations of potential violence in the schools

In order to identify threats, school officials are advised to Focus on individuals' thinking and behavior as indicators of their progress on a pathway to violent actions. Avoid "profiling" or basing assumptions on socio-psychological characteristics. In reality, accurate "profiles" for those likely to commit acts of targeted violence do not exist. School shootings are infrequent and the great majority of individuals who happen to match a particular profile do not commit violent acts. In addition, many individuals who commit violent acts do not match pre-established profiles.

Focus on individuals who pose a threat, not only on those who explicitly communicate a threat. Many individuals who make direct threats do not pose an actual risk, while many people who ultimately commit acts of targeted violence never communicate threats to their targets. Prior to making an attack, potential aggressors may provide evidence they have engaged in thinking, planning, and logistical preparations. They may communicate their intentions to family, friends, or colleagues, or write about their plans in a diary or journal. They may have engaged in "attack-related" behaviors: deciding on a victim or set of victims, determining a time and approach to attack, and/or selecting a means of attack. They may have collected information about their intended target(s) and the setting of the attack, as well as information about similar attacks that have previously occurred.

Once individuals who may pose a threat have been identified, ten key questions should guide the assessment of the threat:

- What motivated the individual to make the statement or take the action that caused him/her to come to attention?
- What has the individual communicated to anyone concerning his/her intentions?
- Has the individual shown an interest in targeted violence, perpetrators of targeted violence, weapons, extremist groups, murder or suicide?
- Has the individual engaged in attack-related behavior, including any menacing, harassing, and/or stalking-type behavior?
- Does the individual have a history of mental illness involving command hallucinations, delusional ideas, feelings of persecution, etc., with indications that the individual has acted-on those beliefs?
- How organized is the individual? Is he/she capable of developing and carrying out a plan?
- Has the individual experienced a recent loss and/or loss of status, and has this led to feelings of desperation and despair?
- Corroboration: What is the individual saying, and is it consistent with his/her actions?
- Is there concern among those that know the individual that he/she might take action based on inappropriate ideas?
- What factors in the individual's life and/or environment might increase/decrease the likelihood of the individual attempting to attack a target?

In the event that a student is exhibiting behaviors that suggest an imminent safety concern or crisis, staff will implement the district's emergency removal protocol. This includes calmly and quickly relocating the remainder of the class to a predetermined safe location under adult supervision, while ensuring minimal disruption. The primary goal is to maintain the safety and well-being of all students and staff, while allowing for appropriate and timely intervention for the student in crisis.

46. Imminent Warning Signs For The Potential of Violent Behavior

Talks about violence and has a specific plan.
Talks about violence and/or expresses violence in writings and drawings.
Severe expressions of rage often for minor reasons (i.e. banging head against the wall, unstoppable screaming).
Tortures animals
Frequently fights with peers and/or family members.
Access to family or own firearms and capable of competent use.
History of suicidal or other self-destructive behavior.

46a. Early Warning Signs For The Potential of Violent Behavior

Social withdrawal/lacks commitment or connection to a group or persons.
Excessive feelings of isolation and being alone.
Excessive feelings of rejection.
Often the victim of aggression, bullying, or other violent acts.
Feelings of being picked on/persecuted.
Low school interest/poor academic performance.
Patterns of impulsive, chronic hitting, intimidation, and/or bullying behavior.
Regularly involved in behavioral/discipline problems.
Behavioral difficulties at an early age-the earlier the problems, the higher the likelihood of serious problem in adolescence.
Past history of violent and aggressive behaviors.

47. Staff Response to Situations of Potential Violence In School

1. If a staff member becomes aware of a student's threat or actual act of violence:
    - A. Staff member will immediately notify the principal and/or designees
    - B. The principal and/or designees will notify appropriate members of the building response team*
    - C. The principal and/or designees will arrange to have student immediately escorted to principal's office
    - D. There shall be NO STOPS, NO EXCEPTIONS, NO QUESTIONS
    - E. The student, at all times, will be attended by one or more adults
    - F. The crisis team will conduct a joint assessment of student (Principal, Intervention Specialist, Assistant Principal, Dean of Students, Psychologist, Social Worker)
    - G. Other staff will simultaneously conduct an investigation of the incident
    - H. Student's parents will be notified and required to participate in an immediate school conference
    - I. When a more general threat is made to a large, unspecified group, the principal and/or designees will determine the course of action

2. As a result of the joint assessment and investigation:
    - A. HIGH RISK DETERMINATION
        1. Inform police immediately
        2. Have the student receive an immediate psychiatric evaluation if deemed appropriate.
        3. Notify potential victim(s) and potential victim(s)' parents, the same day as assessment is given
        4. Develop a safety plan with the potential victim(s) and potential victim(s)' parents
        5. Recommend other interventions/services if indicated
        6. Refer for discipline

    - B. LOWER RISK DETERMINATION
        1. Discuss with student and his/her parents the significance of the incident and possible intervention measures

2. Notify potential victim(s) and potential victim(s)' parents
3. Develop a safety plan with the potential victim(s) and potential victim(s)' parents
4. Refer for support services, peer mediation and/or outside services if indicated
5. Refer for discipline if indicated

3. At the conclusion or the potential incident of violence:
   - A written summary shall be prepared by the Principal
   - Involved personnel shall debrief

   *Notify the Superintendent of Schools

47a. Staff Response to Elopement:

1. Report missing student(s) to main office
2. Obtain description of student(s)
3. Check attendance
4. Check common areas/Conduct a building sweep
5. Building wide PA announcement
6. If still missing (approximately 10-15 minutes), building administrator or designee does the following:
   a. Hold in place and verify attendance [after dismissal contact transportation to verify student transport]
   b. Contact SRO
   c. Conduct an additional building sweep
   d. Contact Superintendent and Assistant Superintendents
   e. Ask undedicated staff to meet in the main office and assign them tasks
   f. Contact parents of missing student(s)

48. The Dignity for All Students Act (DASA)

The Rondout Valley CSD has and will continue to meet all requirements of the Dignity for All Students Act as a means for providing a safe and welcoming learning environment. Each building will have a trained and Board of Education approved Dignity Act Coordinator who will be responsible for educating parents, students, and teachers as well as receive and investigate all complaints regarding bullying and harassment. The Dignity Act Coordinators will be responsible for reporting to the state those incidents that meet the requirements identified in the law in a summative report. Rondout Valley CSD will continue to promote those programs and curriculums that educate students on civility and citizenship.

DASA Coordinators for 2026 - 2027:

- District DASA Coordinator: Natalie Harjes, Assistant Superintendent of Curriculum & Instruction
- High School: Anna Estep, Thomas Martelli and Lisa Ciccone
- Middle School: Stacy Bowers and Victoria Saffioti
- Kerhonkson Elementary School: Maria Dunham, Kiersten Waruch and Christopher Stein
- Marbletown Elementary School: Danielle Waldron and Andrew Davenport

What is The Dignity Act?
The Dignity for All Students Act (The Dignity Act) was established with the broad legislative intent to provide a school environment free of discrimination and harassment.

What does New York State Education Department (NYSED) have to do?

- The Commissioner shall promulgate regulations to assist schools in implementing this legislation.
- The Commissioner shall create procedures under which material incidents of discrimination and harassment on school grounds or at a school function are reported to the department on an annual basis.

- The Commissioner shall provide direction which may include development of model policies related to preventing discrimination and harassment.

What does my Board of Education have to do?

- Develop policies intended to create a school environment that is free from discrimination or harassment.
- Develop guidelines for school training programs to discourage discrimination or harassment that are designed to:
- Raise awareness and sensitivity of school employees to potential discrimination or harassment and;
- To enable employees to prevent and respond to discrimination or harassment.
- Develop guidelines relating to the development of non-discriminatory instructional and counseling methods and require that at least one staff member be trained to handle human relations issues

Who is protected under this legislation?
Identified in the legislation are those who are subjected to intimidation or abuse based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

Do schools need to provide this information to the public?
A plain language copy of the board approved Code of Conduct must be made available to the public.

How does The Dignity Act define "Harassment?"
Harassment is defined as "creation of a hostile environment by conduct or by verbal threats, intimidation or abuse that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional or physical well-being; …"

What training will schools have to provide?
School districts will need to develop policies intended to create an environment that is free of discrimination or harassment and to establish guidelines for school training programs.

Why is The Dignity Act necessary?
The Act provides a response to the large number of harassed and stigmatized students skipping school and engaging in high risk behaviors by prohibiting discrimination in public schools and establishing the basis for protective measures such as training and model policies. The Dignity Act takes a major step in creating more nurturing environments in all our schools.

How does The Dignity Act relate to SAVE?
NYSED with the New York State Center for School Safety (NYSCSS) is developing guidance to correlate components of SAVE as they relate to The Dignity Act.
When was The Dignity Act effective? The Dignity Act became effective on July 1, 2012.

49. School-wide PBIS

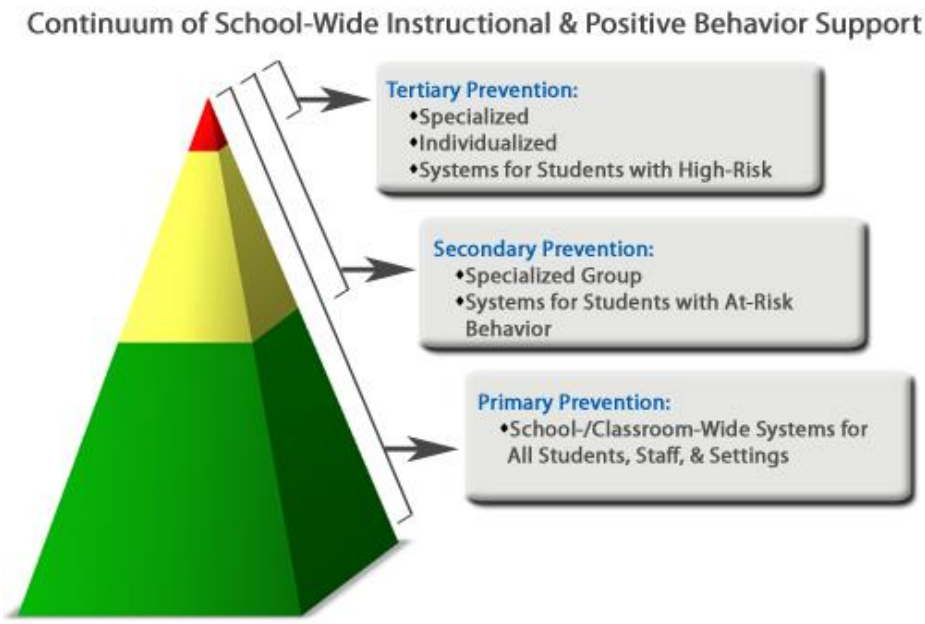
What is School-wide PBIS?

Numerous products are available for school personnel, parents, and care-providers, all with the promise of erasing targeted behaviors. Unfortunately, no magic wand single-handedly works to remove the barriers to learning that occur when behaviors are disrupting the learning community. The climate of each learning community is different; therefore, a one size fits all approach is less effective than interventions based on the needs of each school.

One of the foremost advances in school-wide discipline is the emphasis on school-wide systems of support that include proactive strategies for defining, teaching, and supporting appropriate student behaviors to create positive school environments. Instead of using a piecemeal approach of individual behavioral management plans, a continuum of positive behavior support for all students within a school is implemented in areas including the classroom and nonclassroom settings (such as hallways, buses, and restrooms). Positive behavior support is an application of a behaviorally-based systems approach to enhance the capacity of schools, families, and

communities to design effective environments that improve the link between research-validated practices and the environments in which teaching and learning occurs. Attention is focused on creating and sustaining primary (school-wide), secondary (classroom), and tertiary (individual) systems of support that improve lifestyle results (personal, health, social, family, work, recreation) for all children and youth by making targeted behaviors less effective, efficient, and relevant, and desired behavior more functional.

The following diagram illustrates the multi-level approach offered to all students in the school. These group depictions represent systems of support not children:



Why is it so important to focus on teaching positive social behaviors?

Frequently, the question is asked, "Why should I have to teach kids to be good? They already know what they are supposed to do. Why can I not just expect good behavior?" In the infamous words of a TV personality, "How is that working out for you?"

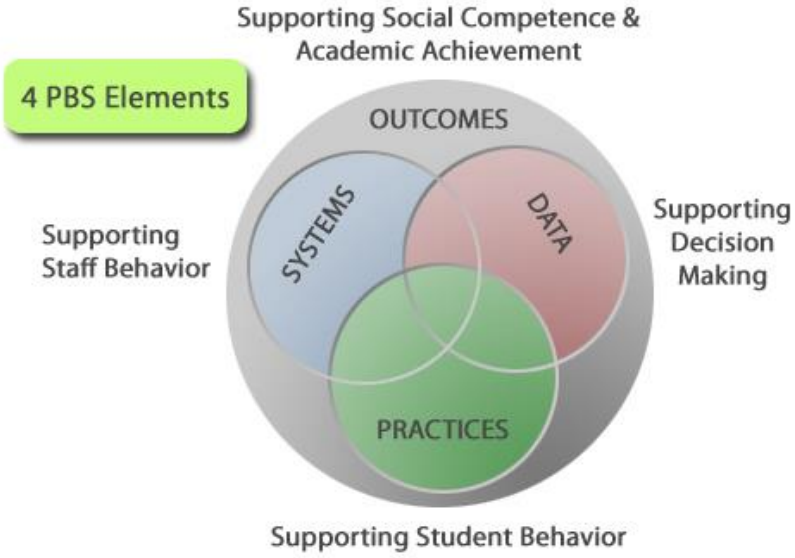
In the past, school-wide discipline has focused mainly on reacting to specific student misbehavior by implementing punishment-based strategies including reprimands, loss of privileges, office referrals, suspensions, and expulsions. Research has shown that the implementation of punishment, especially when it is used inconsistently and in the absence of other positive strategies, is ineffective. Introducing, modeling, and reinforcing positive social behavior is an important step of a student's educational experience. Teaching behavioral expectations and rewarding students for following them is a much more positive approach than waiting for misbehavior to occur before responding. The purpose of school-wide PBIS is to establish a climate in which appropriate behavior is the norm.

What is a systems approach in school-wide PBIS?

An organization is a group of individuals who behave together to achieve a common goal. Systems are needed to support the collective use of best practices by individuals within the organization. The school-wide PBIS process emphasizes the creation of systems that support the adoption and durable implementation of evidence-based practices and procedures, and fit within on-going school reform efforts. An interactive approach that includes opportunities to correct and improve four key elements is used in school-wide PBIS focusing on: 1) Outcomes, 2) Data, 3) Practices, and 4) Systems. The diagram below illustrates how these key elements work together to build a

Sustainable system:

- Outcomes: academic and behavior targets that are endorsed and emphasized by students, families, and educators. (What is important to each particular learning community?)
- Practices: interventions and strategies that are evidence based. (How will you reach the goals?)
- Data: information that is used to identify status, need for change, and effects of interventions. (What data will you use to support your success or barriers?)



Systems: supports that are needed to enable the accurate and durable implementation of the practices of PBIS.

50. Trainings, Drills and Practice

During the course of the school year buildings shall conduct site drills as well as participate in a county-wide BUS drill in order to test plans. These plans include procedures for contacting parents and guardians directly through Robos calls/text messages, or via the media.

1. Drills and trainings will be conducted in a trauma-informed, developmentally and age-appropriate manner
2. Drills and training should not include prop, actors, simulations, or other tactics intended to mimic a school shooting
3. Students and staff will be informed when a school is conducting a drill (except for evacuation drills in which no notice is required)
4. Drills must be conducted on different dates as wells as days of the week, and times of day
5. Parents or guardians shall be given advance notice of each drill being conducted within once week proceeding any such drill

Definitions:

- Trauma means an emotional response to a deeply distressing or disturbing experience such as, but not limited to, an act of violence, natural disaster, abuse, neglect, or loss.
- Trauma-informed means an understanding of trauma and how it affects the physical, emotional, and mental health of students and adults.
- Trauma-informed drills means avoiding tactics in training or drills that may introduce or activate trauma, such as the use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-inappropriate content. Drills may inadvertently prompt a negative emotional or psychological response in staff or students because of

previous exposure(s) to trauma.

51. Drill Requirements

DRILL TYPE	ANNUAL # REQUIREMENT	SCHEDULE
FIRE EVACUATION (ON SITE)*	12	**8** SEPTEMBER-DECEMBER / **4** JAN.-JUNE
WEATHER EMERGENCY	1	ANYTIME WHILE SCHOOL IS IN SESSION
BUS EVACUATIONS	1 3	COUNTY WIDE – DATE TBD Local
LOCKOUT	2	**1** SEPTEMBER-DECEMBER / **1** JAN.-JUNE
LOCKDOWN	4	**1** QUARTERLY
EVACUATION (TO OFF SITE LOCATION)	1	ANYTIME WHILE SCHOOL IS IN SESSION

*REMINDER: FIRE DRILLS SHOULD BE RECORDED/DOCUMENTED IN FORMAT AS REQUIRED BY N.Y.S.E.D. AND SUBMITTED TO BOCES HEALTH AND SAFETY REPRESENTATIVE ANNUALLY, UPON REQUEST (USUALLY AROUND JANUARY OF EACH YEAR). THIS PROTOCOL HAS NOT BEEN CHANGED.

52. Clinical Staff: Social Workers, School Counselors, School Psychologists, Board Certified Behavior Analysts, Senior Crisis Counselor, and Registered Professional Nurses. These professionals are trained to provide:

1. Crisis intervention services
2. Behavior Intervention
3. Counseling services
4. Risk assessments for self-harming behavior
5. Mediation services
6. Re-entry for students returning to school after an extended absence due to psychiatric hospitalization, drug rehabilitation, or suspensions. Social Workers, Psychologists and School Counselors are assigned to all buildings. Psychologists are more involved in special education evaluations; however, they also provide ongoing counseling services.

53. Social Emotional Well Being:

The district is committed to prioritizing social emotional well-being, not at the expense of academics, but in order to create the mental, social and emotional space to access rigorous academic content with confidence. The Mental Health team was created to develop a cohesive and strategic plan, to support students and staff; this includes a means to identify and actively support student and staff well-being and mental health concerns through a range of pre-determined strategies employed by those dealing with difficult situations. This plan focuses specifically on how to best support students and staff in all learning models.

54. School Resource Officer:

The District has a contractual relationship with the Ulster County Sheriff's Department for the services of two School Resource Officers. The SROs maintain an office on the main campus, but is a presence in all of the District buildings.

The SROs develops a positive relationship with students and staff and provide resources and guidance to the District.

55. Security Guards:
The District has a contractual relationship with Atlas Security for the services of two Security Guards, one at Kerhonkson Elementary School and one at Marbletown Elementary School.

Response Protocols

1. Notification and Activation (Internal and External Communications)

In the event of a violent incident, either implied or direct, the Rondout Valley CSD shall use Ulster County's 911 system to contact available law enforcement personnel. The Superintendent or their designee will contact local government officials including the county or city officials responsible for the implementation of article 2-B of the Executive Law (State and Local Natural and Man-Made Disaster Preparedness).

In the event of an emergency or disaster that may impact school facilities or programs, the Rondout Valley CSD will use the following means to communicate with the community and between educational facilities within the district. This list is in no particular order and the use of communication will vary depending on the nature of each individual situation:

1. Regular Telephone and automated calling system (Infinite Campus)
2. Electronic Mail [email]/FAX
3. Cellular Phones
4. District Radio System
5. National Weather Service
6. Local Media/Radio/TV
7. Internet and website (https://www.rondout.k12.ny.us)
8. School Bus Radio System
9. Facebook

In the event of an early dismissal or other event that warrants such action, persons in parental relations will be notified via the local media, Facebook, the Rondout Valley CSD website and APP. and/or automated telephone calls.

2. Situational Responses
Definitions:
Incident – An event that disrupts everyday functioning, but does not pose an immediate danger to life or property.

Emergency - A dangerous event that disrupts everyday functioning but does not result in a request for assistance from state and/or federal government.

Disaster - A dangerous event that causes significant human and or economic loss and demands a crisis response beyond the scope of any single agency or service.

3. Multi-Hazard Response

a. Know types of incidents that must be reported to local law enforcement agencies.

b. Know procedures for preservation of a crime scene.

c. Each school building shall be equipped with identified first aid and emergency resources which will be available for use during an emergency. In addition, a listing of emergency services, personnel and agencies (with telephone numbers) shall be listed in each school plan. Each school shall also have an Incident Command System chart designating individuals for each category of responsibility, as well as a list of staff trained in First Aid and CPR.

d. Administrators have been instructed on the critical aspects of the Incident Command System. Identified staff will receive training on an on-going basis for their assigned role in this system.

4. Arrangements For Obtaining Emergency Assistance From Local Government

- When appropriate, the Rondout Valley Central School District will make use of the following local government agencies during emergencies:

Emergency	911
Central Hudson (Gas Odors)	800-942-8274
Central Hudson (other)	800-527-2714
Poison Control Center	800-222-1222
Department of Environmental Conservation Region 3	845-256-3000
FBI Albany Field Office	518-465-7551
Ulster County Executive	845-340-3800
Ulster County Legislative Offices	845-340-3900
Ulster County Family Court	845-481-9430
Ulster County American Red Cross	845-471-0200
Ulster County District Attorney	845-340-3280
Ulster County Emergency Management	845-331-7000
Ulster County Health Department Administration	845-340-3150
Ulster County Highway/Bridge Department/Pub Wks	845-340-3131
Ulster County Mental Health & Family Services	845-340-4000
Ulster County Safety Office	845-340-3410
Ulster County Dispatch (Fire Control)	845-338-1440

AGENCY	**CONTACT**	**PHONE**
Town of Rosendale Police		911
State Police		
Ulster County Sheriff 's		
Town of Marbletown Supervisor		
Town of Marbletown Town Clerk		
Town of Rochester Supervisor		
Town of Rochester Town Clerk		

Town of Rosendale Supervisor
Town of Rosendale Town Clerk
Town of Wawarsing Supervisor
Town of Wawarsing Town Clerk Fire Department
Accord Fire Department District; Accord; Alligerville;
Rochester #2
Cottekill Fire Department
High Falls Fire Department
Kerhonkson Fire Department
Kripplebush Fire Department
Lomontville Fire Department
Stone Ridge Fire Department
Ulster BOCES
Health Alliance
Mobile Life
Kerhonkson-Accord First Aid Squad
Marbletown First Aid Unit

ABOVE CONTACT INFORMATION TO BE KEPT CONFIDENTIAL – NOT FOR PUBLIC VIEW

5. District Transportation Resources Available For Use In An Emergency

First Student: 66 passenger Bus: 8
65 Passenger Bus: 27
35 Passenger Bus: 3
Wheelchair Vans (seating capacity ranges between 8-12): 3
28 Passenger Vans: 19
24 Passenger Vans: 0
7 Passenger caravans: 10
Rondout Valley CSD: 7 Passenger vehicles: 4

6. Protective Action Options

[A] School Cancellation or Delay

The cancellation or delay of the Rondout Valley Central School District educational programs shall take place pursuant to the established procedures. The Superintendent of Schools and shall consult with the bus contractor, highway departments or other pertinent agencies in making this decision.

[B] Early Dismissal

Early dismissal shall be implemented under conditions when it is imperative to return students to their homes as quickly as possible (e.g. an impending blizzard). The decision to dismiss school early shall be made by the Superintendent or his/her designee. The bus contractor and building administrators are notified of the decision as well as local media and parental relations vis email/automated calling system (Infinite Campus)/radio/etc.

[C] Emergency Evacuation

Emergency evacuation is implemented under conditions when it is no longer safe for students and staff to remain in the building (e.g. a hazardous materials spill). The decision to evacuate is made by the building principal or his/her designee. Once out of the building students will be assembled by class groups, or some other means, and at designated areas to be accounted for by staff members. In some cases students will be taken to an alternative location off site. All students and staff shall remain outside the building until it has been deemed safe for them to return by local emergency responders and the school administration. If the decision is made to dismiss for the day, the conditions of section (b) apply.

[D] Sheltering

Sheltering, inside the school, is implemented under conditions when it is safer for students and staff to remain inside the building than to evacuate or be dismissed early (e.g. a tornado warning). The decision to shelter students on site is made by the supervisor or his/her designee. Where to shelter students and staff on site will depend upon the nature of the emergency. During a high wind advisory or tornado warning, for example, sheltering should take place at the building's lowest level in interior rooms or corridors (preferably away from windows & doors). Other emergencies may call for students and staff to remain where they are (i.e. lockdown). A similar code system will be in place to inform staff members what actions to take. If the sheltering period is to be extended more than a few hours, arrangements to meet basic human needs (toilet facilities, water, food) will be accounted for. Sheltering off site maybe required when students and staff cannot remain in the building or on school grounds but also cannot be dismissed.Such conditions require that an alternative site be available and that a means of moving or transporting students be arranged.

[E] Terrorist Threats & Activities

In the event of terrorist threats or activities, building administrators shall be instructed by the District Superintendent or his designee to follow the recommended actions outlined in the NYS Homeland Security System for Schools (see https://www.cisa.gov/sites/default/files/publications/18_0711_USSS_NTAC-Enhancing-School-Safety-Brief.pdf for the document). The actions recommended are based on the level of alert declared by the state and federal governments.

7. Standard Safety Protocol Quick Reference Guide

Lockdown

Notification over PA system, red beacon light/alarm and radio that building is in Lockdown mode. Beacon light =no entry. If you are a witness to any immediate or potential threat, call the main office immediately. Stop all activities. Gather students from the hallway into your classroom. Lock and close classroom door (handle should be set in the lock position at all times). Students and staff must remain in their rooms until further notice. Leave windows, blinds/lights as they are. Move students away from windows/doorway and to the least visible section of the room. Account for all students. Cell phones must be set to vibrate only (NO RING). Maintain quiet atmosphere. Do not answer the room's phone if it rings. Attendance verification will be done post building clearance. **DO NOT OPEN YOUR DOOR FOR ANYONE OR FOR ANY REASON. SCHOOL ADMINISTRATORS AND/OR LAW ENFORCEMENT OFFICIALS WILL ENTER YOUR ROOM IF NEEDED WITH A KEY.** If fire alarm audible sounds, DISREGARD, and do not evacuate. Only if you see flames or smell smoke in the immediate area should you move to a more safe location. If you are outside the building with students you MUST have a radio. Upon lockdown notification, immediately corral students and prepare to move to a safe location. Further information will be communicated to you via radio.

On site evacuation

Notification via audible/visible fire alarms. If you see flames or smell smoke, if possible, pull the nearest fire alarm. Otherwise, immediately call the main office. Do not leave your classroom unattended for any reason. Quietly and in an orderly fashion take your students and class list out of the building via the emergency route(s) indicated in the classroom (usually near the door). Immediately check to see that all children are accounted for once you are safely outdoors. Any pupil or staff member not accounted for must be immediately reported to the appropriate personnel. When the announcement for all clear is made, quietly return to your classroom.

Lockout

Notification over PA system, red beacon light/alarm and radio that building is in Lockout mode. Also may receive email on classroom computer. Beacon light = no entry. All exterior doors to the building will remain locked and be continually checked. Leave blinds/lights as they are. If you are outside or have a physical education class, enter the building immediately upon radio notification. Keep students in the classroom or usual interior area, continue to teach. Lunch, gym, etc. is ok. No one may leave the building under any circumstances and do not let anyone into the building. Wait for further instructions.

Medical emergency

Contact the school nurse or the main office immediately in case of any medical emergency.

In the event that a student is exhibiting behaviors that suggest an imminent safety concern or crisis, staff will implement the district's emergency removal protocol. This includes calmly and quickly relocating the remainder of the class to a predetermined safe location under adult supervision, while ensuring minimal disruption. The primary goal is to maintain the safety and well-being of all students and staff, while allowing for appropriate and timely intervention for the student in crisis.

Shelter in place

A Shelter-in-Place annex describes courses of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. **Initiate Shelter-in-Place**
Shelter-in-Place will be announced by PA System and radio with instructions on how to proceed.

Announce the following:
YOUR ATTENTION PLEASE.
THERE IS A SITUATION REQUIRING YOU TO SHELTER-IN- PLACE.
PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS.

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

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

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

Notify all concerned parties when the Shelter-in-Place is lifted.

Carbon Monoxide Alarm

If you hear a CO alarm go off, immediately activate the nearest fire alarm pull station. This will set off the fire alarms and initiate the evacuation of the building **(Use Fire On Site Evacuation Protocol)**. Once you are out of the building, immediately notify main office staff that this was a response to a CO alarm and inform them of the general location of the alarm. Law enforcement and Fire Department will be automatically dispatched once the fire alarm is set. **Do not re-enter the building until full clearance from the Fire Department.**

Hold-in-Place

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

Initiate Hold-in-Place
Hold-in-Place will be announced by PA System and radio with instructions on how to proceed.

Announce the following:
YOUR ATTENTION PLEASE.

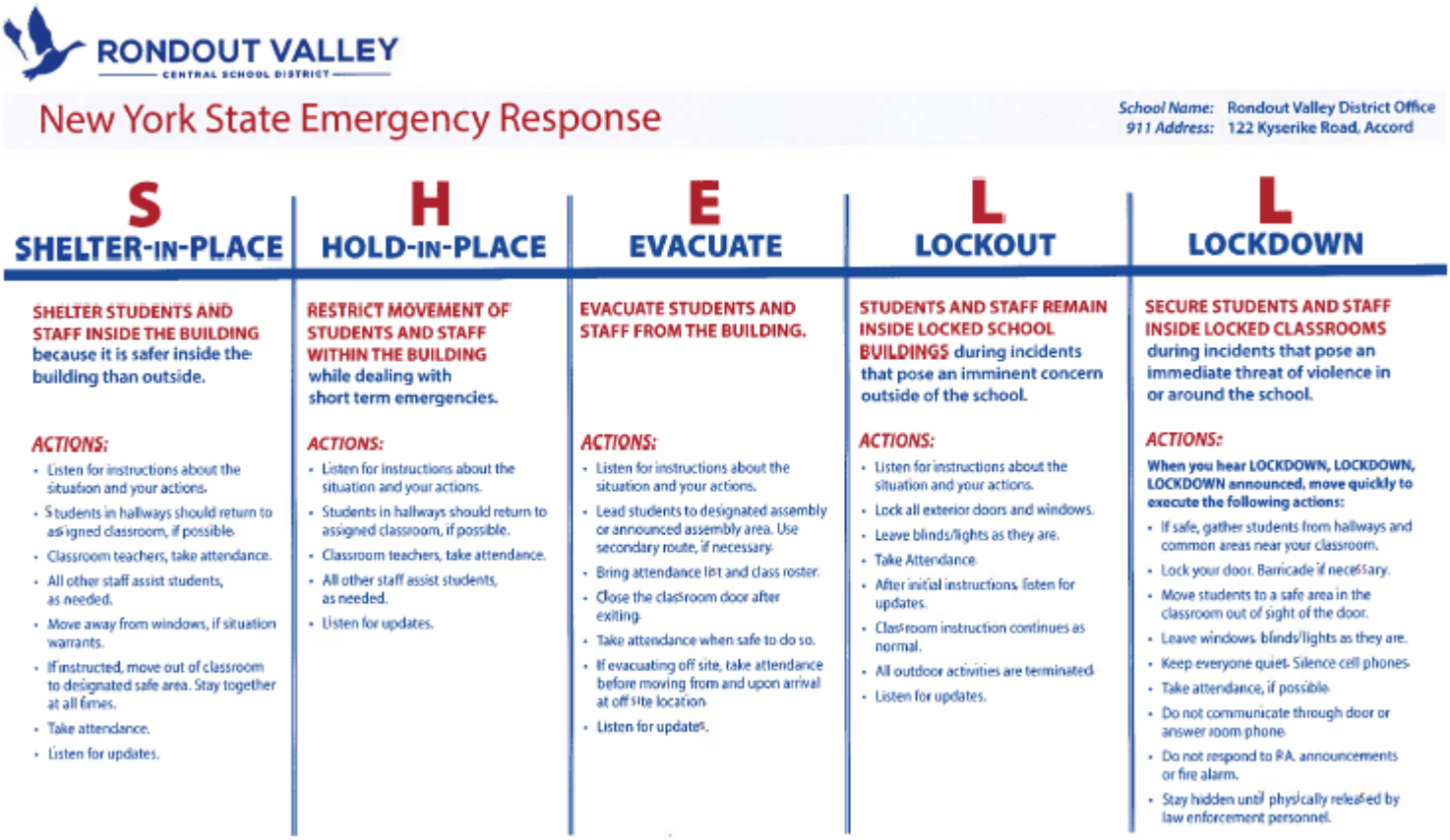
THERE IS A SITUATION REQUIRING YOU TO HOLD IN PLACE.
PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS.

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

Execute Hold-in-Place

Students in hallways, bathrooms or other common areas will return to their classroom. If the Hold-in-Place is announced between class periods, students will return to their previous class to await instructions. If the route is blocked, students will go to the nearest classroom and advise the teacher that they are unable to get to their class and await instructions.

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



COVID Adjustment Plan, <u>if needed</u>:

Emergency Response Protocols & Drills

If the school year includes hybrid models of the traditional school day. Emergency response drills, including evacuation and lockdown drills, may be spread across the different student populations dependent on the day each population is present the day the drills are scheduled.

Emergency Response Protocols

- Shelter-In-Place
- Hold-In-Place
- Evacuation
- Lockout
- Lockdown

The Rondout Valley CSD will conduct the required evacuation and lockdown drills each school year. Each building's Safety Team will develop a *COVID Adjustment Plan* that will be added to building safety plans.

- When planning drills, consideration should be given to how a school may modify their drill procedures to minimize risk of spreading infection. Steps will be taken to minimize the risk of spreading infection while conducting drills.

- Regardless of the modification used when conducting a drill, students should be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.
- Modifications to evacuation drill protocols may include, but are not limited to:
    - Conducting drills on a "staggered" schedule, where classrooms evacuate separately rather than all at once, and appropriate distance is kept between students to the evacuation site. Staggering by classroom, minimizes contact of students in hallways, stairwells, and at the evacuation site. If conducting drills using a modified procedure, it is required that the drill be conducted with all students in the school building on that school day, it may be necessary to do so during a class period that is extended for this purpose, and:
    - If schools re-open with a "hybrid" in-person model, such as one where students attend school alternate school weeks to reduce the occupancy of the school building, schools must be certain that all students are receiving instruction in emergency procedures, and participating in drills while they are in attendance in-person.

COVID Adjustment Plan, <u>if needed</u>:

Shelter-In-Place

Areas will be identified in each school that will be used for the Shelter-in-Place along with areas that cannot be used for due to certain types of environmental hazards (i.e.: high winds, tornado, etc.). Shelter-In-Place protocols will be the same with the following changes:

- Provide 6 feet of space between students and staff during the Shelter-In-Place
- Use of face coverings throughout the event
- Plan to have extra face coverings on hand in the event that a person does not have one
- Listen for updates and respond accordingly

Hold-In-Place

Hold-In-Place protocols will be the same with the following changes:

- Provide 6 feet of space between students and staff during the Hold-In-Place
- Use of face coverings throughout the event
- Plan to have extra face coverings on hand in the event that a person does not have one
- Listen for updates and respond accordingly

Evacuate

Evacuation protocols will be routinely the same with some minor adjustments:

- Identify areas outside of the building in advance that will allow 6 feet of separation of students and staff. Verify that students and staff will not impede emergency responders
- In effort to get all staff and students out of the building as quickly and efficiently as possible, face coverings should be worn at all times
- Plan to have extra face coverings on hand in the event that a person does not have one
- Identify, in advance, who will be holding the door to get out of the building, therefore reducing the amount of people touching the door hardware when leaving the building. Personnel that will be conducting this task may be assigned to holding the door for one or more classrooms or until confirmation that everyone has vacated the building
- As written in the established protocols, bring all necessary items needed and consider adding the following items: extra face coverings, in the event a face covering becomes unusable and hand sanitizer
- If no extra face coverings are available, instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event

Lockout

Lockout protocols will be the same, besides maintaining six (6) feet of space between students and staff in the area.

Lockdown

During a Lockdown, there will be a violation of the six (6) foot recommendation between people. In order to protect safely, lockdown protocols will be mostly the same process as they have been conducted in the past.

- Evaluate, in advance, if there is room to social distance without being in the line of sight

- Face coverings should be worn during the event at all times
- Plan to have extra face coverings on hand in the event that a person does not have one
- Instruct anyone that does not have a face covering to use their shirt to cover their nose and mouth during the event

Students should be instructed that if it was an actual emergency that required evacuation or lockdown, the most imminent concern is to get to safety; maintaining social distancing in an actual emergency that requires evacuation or lockdown may not be possible and should not be the first priority.

For students with disabilities with limited mobility or sensory over-responsiveness, we provide training and sensory support materials, and they are provided with a lesser populated rally point.

[E] Building system failure

Action	***Responsible Individual***
Upon discovery of a building system failure, notify the Building Administrator.	First person on scene
Contact the Supervisor of Buildings & Grounds.	Building Administrator
Investigate problem to determine the cause and assess danger to building occupants.	Maintenance Staff Building Administrator
If problem can be readily fixed, affect repairs.	Maintenance Staff
If problem cannot be readily fixed and there is a danger to the health of safety of building occupants, initiate Evacuation Plan.	Building Administrator
Notify district Superintendent.	Building Administrator
If deemed appropriate enact Early Dismissal Plan.	District Superintendent
Notify those in parental relation via local media and/or telephone chains.	District Superintendent Building Administrator
Reopen the building once the problem has been corrected and all vital services (e.g. heat, water, electricity, sewer) are being provided.	District Superintendent

[F] Structural Failure

Action	***Responsible Individual***
Upon detection of a suspected structural failure, notify Building Administrator.	First person on scene
Contact supervisor of Buildings & Grounds.	Building Administrator
Investigate the problem to determine the cause & extent of damage.	Maintenance Staff Building Administrator

Assess danger to safety of building occupants.	Building Administrator Build.& Ground Maintenance Staff
Early Dismissal Plan or continue If the Early Dismissal Plan is initiated, notify those in parental relation via local media and or telephone chains.	Superintendent Building Administrator District Superintendent
Contact the agency's architectural and or engineering firm to assess the problem and report.	District Superintendent Supervisor of Buildings & Grounds
Reopen the building once the problem has been corrected or find alternate facilities.	District Superintendent

[G] Bomb Threat

Action	***Responsible Individual***
Upon receipt of a bomb threat phone call ask Questions as listed on NYS Police Bomb Threat Instruction Card.	Person receiving call
Record answers to questions. Use District caller id and record incoming phone #.	Person receiving call
Call 911 and listen carefully for instructions. Do not use cellular phone or radio.	Person receiving call
Notify Building Administrator.	Person receiving call Other staff member
Use appropriate means to notify building staff (do not use fire alarm) and enact bomb threat response protocol.	Building Administrator
Notify District Superintendent	Building Administrator
Upon their arrival, apprise law enforcement of the situation, follow instructions, and provide any necessary assistance.	Building Administrator
Upon recommendation from law enforcement, terminate emergency & return to normal operations or close building.	Law Enforcement Building Administrator District Superintendent
Report incident to BOCES Superintendent & State Education Department.	District Superintendent

The Rondout Valley CSD will utilize the *Bomb Threat Guidance* provided by the Department of Justice, Federal Bureau of Investigation.

BOMB THREAT RESPONSE FORM

Be Alert! Get Specifics! Be Responsive!

Person receiving call:_____

Exact time of call:_____

Exact words of call: _____

_____

_____

_____

_____

_____

Questions to Ask:

When is bomb going to explode?_____

Where is the bomb?_____

What does it look like?_____

What kind of bomb is it?_____

What will cause it to explode?_____

Did you place the bomb?_____

Why?_____

Where are you calling from?_____

What is your address?_____

What is your name?_____

Caller's Voice (circle)

Accent	Crying	Giggling	Normal	Slurred
Angry	Deep	Lisp	Rapid	Squeaky
Broken	Disguised	Loud	Sincere	Stressed
Calm	Excited	Nasal	Slow	Stutter

DISTRICT-WIDE SCHOOL SAFETY PLAN COMMISSIONER'S REGULATION 155.17

NEW YORK STATE SCHOOL BOMB THREAT REPORT DATA

Name of School District:_____

Building:_____Date of Incident:_____Time of Incident:_____

School District Contact Person:_____

Contact Person Telephone #:_____

Description of Incident:_____

_____

_____

_____

Name of Law Enforcement Agency Notified of Incident:_____

Law Enforcement Contact Person & Telephone Number:_____

Actual Class Time Lost as a Result of this Incident:_____

Actions Taken by School District in Response to Incident:_____

_____

_____

_____

_____

Attach Additional Sheets As Needed

Return Completed Report to:

NYS Education Department
Office of Facilities Planning
Room 1060 Education building Annex
Albany, New York 12234

Or FAX to: 518-486-5918

[H] HOSTAGE TAKING

Action	***Responsible Individual***
Identify & evaluate hostage taking situation.	First person on scene
Notify building administrator	First person on scene Other staff member
Call 911,listen carefully to instructions.	Building Administrator
Notify District Superintendent	Building Administrator
Upon their arrival, apprise law enforcement of the situation, follow instructions, and provide any necessary assistance.	Building Administrator
Notify parent (s) or spouse.	Building Administrator District Superintendent
Upon recommendation from law enforcement, terminate emergency & return to normal operations or close building.	Law Enforcement Building Administrator District Superintendent

[I] KIDNAPPING

Action	***Responsible Individual***
Identify kidnapping situation	First person on scene
Notify building administrator.	First person on scene Other staff member
Call 911 and listen carefully for instructions	Building Administrator
Notify District Superintendent.	Building Administrator
Upon their arrival, apprise law enforcement of the situation, follow instructions, and provide any necessary assistance.	Building Administrator

Notify parent(s) or spouse.	Building Administrator District Superintendent
Upon recommendation from law enforcement terminate emergency & return to normal operations or close building.	Law Enforcement Building Administrator District Superintendent

[J] PHYSICAL ASSAULT OR THREAT

Action	***Responsible Individual***
In the event of a physical assault attempt to break up confrontation and de-escalate the situation.	Building Administrator
After controlling the situation, notify the building administrator.	Other staff
If necessary, call 911 to summon law enforcement.	Building Administrator
Upon their arrival, apprise law enforcement of the situation, follow instructions, and provide any necessary assistance.	Building Administrator
In the event of a threat, notify Building Administrator.	Person on scene Other staff
Evaluate the level of the threat and take appropriate action (e.g. call 911 to summon law enforcement, call District Superintendent	Building Administrator

[K] FLOOD

Action	***Responsible Individual***
Be familiar with local flood plans.	Buildings & Grounds Building Administrator
If school is in session when flood watch and a warning is received, monitor weather and road conditions.	Transp. Supervisor/B+G Building Admin.(s) District Superintendent
Based upon weather and road conditions, take one of the following actions: a. Continue normal school operations. b. Enact Early dismissal Plan. c. Enact Sheltering Plan.	Building Administrator District Superintendent
If Early Dismissal Plan or Sheltering Plan is enacted, inform those in parental relation via local media and/or telephone chains.	Building Administrator

[L] HAZARDOUS MATERIALS INCIDENT

Action	***Responsible Individual***
If adequately trained, take appropriate actions to control spill. If not trained, keep others away and isolate the location of the spill.	First person on scene
Call 911 & the Department of Environmental Conservation.	First person on scene Other staff member
Notify Building Administrator	First person on scene Other staff member
Notify District Superintendent	Building Administrator
Upon their arrival, give fire service/emergency response personnel all relevant information and provide any necessary assistance.	Building Administrator Other staff members
Based on advice of emergency responders, take one of the following actions: a. Enact Evacuation Plan b. Enact Early Dismissal Plan	Building Administrator District Superintendent
If Early Dismissal Plan is enacted, inform those in parental relation via local media and/or telephone chains.	Building Administrator

*Containment of material / control of area should be deliberated

[M] SNOW/ICE STORM

Action	***Responsible Individual***
If school is in session, monitor weather and road conditions.	Transportation / B&G District Superintendent
Based upon weather and road conditions, Take one of the following actions:	Building Administrator District superintendent

a. Continue normal school operations. b. Enact Early Dismissal Plan. c. Enact Sheltering Plan.	B&G
If Early Dismissal Plan or Sheltering Plan Is enacted, inform those in parental relation Via local media and/or telephone chains.	Building Administrator

[N] TORNADO WATCH/WARNING

Action	***Responsible Individual***
Monitor NOAA Weather Radio	Building Administrator B&G District Superintendent
If Tornado Watch is issued, continue to monitor weather radio and utilize tornado spotters, if available. Curtail all outdoor activities.	Building Administrator Other staff members
If Tornado Warning is issued, immediately bring all students and staff inside the building and assemble in tornado sheltering locations.	Building Administrator Other staff members
Inform those in parental relation via local media and/or telephone chains.	Building Administrator
After the tornado warning is discontinued, terminate emergency and return to normal operation or close building.	Building Administrator

[O] THUNDER/LIGHTING STORM

Action	***Responsible Individual***
If school is in session, monitor weather and road conditions.	Transportation Contractor District Superintendent Buildings & Grounds
Curtail all outdoor activities.	Building Administrator
Based upon weather and road conditions take one of the following actions: a. Continue normal school operations. b. Enact Early Dismissal Plan. c. Enact Sheltering Plan.	Building Administer District Superintendent
If Early Dismissal Plan or Sheltering Plan is Enacted, inform those in parental relation Via local media and/or telephone chains.	Building Administrator

[P] GAS LEAK

Action	***Responsible Individual***

Upon the discovery of a gas leak or the detection of gas odors notify the building administrator.	First person on scene Other staff member
Notify Supervisor of Buildings & Grounds	Building Administrator Maintenance staff
If location of leak is found or isolated (i.e. in a science lab) activate emergency gas shut off for that location. Make necessary repairs	Maintenance staff
If cause of leak is unknown, call 911 to alert fire service and call Central Hudson gas leak response.	Building Administrator
Evacuate the building according to established emergency escape plans.	All building occupants
Assemble in predetermined locations and perform head count.	Faculty members
Upon their arrival, apprise fire service & utility representatives of the situation, follow instructions, and provide any necessary assistance.	Building Administrator
After the fire chief returns control of the building back to the agency, terminate emergency and return to normal operation or close building.	Building Administrator District Superintendent

[Q] BUS ACCIDENT PROCEDURE

The Rondout Valley Central School District is committed to ensuring the health and safety of its student and staff population. This procedure was established for the management of bus accidents.

This procedure is to be followed by all personnel involved in the transportation of Rondout Valley students.

In the event of an accident, ascertain the correct code from driver:

CODE 1: Possible injuries of students - Need medical assistance or after school hours

CODE 2: Accident of minor nature, nurse needs to check out students. Moving/non-moving vehicle, property damage/non-damage

CODE 3: Accident, Driver alone NO STUDENTS ON BOARD

CODE 1 OR CODE 2:

_____Obtain the location of the accident (i.e. Mill Road in Stone Ridge, Route 209 and the nearest landmark, etc.)
_____Obtain the route number (i.e. Rt. 17B, Rt. 53A, Rt. 6A)
_____Call contractor – First Student at 626-7143 (Ashley Redding/Renee Mackenzie)
_____Call 911 if appropriate
_____Call the appropriate principal to go to the scene of the accident:
High School - Ext. 4201 Anna Estep
Ext. 4701 Victoria Saffioti
Kerhonkson - Ext. 4300 Chris Stein
Marbletown - Ext. 4400 Andrew Davenport
District Office - Ext. 4806 Tabatha Biggane. Ext. 4802 Paul Spadaro

_____ Call the appropriate administrator currently in charge of transportation:
(Annemarie Holden x4815, Nicole DeSousa x4806, Tabatha Biggane x4806, Paul Spadaro x4802)
_____ Call Superintendent of Schools (Paul Spadaro x4802)
_____ Print out the student route sheet from Transfinder. Make 4 copies. Give 3 to the Administrator going to the scene of accident.
_____ Print out 4 copies of the bus accident report from Transfinder. (This has birth dates on it.) Give 3 to the Administrator going to the scene of accident.
_____ Take the school radio to your own desk to monitor school activity.
_____ Make sure First Student called for another bus (if necessary) and that the route(s) are covered.
_____ Notify parents of the accident giving them a brief description. Do not alarm parents to any injuries.

CODE 3: (No students on board)

_____Obtain location of accident (i.e. Mill Rd, Stone Ridge, Rt. 209 and the nearest landmark)
_____Obtain Route number (i.e. Rt. 17B, Rt. 51CSE, Rt. 6A)
_____Call 911 if appropriate
_____Call Contractor – First Student @ 626-7143 (Ashley Redding/Renee Mackenzie)
_____Call the appropriate administrator currently in charge of transportation

(Annemarie Holden x4815, Tabatha Biggane x4806, Paul Spadaro x4802)

Accident Procedures For Drivers

THIS INFORMATION IS CONFIDENTIAL- NOT FOR PUBLIC VIEW

(CONFIDENTIAL)

THIS INFORMATION IS CONFIDENTIAL- NOT FOR PUBLIC VIEW

(CONFIDENTIAL)

EMERGENCY PHONE NUMBERS

THIS INFORMATION IS CONFIDENTIAL- NOT FOR PUBLIC VIEW

(CONFIDENTIAL)

[R] MASS ILLNESS/EPIDEMIC / PANDEMIC PLAN* see details below

Action	***Responsible Individual***
Identify illness patterns.	School Nurse / Building Administrator District Superintendent
Attempt to determine the causative or etiologic agent.	School Nurse
Notify District Superintendent.	Building Administrator
Notify the Ulster County Health Department.	Building Administrator District Superintendent School Nurse
Notify the parents of any stricken students.	Building Administrator
Meet with public health officials, apprise them of the situation, and provide any assistance necessary.	Building Administrator Assistant Superintendent District Superintendent School Nurse
If warranted, initiate Early Dismissal Plan.	Building Administrator District Superintendent
If Early Dismissal Plan is enacted, notify those in parental relation via local media and/or telephone chains.	Building Administrator District Superintendent

Reopen building upon advice from public health officials.	District Superintendent

***Prior to outbreak / preparedness / prevention phase**

- Train administrators on incident command
- Inform / educate District employees about communicable symptoms and limiting the spread of germs
- Prepare informational docs for students and parents
- Train custodians and bus drivers on disinfectant procedures
- Identify public health officials and reporting / communication procedures
- Insure that standard surveillance / disease recognition procedures are in place and implemented

Outbreak / implementation phase (a determination has been made by County Health Officials and the District Nurse that a pandemic is in effect)

- The Incident Command Team / Essential Personnel will be assembled and will include:

Superintendent, Deputy Superintendent, Assistant Superintendent, School Business Administrator, Director of School Facilities, Director of IT, Transportation, Teacher's Representative, District Nurse, County Health Official
Payroll, Accounts Payable, Principals, B+G staff

- Determine severity of pandemic (category 1-5 based on CDC pandemic severity index)

Category 1

-Begin surveillance reporting
-Letter to parents re prevention, info resource list, notification of possible future student dismissal
-Post prevention signs

Category 2

-Consider student dismissal and / or implementation of social distancing* policy – follow standard procedures for cancellations / dismissals

Social distancing – dismissal of students from schools, cancellation of school based activities, reduce out of school contacts / community mixing, cancel all public gatherings, modify workplace schedules, dismiss employees, etc.

-A declaration of epidemic should be issued by County Health Official to school + press release
-Begin intensive surveillance reporting
-Letter to parents

Category 3-5

-County Health declaration of pandemic and press release / notification of parents, employees
-Dismiss students
-Consider dismissal of employees*
-Cancel all events

- Determination of other factors

-Length of dismissal and its impact on instruction - Plan for instruction / revise calendar – web based, mailing of assignments, etc., work with SED on school day extensions, make up days, etc.

-*Business Continuation
Essential personnel – include all members of ICT plus B+G staff, business office staff, etc.
Plan for payroll, accounts payable, communications

-Meeting the needs of special populations

-Continued communication with Health Department, public, employees, etc.

Following outbreak phase

- Health Department issues declaration / press release that students and / or employees may return
- Letter to parents
- Return to heightened surveillance reporting

[S] SUSPICIOUS PACKAGES OR MAIL

Building administrators and / or secretaries who receive / open mail for the building shall use caution when opening. See U.S.P.S. procedures for handling suspicious packages. Any threatening or potentially dangerous mail shall be reported to District Superintendent's office immediately, prior to taking any further action, unless there is an immediate threat to safety or health, at which time a lockdown, lockout, evacuation, etc. may be activated using the appropriate protocols as indicated in this plan.

Recovery (post incident actions)*

The extent of, and need for, disaster or emergency recovery depends in large part upon the nature of the incident. The administration of the district will provide the necessary resources to ensure as smooth a transition back to normal operations as possible following an emergency or violent incident.The district will support the Emergency Response Teams and the Post-Incident Response Teams in school buildings affected by emergencies or disasters by providing both financial and logistical support. The district will also assist these teams by interfacing with relevant regulatory agencies and the media. The district's administrative offices, under the direction of the Superintendent of Schools, shall facilitate the coordination of disaster Mental Health Resources by interfacing with the State Emergency Management Office, the NYS Office of Mental Health, and the American Red Cross. Ulster BOCES Traumatic Event Team may be called to assist in the recovery. The district will document damage to facilities and provide any required information to our insurance carrier. The district Information Officer, Superintendent or designee, will interact with the community to provide timely and relevant information.

After the Crisis:

1. Superintendent/Assistant Superintendent of Schools & Operations assesses the degree of support needed.
2. Notify BOCES in order to activate County Crisis Plan (if necessary).
3. Designate a person to handle crowd control. (Incident Commander)
4. Gather staff together before dismissal for the day in order to provide an update. (Information Officer) Plan for deployment of support staff for the next day.
5. Assign a district spokesperson to communicate with the media.
6. Assess the needs of community, e.g. community meetings to disseminate information, contacting PTA's/PTO's/PA to provide food and babysitting services for affected families.
7. Provide an early morning debriefing meeting for the next day for all the support service providers and appropriate internal staff. (Through Ulster County BOCES)
8. Assign counselors to buildings. (Director of DEI)
9. Assign staff members to visit hospitals; e.g. nurses. (Assistant Superintendent of Student Support Services)

10. Provide a press release, if appropriate. (Superintendent/ Assistant Superintendent of Schools & Operations)
11. Monitor needs as the day progresses and modify accordingly (e.g. If a student is critical and should die during the school day). (Assistant Superintendent of Student Support Services)
12. Determine need to designate individuals to attend funerals. (Assistant Superintendent of Student Support Services)
13. Continually apprise key people of the status of the situation as it changes. (Information Officer)
14. Hold an end of day session with counselors and staff to assess needs for the next day. (Incident Commander)
15. Repeat this process of holding meetings in the morning and at the end of the day. Hold meetings until it is determined that the crisis stage is over. Anticipate long-term effects on children, staff and community. The initial crises may give you an inaccurate read of the needs of your district since people are in shock. (Assistant Superintendent of Student Support Services)

*see each individual emergency response for more details regarding recovery from emergency event

16. School Crime Scene Management

In July 2000, Governor Pataki signed the SAVE legislation. The legislation requires schools to develop policies and procedures to secure and restrict access to a crime scene in order to preserve evidence in cases of violent crimes on school property.

How to avoid contaminating crime scene evidence

Crime scenes often have some of the most important evidence - evidence that is critical in criminal cases. Only trained professionals, called Crime Scene Technicians, should collect and preserve the evidence.

Crime Scene Technicians say the biggest problem that they encounter is crime scene contamination. Therefore, before the professionals arrive, it is paramount that the crime scene remain as uncontaminated as possible. There steps that can be taken by people who are the first to arrive at the scene to help protect the evidence. The following should guide schools in developing policies and procedures to manage school crime scenes. (Police agencies can be contacted to assist with additional education and training.) Since school employees will be first at a school crime scene, it is recommended that a person from the school staff be designated to manage the crime scene prior to police arrival. The acronym "**RESPOND**" should help school personnel remember how best to manage a school crime scene to minimize contamination. The letters in the acronym represent the words respond, evaluate, secure, protect, observe, notify and document.

Respond

- Personal safety - Your safety comes first! You can't help others if you are injured.
- Organize your thoughts and formulate a plan on how to handle the situation.
- Make mental notes of your observations.

Evaluate

- Evaluate the severity of the situation. Is the crime/incident in progress or not? School Emergency Response Team should be calling 9-1-1 if appropriate.
- Identify all involved and uninvolved individuals in the area. Emergency response personnel should be offering aid to the victims.
- Be aware of weapons and hazards.
- Be aware of potential evidence.
- Don't touch anything unless necessary.

Secure

- Clear away uninvolved people.
- Establish a perimeter with survey or custodial tape, cones, desks.
- Police will adjust the perimeter if they need to.

Protect

- Safeguard the scene - limit and document any people entering the area.
- Don't use phones or bathrooms within the scene area.
- Don't eat, drink or smoke in the area of the scene.

Observe

- Write down your observations - These notes will be utilized to report crime scene management to responding police. Your notes could possibly be used at a later date in criminal court.
- Record detailed information - don't rely on your memory.

Notify

- Call 911 (Police/EMS/Fire Personnel), if not already called or there.

Document

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

SCHOOL BUILDING LEVEL PLANS (CONFIDENTIAL)

APPENDIX A

RONDOUT VALLEY CSD REMOTE INSTRUCTION PLAN

Rondout Valley CSD Remote Instruction Plan
2026-2027

What to Expect for Students:

• Attend school online during regular school hours and follow a standard school schedule

• Students' daily schedule will be followed

• Instruction will be both synchronous [live instruction by a teacher via Zoom] and asynchronous [assignments/lessons to be viewed at student's own pace in Google Classroom]

• Complete the work assigned and submit all required assignments by the due dates

• Be present and engaged in virtual instruction each day within the designated schedule, attendance taken

• Access curriculum, assignments, and Zoom links via Google Classroom

• Students will receive Special Education and Related Services

• Participate in scheduled "live" Zoom meetings for lessons, and/or small group instruction as scheduled:

- K-3: will have a minimum of 90 mins. divided into core instructional topics
- 4-5: will have a minimum of 120 mins. divided into core instructional topics
- K-5 Special Areas [Art, Music, PE, Library] as scheduled, minimum of 15 min.
- Academic Intervention Services & ENL, as scheduled, as scheduled, minimum of 15 min.
- 6-12: will join class at the beginning of every class for a minimum of 15 mins. and then will work on assignments per teacher instruction
    - 6-12 students are encouraged to seek assistance from teachers, guidance counselors, and advocate for themselves
    - K-6 students may be issued some consumable materials [for long term]

• Parent meetings and/or conferences may be scheduled to occur virtually

-1-

K-5 Students
Students will follow their schedule.

Grades K-3 Students: will have a minimum of 90 minutes per day of live instruction via Zoom, divided into core instructional topics. These live sessions may occur at different times throughout the day, as defined by teacher.

Grades 4-5 Students: will have a minimum of 120 minutes per day of live instruction via Zoom, divided into core instructional topics. These live sessions may occur at different times throughout the day, as defined by teacher.

K-5 Special Areas [Art, Music, PE, Library]:
Students will join Zoom at the beginning of the class for a minimum of 15 minutes of live instruction.

Academic Intervention Services & ENL:
Students will join Zoom at the beginning of the class for a minimum of 15 minutes of live instruction.

After live instruction is complete, students may be given assignments by their teachers to engage in independently that will be posted in Google Classroom or participate in small group learning.

Grades 6-12 Students
Students will follow their schedule.

Students will join class via Zoom at the beginning of every class for a minimum of 15 minutes of live instruction and then will work on assignments per teacher instruction, posted in Google Classroom.

Remote instruction will not consist solely of face-to-face interactions between student(s) and instructional staff. Instruction may consist of answering posted questions, participating in project-based learning activities, meeting individually via Zoom with a teacher to conference on research or other assignments, engage in online discussions and present assignments in individual or virtual group settings.

-2-

What to Expect For Teachers and Staff:

• Teachers and instructional support staff will attend school online during regular school hours and follow a standard school schedule
• Teachers develop and implement lesson plans for grade-level, standards-based instruction for students o Teachers and instructional support staff differentiate and adjust instruction to meet the individual needs for student learning
- Teachers provide student make-up work, flexibility, and support if they are out of school for any reason
- K-3: will have a minimum of 90 mins. divided into core instructional topics and teachers will remain available on Zoom for student support
- 4-5: will have a minimum of 120 mins. divided into core instructional topics and teachers will remain available on Zoom for student support
- K-5 Special Areas [Art, Music, PE, Library] as scheduled, minimum of 15 min. and teachers will remain available on Zoom for student support
- Academic Intervention Services & ENL, as scheduled, as scheduled, minimum of 15 min. and teachers will remain available on Zoom for student support

• Each teacher will have the ability to adapt and adjust the core resources to meet the setting and needs of their students
• Teachers will post assignments in the Google Classrooms
• K-5 Teachers will provide "live" meeting/lesson instruction via Zoom, divided into instructional topics
• 6-12 teachers will provide "live" meeting/lesson instruction via Zoom for a minimum of 15 min. the beginning of each class and remainder of class will be dedicated to work on assignments per teacher instruction in Google Classroom and/or answer student questions, small-group/individual time.
• Remote instruction will not consist solely of face-to-face interactions between student(s) and instructional staff. Instruction may consist of answering posted questions, participating in project-based learning activities, meeting individually via Zoom with a teacher to conference on research or other assignments, engage in online discussions and present assignments in individual or virtual group settings.
• Teachers will have a Google Classroom and post assignments and materials for students to access
• Teachers will work closely with Special Education teachers and Related Service Providers to meet IEP and 504 recommendations
• Related Service Providers will follow their schedule and continue to provide services as indicated on IEPs and 504s
• Paraprofessionals will work closely with classroom teachers on planning and communication with students; participating in Google Classroom; Zoom meetings; student check-ins; providing support to students with academics and assignments

*In the event there is a need, Teachers and instructional support staff will lead and support instruction in their assigned classrooms during the contractually scheduled workday.

**In the event of a 2-hour or 3-hour delay, the delay schedule will be followed for remote instruction. [Bell schedules are posted on website and in Infinite Campus.]

-3-

Technology and Connectivity:

Access to technology is essential for the successful roll-out of this plan. The Rondout Valley CSD has been committed to ongoing planning and implementation of district technologies to ensure equitable access for staff and students. The team has initiated plans that are mindful of student home access to reliable internet and computers.

- The Rondout Valley CSD recently gathered data through our Digital Equity Survey to identify families' levels of access to devices and high-speed broadband from their residence. The district will continue to assess the ongoing needs of our families for technology and connectivity (survey, interviews, school outreach, etc.)
- Maintain an inventory of equipment and other assets. Identify which students, families, and staff have district assets in their possession.
- Procure, manage, and/or maintain hardware, software, licenses, learning management systems, etc. to support and improve remote instruction and student engagement.
- Identify professional learning needs for teachers and continue to support their development of skills and pedagogy in remote learning environment.

The Rondout Valley CSD will provide all students with access to learning materials and resources in multiple formats, wherever possible. Further, the district will support teachers through professional development and coaching on pedagogical methods that enable students to participate in multiple ways, so that they can demonstrate mastery of Learning Standards in remote instruction through the use of both synchronous through Zoom and asynchronous technologies through Google Classroom. In the event students do not have sufficient access to devices and/or high-speed internet, the district will provide the students with alternate methods to access materials and instruction, i.e. pick up materials at school, drop off materials to students' homes, etc. The district will also schedule opportunities to connect with families to educate them on how to use the technologies and connect to the instructional activities.

Remote/Distance Learning

• Students in grades K-4 will be provided with an iPad to be taken home in the event of the district needing to pivot to remote learning.

• Students in grades 5-12 have 1-1 devices for at home use

• Teachers have access to a desktop or laptop in their classroom. Teachers also have a school issued iPad, laptop, or Chromebook.

• Students will use their own internet when at home. If no internet access is available, the district will provide a hotspot, if one is available. Students in need of a hotspot will contact the Technology Department and pending administrative approval will be provided with the hotspot in a timely manner.

• If home internet is not available, students may attempt to connect their school device to the district wireless from the High School parking lot.

APPENDIX B

SCHOOL RESOURCE OFFICER AGREEMENT (ATTACHED)

APPENDIX C

Cardiac Emergency Response Plan (CERP)

Cardiac Emergency Response Plan (CERP)

Rondout Valley Central School District
District-Wide School Safety Plan

I. Purpose

The Cardiac Emergency Response Plan (CERP) establishes a clear, coordinated response to any cardiac emergency occurring on school property. The plan outlines prevention, recognition, and response strategies—including the use of Automated External Defibrillators (AEDs)—to increase the likelihood of survival in the event of a sudden cardiac arrest (SCA).

II. Goals

- Ensure rapid recognition and treatment of cardiac arrest.
- Provide clear roles and responsibilities for staff.
- Maintain compliance with NYSED requirements and AHA best practices.
- Promote regular training, drills, and equipment readiness.

III. CERP Activation Criteria

This plan is activated when any person on school grounds is suspected of experiencing cardiac arrest, indicated by:

- Sudden collapse
- Unresponsiveness

- Absence of normal breathing or pulse

IV. Roles and Responsibilities

Role	Responsibilities
Cardiac Emergency Team Lead (Principal or designee)	Oversee emergency response, ensure 911 is called, coordinate with EMS
AED Responder (trained staff)	Retrieve and operate AED, begin CPR until EMS arrives
CPR Responders	Initiate chest compressions and rescue breathing if certified
911 Caller	Immediately call 911 and report cardiac emergency and AED location
Runner/Guide	Direct EMS to the scene, unlock doors/gates as needed
Crowd Control	Clear area and ensure privacy and space for responders
School Nurse (if available)	Assist with CPR/AED or post-event monitoring and documentation

V. Emergency Response Steps

1. **Recognize Sudden Cardiac Arrest**

    - Check responsiveness.

- Assess breathing and pulse.

2. Call for Help

- Shout for help/CERP Team.
- Designated person calls **911**, stating:
  - "We have a cardiac emergency at [School Name, Address, Entrance Info]."
  - Location of victim.
  - Send runner for **AED**.

3. **Begin CPR: (as per protocol)**

- Continue until AED arrives or EMS takes over.

4. Use AED

- Turn on AED and follow voice prompts.
- Deliver shock(s) as advised.
- Continue CPR between shocks until EMS arrives.

5. Post-Incident Response

- Provide EMS with student/staff medical information, if known.

- Notify district office.
- Complete an incident report within 24 hours.
- Offer mental health support to students/staff as needed.

VI. AED Locations and Maintenance

- AEDs are available in **all school buildings**, including near gymnasiums, cafeterias, and main offices.
- Each AED must:
  - Be clearly marked and unobstructed.
  - Be checked **monthly** for battery and pad expiration.
  - Have documentation of **maintenance and readiness checks**.
- A map of AED locations is maintained in:
  - Main office
  - Nurse's office
  - Emergency Response Binders
  - Shared with EMS

VII. Training Requirements

- **Annual CPR/AED certification** for designated staff (e.g., PE teachers, coaches, nurses, security).
- AED drills conducted **annually** in coordination with other safety drills.
- Posters with AED locations and action plan displayed throughout schools.

VIII. Communication and Documentation

- Parents and staff are informed annually of the district's CERP.
- Documentation of AED maintenance, responder training, and drills is maintained in accordance with state law.
- After-action reviews are conducted for every incident to improve future response.