

CHARLOTTE VALLEY CENTRAL SCHOOL

**DISTRICT and SCHOOL-WIDE
SAFETY PLAN**

**SED Safety Plan
August 2024
Public**

DRAFT

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PREFACE

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

The New York State Board of Regents approved amendments to the Regulations of the Commissioner of Education as emergency measures in November 2000 to ensure compliance of new legislation. The revised regulations in section 155.17 of the Commissioner's Regulations contain the requirements for schools concerning school safety plans. A major component of SAVE is the development of school safety plans at the district and at the building levels. The new District-Wide School Safety Plan replaces the current school emergency management plan that is required for all districts.

The regulations require the District-Wide School Safety Plan to include at a minimum:

- Policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and school visitors.
- Policies and procedures for responding to acts of violence by students, teachers, other school personnel and school visitors. This includes zero-tolerance policies for school violence.
- Policies and procedures for contacting law enforcement agencies in the event of a violent incident.
- Policies and procedures for contacting parents and/or guardians of students in the district in the event of a violent incident.
- Policies and procedures for school building security.
- Policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors.
- Policies and procedures for annual school safety training for students and staff.
- Protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings.
- Strategies for improving communication among students, between students and staff; reporting potentially violent incidents for the establishment of programs such as youth-run programs and youth mediation into conflict resolution.
- Appropriate prevention intervention strategies.

This document describes how the Charlotte Valley Central School District has planned for district-wide safety and responses to emergencies.

INTRODUCTION

The District-Wide School Safety Plan consists of two essential components. First, there is the planning, preparation and response component. Part 1 of this document will address the district's preparatory and response initiatives. Critical to the response protocols, specifically, is the determination as to whether there is a need to initiate a full-scale emergency response to a given situation. The appropriate application of judgment is essential to that determination. For example, imagine the following two scenarios:

- 1) Two 4th grade students become involved in a verbal confrontation on the playground. The exchange leads to a fight between the two students that is observed by a staff member.
- 2) An 11th grade student is observed by a staff member to be verbally threatening a staff member's life. The student is additionally brandishing a large hunting knife.

Both of the previously described situations involved violence or the threat of violence. The emergency response needs for each will be significantly different. In the former situation, there is little likelihood that a fight between two 4th grade students could be considered a significant emergency. The latter incident, obviously, is a severe emergency.

The second component of the District-Wide School Safety Plan is the Post-Crisis Recovery component. Correspondingly, as Part 1 of this document addresses the preparatory and response initiatives, Part 2 will focus on the recovery aspects of the program. Part 1 issues may be addressed with or without the full application of an emergency response. Part 2 assumes that an emergency has been activated and thus the District Crisis Committee has convened to address all or part of the crisis issues. The District has trained personnel in emergency safety response, SEL and or counseling , 1st aid and CPR and is prepared for both on site and off site response.

PART 1

I. GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A) Purpose - The Charlotte Valley Central School district-wide safety plan was developed pursuant to the New York State regulations of the commissioner of education, section 155.17. The Charlotte 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

B) Building-Level Emergency Response Team (BLERT)

Charlotte Valley Central School appointed a district-wide school safety team. The team, also known as “The Crisis Team,” consists of the following individuals:

<u>Team Member</u>	<u>Title</u>	<u>Team Responsibility</u>
Dorsey, Danielle	Science Teacher	Team Facilitator
Christina Losie	School Nurse	Team Recorder
Jester, Jennifer	CSE/Guidance Sec.	Team Processor
Coons, Kelly	CSE Chairperson	Internal Communications Coord.
Plante, Jenn	Supt. Secretary	Internal Communications Asst.
Whipple, Eric	Superintendent	External Communications Coord.
Rider, Troy	Treasurer	External Communications Asst.
Davis, Christine	Jr./Sr. High Principal	Jr./Sr. High Student Services Liaison
Wiltsie, Amber	Elementary Principal	Elementary Student Services Liaison
Butler, Cheryl	Teacher	Community Services Liaison
Moller, Paul	Director of Facilities II	Security Coordinator
Natalie Zimmerman	Account Clerk	Staff Services Liaison

Post-Incident Response Team

Hildebrandt, Robert	School Counselor	Parent Services Liaison
Christina Losie	School Nurse	Team Recorder
Davis, Christine	Jr./Sr. High Principal	Jr./Sr. High Student Services Liaison
Wiltsie, Amber	Elementary Principal	Elementary Student Services Liaison
Whipple, Eric	Superintendent	External Communications Coord.

C) Concepts of Operation

- 1) The district-wide school safety plan simultaneously functions as the individual emergency response planning group and “School Crisis Team” for the single instructional building owned by the district. The rationale for this stems from the fact that, at present, the entire district is housed in one building, exclusive of the bus garage, concession stand on the athletic field and the storage building, also on the athletic field. If at some point in future additional buildings are used for structural purposes, this plan will be amended to include the new sites.
- 2) In the event of an emergency or violent incident, the initial response to all emergencies at Charlotte Valley Central School will be the responsibility of the “School Crisis Team.” Protocols are in place to notify the Superintendent of Schools and the appropriate emergency agencies.
- 3) District efforts involving a specific emergency may be supplemented by county and state resources. This is also reflected in existing protocols.

D) Plan Review and Public Commentary

This plan will be reviewed periodically during the year and will be maintained by the district-wide school safety team with technical assistance from the ONC BOCES Risk Management Department. The required normal annual review will be completed each year after its initial adoption by the Board of Education.

Pursuant to the commissioner's regulations 155.17 (e) (3), this plan will be made available for public comment 30 days prior to its adoption. The district-wide plan may be adopted by the school board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.

Though included in the district-wide school safety plan, specific aspects of the plan that relate to the building's safety will remain confidential. Correspondingly, will not be subject to disclosure under article said so the public officers law or any other provision of law in accordance with Education Law Section 2801-a.

Full copies of the District-Wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. Building-level emergency response components of the plan will be supplied to both local and state police within 30 days of adoption.

II. SAFETY PREPARATION

A) Implementation of School Security

1) Locked Building

a) Regular School Day

Since 9/1/06, all doors in the main building of Charlotte Valley Central School have been locked during the course of normal school and summer school days. All persons wishing to access the building will be expected to enter Exit A, the main school entrance, into the lobby adjacent to the main office. Exceptions will be made for people needing to access the disabled doors at Exit B. All days that school is in session, a security person will be posted in the main office, just inside the building from Exit A. That person supervises the "signing" in and out for all visitors to the building from 7:55 a.m. until 4:00 p.m.

b) After Hours / Weekends

Generally speaking, staff will be permitted access to the building after 5:00 p.m. and on weekends.

2) Limited Building Entrances

Charlotte Valley Central School has one instructional site. It is the main school building, located on Route 23 in Davenport, New York. The building employs a security protocol that requires that most doors cannot be opened from the outside. 7 doors have locks (2 with keys and 9 with computer-controlled hand geometry locks. All are to be locked at all times. The main door has video surveillance equipment with a solenoid operated remote lock. Just inside the main doors is a secure area within the building for individuals to show identification and obtain building passes. The inside door also has a solenoid operated remote lock.

3) Video Monitoring

Effective 9/1/2006, a basic video monitoring system was installed at Charlotte Valley Central School. Subsequently the system has been augmented to include internal and external cameras.

4) Visitor Passes

Any visitor to the instructional building is:

- a. Directed to "sign-in" at the main office,
- b. To be issued a visitor's pass that must be visually displayed and
- c. Directed to "sign-out" and return his/her visitor's pass when (s)he leaves the building.

5) Staff Identification

Effective 9/1/2007, all staff will be issued a photo identification card that identifies them as Charlotte Valley Central School employees. The identification card must be visually displayed by the employee at all times. This will be helpful to emergency personnel and allow authorized staff to gain access to restricted areas and to move about the building. Your crisis substitute staff will be issued identification cards similar to visitor passes.

B) Training, Drills and Exercises

- 1) All district personnel (faculty, custodial staff, office staff and administrators) will, through the use of the new "Public School Works" software, receive an orientation to the district's multi-hazards emergency plan on an annual basis. The orientation will focus on general safety with an emphasis on District policies and procedures for fire evacuations.
- 2) Each emergency response code procedure will be practiced on a semi-annual basis as part of regularly scheduled drills within the district. Specifically, coded responses will not be employed. Rather, drills will be implemented by procedure name (i.e. Stay Put or Lock Down) drills.
- 3) Building evacuation procedures will be practiced a minimum of 12 times per school year. Commonly, these are referred to as "fire drills." Generally, the procedures will employ the use of the building's fire alarm system. Selected drills, however, will be initiated without the use of the alarm as in the case of bomb threat. The building will also practice the evacuation procedure to initiate a relocation evacuation. For a comprehensive list of all building and bus drills, refer to Appendix #1.
- 4) The emergency plan for shelter in the event of severe weather threat such as a tornado or thunderstorm will be practiced on an annual basis to test the following:
 - a. Alerting and warning procedures,
 - b. Communication procedures,
 - c. Staff procedures and
 - d. The movement of students to designated areas within the school building.
- 5) The district will, on an annual basis, conduct one drill and/or exercise with local law enforcement agencies and/or other emergency response agencies to practice and review its emergency procedures for "violent incidents." This may be done as a tabletop exercise.
- 6) Following a program orientation, drill and/or exercise, participants will forward their observations to the district's Crisis Team for further review and discussion. If an immediate action is needed, the building principal will be notified in order to take corrective action. The crisis team will review the "after action reports" and make recommendations and suggestions regarding requisite safety procedures. As warranted, revised safety protocols will be reflected in the district-wide safety plan and subsidiary faculty and student handbooks.

C) Code of Conduct

The Charlotte Valley Central School District is committed to providing a safe and orderly school environment where students will receive, and staff will deliver, quality educational services without corruption or interference. Responsible behavior of students, teaching assistants, teachers, administrators, non-instructional personnel, parents and all school visitors is essential to achieving this goal.

The Charlotte Valley Central School District has delineated a set of expectations for conduct on school property, at school functions and under school supervision. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity which are reflective of industry standards and essential to the development of strong character.

The Board of Education recognizes the expectation in responsibility to educate students for appropriate conduct. Its goal is to clearly define expectations for acceptable conduct on school property, identify the possible consequences, vote on acceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, a Code of Conduct, approved by the district's law firm, is annually readopted by the Board of Education at its regular meeting in August.

The code of conduct applies to all students, school personnel, parents and other visitors when on school property or attending school functions. The purpose of this procedure is to promote an orderly safe environment which will provide students with opportunities to achieve to their fullest potential, and to instill in those students the responsibilities and abilities they will need to become a contributing member of society.

The code of conduct will be reviewed annually and presented to the staff, students, and parents at the beginning of each school year.

D) Daily Hazard Identification

All school personnel will conduct a daily inspection of their classrooms, specialty rooms, playground, athletic fields and/or office areas to identify, evaluate and, if needed, to control any potential hazards associated with their specific work areas. All concerns should be forwarded to the Head Custodian for immediate examination. If concerns are of a procedural nature, the Head Custodian will bring the issue to the district's Crisis Committee. If immediate action is needed, the building principal should be contacted directly.

The district will continue to work with outside agencies, emergency response agencies and the ONC County BOCES Office of Risk Management to evaluate potential hazards associated with the transportation and/or education of all children within the Charlotte Valley Central School District.

E) Weather Emergency - Early Warning System

To assure that the district has early warning of any weather, the district will appropriate notification agencies and websites. In the event that an "early warning" weather radio system is established, a receiver will be purchased and located in the main office.

F) Rapid Response Crisis Kit

The main school building will maintain a Rapid Response Crisis Kit. Its contents shall include the following:

- 1) All available master keys to unlock any necessary door within the main school building,
- 2) Blank name tags or identification vests,
- 3) An intra-school telephone directory,
- 4) Building floor plans,
- 5) Utility shut-off master diagram,
- 6) Notebooks, pens and markers,
- 7) Complete student roster,
- 8) Bell and bus schedules,
- 9) A copy of the current yearbook and class photos of kindergarten and new students,
- 10) A copy of the daily attendance list.

The Rapid Response Crisis Kit will be stored in the school's vault in the main office.

III. **RISK REDUCTION AND PREVENTION**

The Charlotte Valley Central School District believes in a safe school environment by promoting effective prevention strategies. The district has implemented a strong academic focus and supports students in their efforts to achieve high standards. It additionally fosters positive relationships between school staff and students and promotes meaningful parental and community involvement. Most effective schools, and extension their risk prevention programs, address multiple factors for risk reduction. They additionally recognize that safety and order related to children's social, emotional, and academic development.

A) Promoting the Characteristics of a Safe School

The Charlotte Valley Central School District has implemented a plan to ensure that the school and its accompanying facilities are safe places for students and staff alike. Effective and safe schools communicate a strong sense of security. We have enhanced the physical safety by implementing the following:

- 1) Supervising access to the buildings and grounds,
- 2) Adjusting for scheduling to address traffic flow patterns in order to minimize potentially dangerous situations,
- 3) Annually assessing the needs of the facility and
- 4) Arranging for supervision at critical times (.i e. bus arrivals, during lunch, passing of classes, and bus dismissals).

B) Program initiatives for Risk Reduction / Violence Prevention

The Charlotte Valley Central School District individually, in conjunction with the ONC BOCES, uses a variety of programs and strategies to reduce the risk of violent behavior and to promote a safe school environment. The following charts outline the various programs, service delivery venues and prevention strategies:

Chart A

Program Name	Program Venue
Anti-Bullying Programming	- Provided by Charlotte Valley Central School
Career/Vocational Programming	- Provided through ONC BOCES
Character Education	- Provided by Charlotte Valley Central School
Co-curricular Activities Programming	- Provided by Charlotte Valley Central School
Community Service Programs	- Provided by Charlotte Valley Central School
Creating Rural Opportunities Program	- Provided by Charlotte Valley Central School
Crisis Management Team	- Provided by Charlotte Valley Central School
Cultural Diversity Training	- Pending at Charlotte Valley Central School
Drug Awareness Programming	- Provided by Charlotte Valley Central School
Extra-curricular Athletic Program	- Provided by Charlotte Valley Central School
Honor Roll	- Provided by Charlotte Valley Central School
National Honor Society	- Provided by Charlotte Valley Central School
National Vocational Technical Honor Society	- Provided through ONC BOCES
Peer Mediation	- Provided at Charlotte Valley Central School
Pro Social Skills Education	- Provided at Charlotte Valley Central School
School-To-Work Planning	- Provided by Charlotte Valley Central School
School-To-Work Programming	- Provided by Charlotte Valley Central School
Staff Development	- Provided by Charlotte Valley Central School
Student Council	- Provided by Charlotte Valley Central School
Supplemental Program for At-Risk Children	- Provided through ONC BOCES
Teen Parenting	- Pending at Charlotte Valley Central School
Vocational Industrial Clubs of America	- Provided through ONC BOCES
Women's Health Counseling	- Pending at Charlotte Valley Central School

Chart B

Prevention Strategy	Description	Venue
Accommodations & Modifications	Changing instructional practices regarding the way students are taught, assessed, input information, and demonstrate academic mastery.	CVCS
Alternative Education Strategies	Alternative strategies provided for students who, for some reason, are not succeeding in the traditional setting.	CVCS
Alternative Times / Day & Night School	Flexible schedules for students who, for various reasons, may not be able to attend school during traditional school hours.	BOCES
Anger Management Training	Methods for teaching socially appropriate ways to deal with anger.	CVCS, BOCES
Behavioral Interventions	Strategies designed to increase positive behaviors and to decrease maladaptive behaviors. These include: behavioral support planning, cognitive behavioral interventions, differential reinforcement, extinction procedures, response	CVCS, BOCES

	cost analysis, reward systems, time away, and token economies.	
Case worker Services	Case work services provided by the Delaware County Department of Social Services within the venue of Charlotte Valley Central School.	CVCS
Child Study Teams	Periodic meetings to: assess academic / behavioral needs for at-risk students and to develop commensurate action plans to remediate specific issues.	CVCS, BOCES
Contingency Contracting	A behavioral contract between a student and all involved adults. The contract specifies the expected behaviors and the consequences for performing or not performing them.	CVCS, BOCES
Counseling / Group	Group counseling provided by trained staff member to help groups of students work through various problems.	CVCS, BOCES
Counseling / Individual	Individual counseling provided by trained staff member to help individual students work through various problems.	CVCS, BOCES
Counseling / Goal-Oriented Therapy	Services provided by trained school counselors, social workers or psychologists to help individuals or groups address behavioral, personal and/or social problems.	CVCS, BOCES
Creating Rural Opportunities Program	Non-punitive academic support for students who are failing, or are in danger of failing.	CVCS
Crisis Team	A team of staff to provide services and to support students, staff and parents.	CVCS, BOCES
Drop-out Prevention	Interventions designed to identify students at risk for dropping out of school. Provisions for services and supports necessary to help them successfully complete school.	CVCS, BOCES
Drop-out Reentry Program	Intervention and transition planning to ensure a student's successful return to school after dropping out.	CVCS, BOCES
Environmental Modifications	Modifying the class in a school environment to respond to the unique learning, behavioral or emotional needs of students.	CVCS, BOCES
Parent/Teacher Conferences	Individualized approaches to reviewing children's progress and, as appropriate, their academic needs.	CVCS, BOCES
Self-Management	Teaching students to be aware of their behavior in such a way that they are able to identify a specific occurrence or non-occurrence, measure the frequency of behaviors, and evaluate whether behaviors are improving, remaining the same or getting worse.	CVCS, BOCES
Social Problem Solving Instruction	Teaching students to use an effective process to solve social problems fairly and without aggression.	CVCS, BOCES
Staff Development	Staff are provided with support training to deal with student behavioral interventions using de-escalation strategies.	CVCS, BOCES
Time-Out	This strategy is a "last resort intervention. It is recognized that Removing a student from a situation is rewarding inappropriate behavior.	CVCS, BOCES
Transition Programming	Interventions specifically designed to identify transition needs, teach appropriate skills and provide the support necessary for a child's success in a new environment.	CVCS, BOCES
Tutoring	Intensive academic instruction provided by teacher or other similarly skilled individual.	CVCS, BOCES

C) Staff Development Strategies

Part of the Charlotte Valley Central School District Professional Development Plan (PDP) will be to make the staff aware of the early warning signs of both violent behavior, suicidal behavior ideation/prevention.

- 1) Warning signs for a student's imminent potential for violent behavior:
 - a. Talks about violence, has a specific plan.
 - b. Talks about violence and/or expresses violence in writings and drawings.
 - c. Severe expressions of rage, often for minor reasons (i.e. banging head against the wall or unstoppable screaming).

- d. Severe destruction of property.
 - e. Tortures animals.
 - f. Frequently fights with peers and/or family members.
 - g. Access to family or personal firearms and is capable of their competent use.
 - h. History of suicidal or other self-destructive behavior.
- 2) Warning signs for a student's imminent potential for suicidal behavior:
- a. Social withdrawal / lacks little if any commitment or connection to a group of persons.
 - b. Excessive feelings of isolation and being alone.
 - c. Excessive feelings of rejection.
 - d. Often the victim of aggression, bullying or other violent acts.
 - e. Feelings of being picked on and/or being persecuted.
 - f. Low school interest / poor academic performance.
 - g. Patterns of impulsive, chronic hazing, intimidation and/or bullying behavior.
 - h. Regularly involved in behavioral/disciplinary problems.
 - i. Behavioral difficulties began misbehaving at an early age; the earlier the problems, the greater the likelihood of serious behavioral difficulties during adolescence.
 - j. Past history of violent and aggressive behaviors.

3) Suicide Prevention

Suicide is a far more common form of violence involving students and school homicide. In some cases, perpetrators of school shootings felt their actions would lead to their being killed by the police. This notion can also be considered a form of suicide. It is hoped that effective suicide prevention will decrease the occurrence of both self-inflicted suicide and violence by students who believe their acts will result in their being killed by others. Correspondingly, the Charlotte Valley Central School District will account for the following:

- a. It will develop a plan that specifies how to identify students at risk, how to handle threats and how to determine what actions to take in the event of either a suicide attempt or the occurrence of a successful suicide.
- b. It will ensure that students have, and are aware of, easy ways to get help. Such help resources shall include, but not be limited to, the following:
 - 1. Access to suicide hot lines,
 - 2. Access to counselors and
 - 3. Access to appropriate written or visual media.
- c. It will educate students, parents/guardians, teachers and other school personnel how to identify and get help for troubled students before they become victims of suicide. The preceding includes how to get immediate assistance.

IV. EMERGENCY RESPONSE

A) Chain of Command

Each building level plan will include a chain of command roster. The CVCS roster is as follows:

- 1) Eric Whipple, Superintendent
- 2) Davis, Christine, Jr./Sr. High Principal
- 3) Wiltsie, Amber, Elementary Principal
- 4) Hildebrandt, Robert, Jr. Sr. High Counselor

The preceding list indicates the order in which Charlotte Valley Central School administrators, or other specific personnel, should be contacted should an emergency occur. The first administrator who is contacted becomes the "Administrator in Charge" (AIC)

When an emergency occurs, the AIC should immediately contact the Superintendent, Mr. Eric Whipple, (607) 386-5575 [home], (607) 278-5511 [work].

B) Emergency Contacts and Phone Numbers

Agency	Contact	Phone Number
Fox Hospital	Not Applicable	(607) 432-2000
Bassett Hospital (Cooperstown)	Not Applicable	(607) 547-3456
Bassett Hospital (Delhi)	Not Applicable	(607) 746-0550
Bassett Hospital (Sidney)	Not Applicable	(607) 561-7795
Delaware Valley Hospital (Walton)	Not Applicable	(607) 865-6541
New York State Police	Dispatcher (Oneonta Barracks)	(607) 432-3211
Risk Management	Mr. Joshua M. Reiss, Risk Manager	(607) 588-6291 Ext. 101
	Reiss Cell Number	(607) 435-4534
Davenport Fire Department	Dispatcher	911
East Meredith Fire Department	Dispatcher	911
Pindars Corners Fire Department	Dispatcher	911
Charlotteville Fire Department	Dispatcher	911
Cooperstown Medical Transport	Dispatcher	911
CVCS School Physician	Dr. Fredette	(607) 397-8783
ONC BOCES District Superintendent	Dr. Catie Huber	(607) 588-6291

C) Other Phone Numbers

Agency	Phone Number
Poison Control	1-800-222-1222
Life Threatening Emergencies	911
Utility: Gas – AmeriGas	(607) 563-2101
Utility: Phone - Verizon	(607) 890-7711
Utility: Electricity - NYSEG	(800) 572.1131
NYS Department of Health	(607) 432-3911
Delaware County Public Health	(607) 746-2075
Federal Bureau of Investigation	(315) 732-2157

D) Internal and External Communication

- 1) In the event of an emergency, or impending emergency, the district will notify all administrators/designees to take appropriate action as indicated in the building level plan. For external communication, they may use any or all of the following: telephone, automatic messaging system, fax, e-mail, school marquis and, if potentially appropriate, an emergency use of the distance learning network.

With specific regard to contacting law-enforcement and/or other emergency service providers, the building level safety plan will specify that the AIC (see chain of command list) contact the appropriate agency in case of an emergency. Each of the district's emergency protocol lists will specify who will be contacted for which emergency. When law-enforcement help is needed, the New York State police will be contacted first and then the Delaware County Sheriff's Department if necessary.

- 2) For internal communication we would use the building phone system, the intercom system, the building alarm system, hand-held radios, direct contacts with specific individuals through a messenger and dissemination of appropriate written documents.

E) Procedures for Obtaining Advice and Assistance from Local Government Officials

In an emergency, the Superintendent, or his/her designee, will contact The Emergency Management Coordinator and/or the highest-ranking local government official to obtain advice and assistance.

F) District Resources Available for Use in an Emergency

- 1) In the event of an emergency, the Charlotte Valley Central School District will have the following resources at its disposal:
 - a. The main school building is located at 15611 State Highway 23, Davenport, New York.
 - b. The district's bus garage, located adjacent to the main school building.
 - c. The Presbyterian Church, located at State Highway 23, Davenport, New York.
 - d. The Methodist Church, located at State Highway 23, Davenport, New York.
 - e. The Davenport Fire Company, located at 15838 State Highway 23, Davenport, New York.
- 2) Vehicles that could be used in the event of an emergency include the following:
 - a. Any bus or other vehicle owned by the district.
 - b. Any personal vehicle owned by any district employee.

G) Protective Action Options

When an emergency occurs, or we have advance notice that one may occur, the district may implement one of the following actions in cooperation with local emergency responders:

- 1) School Cancellation or Delayed Opening - The Superintendent, or his/her designee, will monitor any situation that may warrant school cancellation. He/she will make a determination if a school cancellation is necessary. If it is, he/she will contact the radio stations. Staff will be notified through the automated Robo Call system.
- 2) Emergency Early Dismissal - In the event of an emergency early dismissal, the Superintendent, or his/her designee, will make the appropriate decision. Once that decision has been made, he/she will initiate the following:
 - a. The transportation supervisor will be notified.
 - b. The office staff will be assembled to make emergency phone contacts with either the parents or designated emergency contact for all elementary students.
 - c. At the appropriate time, staff and students will be notified of the early dismissal.
 - d. Staff will assist the supervision of students until the dismissal procedure has been finalized.
 - e. Staff will remain within the building until released by either the building principal or the Superintendent.
- 3) Emergency Evacuation Plan - In the event of the need to conduct an evacuation of the building, the Superintendent, or his/her designee, will initiate the emergency evacuation drill as outlined in the faculty and student handbooks. In addition, the following will occur:
 - a. The district's public information officer will facilitate communication with parents and the media.
 - b. The faculty and staff will remain "on-duty" until the emergency situation is over.
- 4) Emergency Sheltering (Internal and External) - In the event of the need to arrange for the emergency sheltering of students, the Superintendent, or his/her designee, will determine the venue of the shelter, depending upon the nature of the need. When a determination has been made, the following will occur:
 - a. Account for the student and staff population.
 - b. Report any missing student or staff member to the AIC.
 - c. Make arrangements for human needs.
 - d. Depending on the nature of the incident, a determination will be made regarding which spaces in the school building, or alternative site, would best meet the district's sheltering needs (i.e. small groups in individual classrooms, large groups in large rooms like the gym or cafeteria).
 - e. The district's Public Information Officer will facilitate communication with parents and the media.
 - f. The faculty and staff will remain "on-duty" until the emergency situation is over.

H) Situational / Multi--Hazard Response Procedures

When an emergency occurs, the Charlotte Valley Central School District will not employ the use of coded messages when communicating with staff regarding an emergency. Rather, direct communication of instructions will be disseminated to staff using emergency communication procedures. For example, in the event of an intruder, a notice would be broadcast throughout the building to initiate the emergency "lockdown" procedure. This would be followed with directions to all staff to lock their individual rooms or offices and direct students to remain seated away from the door. The avoidance of coded responses mitigates the need to continuously orient new personnel or regular visitors to the district. To familiarize students and staff, regular drills will be conducted.

The next sections of this document outline the district's response protocols for the following emergencies:

V. RESPONSE PROTOCOLS FOR SITUATIONS OF POTENTIAL VIOLENCE.

Please refer to the following response protocols in alphabetical order:

A) Anthrax Threat	15
B) Bomb Threat	16
C) Bus / School Vehicle Accident Off-Campus	17
D) Civil Disturbance	17
E) Community Disaster / Relief	18
F) Explosion or a Fire Emergency	18
G) Food Poisoning	18
H) Gas Leak	19
I) Off-Site Hazardous Materials	19
J) On-Site Hazardous Materials	19
K) Utilities Loss	21
L) Violent Incident	22
M) Violent Situation	22
N) Weather / Severe Weather Emergency [i.e. strong winds, heavy rains, flooding]	23

ANTHRAX THREAT - RESPONSE PROTOCOL

- A) A person (or persons) receives a letter or package presumed to contain anthrax. The witness(es) should immediately do the following:
 - 1) Do not leave the room/office where the package is opened.
 - 2) Do not let any room/office occupants leave after the package is opened.
 - 3) Do not allow anyone to enter the area.
 - 4) Use the intercom or other in-house communication systems to **notify either the Building Principal, Superintendent or the designated "Administrator in Charge" (AIC).**

- B) The "Administrator in Charge" will immediately initiate the following responses:
 - 1) The AIC will initiate a "stay put" procedure.
 - 2) Contact the state police, the coordinator of Health Safety and Risk Management and the ONC County Emergency Manager and inform them of the anthrax threat.
 - 3) Notify the Head Custodian, the Superintendent, and the BOCES Coordinator of Health, Safety and Risk Management.
 - 4) Isolate/walk down all entrances and exits and post monitors in each point to prevent unauthorized entry or exit.
 - 5) If an evacuation of the building is required, the administration and law enforcement emergency service agencies will determine the need, extent and time frame.
 - 6) The faculty and staff will remain "on-duty" until the emergency situation is over.
 - 7) If the incident is determined to be a hoax, make announcements to resume normal activities.
 - 8) The district's public information officer will facilitate communication with parents and the media.
 - 9) A determination will be made as to whether or not to activate the crisis team.
 - 10) If the crisis team has been activated, they will meet at the end of the crisis to initiate a debriefing exercise.

BOMB THREAT - RESPONSE PROTOCOL

- A) The person receiving the bomb threat by telephone should initiate the following:
- 1) Refer to the Bomb Threat Response Form (see Appendix #4). Secure as much information as possible.
 - 2) **Immediately notify either the Building Principal, Superintendent or the designated "Administrator in Charge" (AIC).** Notify the Superintendent.
- B) The "Administrator in Charge" will immediately initiate the following responses:
- 1) For a Non-Specific Bomb Threat, the AIC will immediately:
 - a) Initiate "Shelter-In-Place" Protocol
 - b) Instruct everyone to remain where they are and scan their respective area for anything out of the ordinary.
 - c) Call 911
 - d) Activate School Building-Level Safety Team and instruct them to scan common areas for anything unusual. NOTE: Effective bomb threat response relies on the notion that information contained in a threat cannot be considered definitive; but rather, as clues which place the validity of the threat on a gradient scale between hoax (generic) and credible (specific, i.e. - date, time, location, method).
 - e) If no device is found, decide whether to continue school or evacuate. The school district administration may consult with police to make their decision.
 - f) If a device is found, proceed to Step 2 for "A Specific Bomb Threat"
 - 2) If the bomb threat is specific, the AIC will immediately:
 - a) Initiate a **no-alarm evacuation drill**.
 - b) Assign a **specific** person to immediately monitor the pay phone in the lobby to ensure that it is not touched during the evacuation procedure.
 - c) Assign the Superintendent's Secretary to contact the State Police at (607) 432-3211.
 - d) Assign someone to contact the Superintendent.

Note: the fire alarm system, two-way radios and any cell phones should not be used or activated.
 - 3) Once the building is evacuated and attendance is taken, immediately initiate the "Relocation to a Remote Site" procedure.
 - 4) With the help of the state police, direct the Bomb Scare Response Team to search the entire building.
 - 5) With the help of the state police and the Bomb Scare Response Team, determine building is "all clear."
 - 6) If the building is clear, instruct students and staff to return to their classrooms and check their attendance. Proceed to item No. 11.
 - 7) If the building is not clear, arrange for an early dismissal procedure.
 - 8) The district's public information officer will facilitate communication with parents and the media.
 - 9) The faculty and staff will remain "on-duty" until the emergency situation is over.
 - 10) The determination will be made as to whether or not to activate the crisis team.
 - 11) If the crisis team has been activated, they will meet at the end of the crisis to initiate a debriefing exercise.
 - 12) A written summary of the incident will be prepared by a designated staff person.
 - 13) If the crisis team has not been activated, involved personnel will debrief.

A) BUS / SCHOOL VEHICLE ACCIDENT OFF-CAMPUS - RESPONSE PROTOCOL

- A) A person (or persons) receiving notification of a school vehicle accident off-campus should initiate the following:
- 1) Gather specific information from the caller as follows:
 - The location of the accident.
 - The number of potentially injured persons, if any.
 - Ask the caller if emergency service personnel have been contacted.
 - If emergency service personnel have not been contacted, call immediately.
 - Ask whether the state police or sheriff 's department have been notified.
 - If either the state police or sheriff 's departments have not been contacted, call immediately.

- Ask if victims are being transported to the hospital. If yes, which hospitals.
- 2) **Notify either the Building Principal, Superintendent or the designated “Administrator in Charge” (AIC).**

- B) The “Administrator in Charge” will immediately initiate the following responses:
- 1) Dispatch a school representative to assist at the on-site incident command post. The school representative should have appropriate insignia of identification as an employee of the school and a cell phone.
 - 2) Notify the school nurse to be available to communicate with emergency personnel regarding student information.
 - 3) Contact the transportation supervisor to verify if he/she is aware of the accident.
 - 4) Notify the Superintendent.
 - 5) Monitor the situation through fire and law enforcement personnel and or the school representative on the scene. Gather information as accurately as possible relating to the following:
 - The number of injured students and staff, if any.
 - The names of injured students and staff, if any.
 - Hospitals the injured have been, or will be, transported to.
 - 6) The district’s public information officer will facilitate communication with parents and the media.
 - 7) Determine whether or not to activate the crisis team.
 - 8) Maintain communications with emergency service personnel and hospitals for the current status of the accident scene and the condition of the patient(s). If there is inclement weather, and a need exists to relocate uninjured students to a shelter, facilitate arrangements with the transportation supervisor.
 - 9) As determined by the District Crisis Team, initiate critical incident counseling resources.
 - 10) Once the crisis has passed, and the emergency service personnel and law enforcement representatives terminate the incident, resume normal operations.
 - 11) If the crisis team has been activated, they will meet at the end of the crisis to initiate a debriefing exercise.

CIVIL DISTURBANCE - RESPONSE PROTOCOL

- A) A person (or persons) witnesses an act that can be construed as a civil disturbance. The witness(es) should immediately do the following: **Notify either the Building Principal, Superintendent or the designated “Administrator in Charge” (AIC).**
- B) The “Administrator in Charge” will immediately initiate the following responses:
- 1) The AIC will initiate a “room lock down drill.”
 - 2) The AIC will debrief anyone who witnessed the civil disturbance. Verification should be made regarding the general details.
 - 3) As appropriate, the AIC will contact the state police (607) 432-3211 and arrange for notification of the Superintendent.
 - 4) Students and staff should be evacuated from the involved area(s).
 - 5) When the state police arrive, they will assume control over the situation.
 - 6) A determination will be made as to whether or not to activate the crisis team.
 - 7) The “lock down” drill will remain in effect throughout the duration of the crisis interval.
 - 8) After consultation with the state police, and the determination has been made that everything is secure, the AIS signal “all clear” by terminating the lock down drill.
 - 9) The district’s public information officer will facilitate communication with parents and the media.
 - 10) If the crisis team has been activated, they will meet at the end of the crisis to initiate a debriefing exercise.
 - 11) A written summary of the incident will be prepared by a designated staff person.
 - 12) If the crisis team has not been activated, involved personnel will debrief.

COMMUNITY DISASTER / RELIEF - RESPONSE PROTOCOL

- A) In the face of some unforeseen local disaster or extraordinary event where large numbers of people may need shelter, an area official may request assistance from the District. The person receiving the request will **Notify either the Building Principal, Superintendent or the designated “Administrator in Charge” (AIC).**

- B) If the “Administrator in Charge” is not the superintendent, (s)he will immediately contact the superintendent to act on the request.
- C) Subsequent to the request, the Superintendent will make provisions for community relief that will include but not be limited to:
 - Access to food (until stores are depleted),
 - Access to shelter and
 - Access to shower and bathroom facilities.

EXPLOSION OR FIRE EMERGENCY - RESPONSE PROTOCOL

- A) A person (or persons) witnesses fire and/or an explosion. The witness(es) should immediately do the following: **Activate the nearest fire alarm.**
- B) The “Administrator in Charge” will immediately initiate the following responses:
 - 1) The AIC will ensure that emergency medical/first aid treatment is given as needed.
 - 2) The Head Custodian will be notified so that he/she can investigate the source of the fire alarm and/or communicate with fire personnel.
 - 3) Determine if any students are missing.
 - 4) Provide fire departments with the list of any missing persons and possible locations within the building.
 - 5) Any building system not automatically turned off by the alarm system should be turned off manually.
 - 6) Resume, curtail or cease building operations as advised by the incident commander. If it is necessary to send students home, initiate the remote evacuation to the Davenport Fire Department / Methodist Church and early release drills.
 - 7) If the Superintendent was not present within the building, make arrangements for his/her notification.
 - 8) The district's public information officer will facilitate communication with parents and the media.
 - 9) A determination will be made as to whether or not to activate the crisis team.
 - 10) If the crisis team has been activated, they will meet at the end of the crisis to initiate a debriefing exercise.

FOOD POISONING - RESPONSE PROTOCOL

- A) A person (or persons) suspects food poisoning. The individual(s) should immediately do the following: **Notify either the Building Principal, Superintendent or the designated “Administrator in Charge” (AIC).**
- B) The “Administrator in Charge” will immediately initiate the following responses:
 - 1) The AIC will notify the school nurse who will:
 - Determine emergency response and notification.
 - Provide medical attention to affected persons and contact parents of students needing emergency attention.
 - Request emergency assistance, if necessary.
 - Contact the Department of Health, if necessary.
 - Examine an interview of persons and record signs and symptoms.
 - Notify parents as appropriate.
 - 2) Notify the food service supervisor who will:
 - Close food service operations, if appropriate.
 - Gather samples of suspicious foods (either in the original containers or in a clean container).
 - Label food samples and refrigerate.
 - If possible, identify individuals who ate common foods.
 - Disseminate common food information to school nurse.
 - 3) Notify the Superintendent.
 - 4) If warranted, initiate the early dismissal procedure.
 - 5) Obtain board of health clearance to resume food service preparations.
 - 6) The district's public information officer will facilitate communication with parents and the media.
 - 7) A determination will be made as to whether or not to activate the crisis team.

- 8) If the crisis team has been activated, they will meet at the end of the crisis to initiate a debriefing exercise.

GAS LEAK - RESPONSE PROTOCOL

- A) A person (or persons) witnesses a gas leak. The witness(es) should immediately do the following: **Notify either the Building Principal, Superintendent or the designated "Administrator in Charge" (AIC).**
- B) The "Administrator in Charge" will immediately initiate the following responses:
 - 1) The AIC will ensure that emergency medical/first aid treatment is given as needed.
 - 2) The AIC will immediately initiate a no-alarm evacuation drill. A specific person will be assigned to monitor the pay phone in the lobby to ensure that it is not touched during the evacuation procedure. The Superintendent will be contacted. **Note: the fire alarm system, two-way radios and cell phones should neither be used nor activated.**
 - 3) The Head Custodian will be notified so that he/she can investigate the source of gas leak.
 - 4) Once students have been evacuated from the building, position them so that they are upwind from the school. If need be, relocate to either the athletic field or the United Church as deemed appropriate.
 - 5) Resume, curtail or cease building operations as advised by the incident commander. If it is necessary to send students home, initiate the remote evacuation to the Davenport Fire Department / Methodist Church sites and early release drills.
 - 6) If the Superintendent was not present within the building, make arrangements for his/her notification.
 - 7) The district's public information officer will facilitate communication with parents and the media.
 - 8) A determination will be made as to whether or not to activate the crisis team.
 - 9) If the crisis team has been activated, they will meet at the end of the crisis to initiate a debriefing exercise.

HAZARDOUS MATERIALS OFF-SITE - RESPONSE PROTOCOL

- A) A person (or persons) discovers the spill or leakage of the potentially hazardous material, chemical or petroleum product. The witness(es) should immediately do the following: **Immediately notify either the Building Principal, Superintendent or the designated "Administrator in Charge" (AIC).**
- B) The "Administrator in Charge" will immediately initiate the following responses:
 - 1) The AIC will notify the transportation supervisor, supervisor of buildings, the Superintendent and the BOCES Coordinator of Health, Safety and Risk Management.
 - 2) The AIC will consult with the County Emergency Management Office, local fire personnel and the state police. Depending upon their input, follow the appropriate directives.
 - 3) In the event that a "stay put" order is initiated pursuant to the directives of personnel outlined in item No. 2, bring all students in the building and close outside air intake devices.
 - 4) If an evacuation of the building is required, initiate the early release procedure.
 - 5) If an early release procedure is not required, wait until the authorities deliver the "all clear" signal and have students return to their classrooms where attendance will be taken again.
 - 6) The faculty and staff will remain "on-duty" until the emergency situation is over.
 - 7) The district's public information officer will facilitate communication with parents and the media.
 - 8) A determination will be made as to whether or not to activate the crisis team.
 - 9) If the crisis team has been activated, they will meet at the end of the crisis to initiate a debriefing exercise.

ON-SITE HAZARDOUS MATERIALS - RESPONSE PROTOCOL

- A) A person (or persons) discovers the spill or leakage of the potentially hazardous material, chemical or petroleum product. The witness(es) should immediately do the following:
 - 1) Upon discovery or detection of any spill or hazardous material chemical was a petroleum product, the person discovering the spill will immediately evacuate the affected room or area.

2) **Notify either the Building Principal, Superintendent or the designated “Administrator in Charge” (AIC).**

- B) The “Administrator in Charge” will immediately initiate the following responses:
- 1) The AIC will notify the Supervisor of Buildings and Grounds, the Superintendent and the BOCES, Coordinator of Health, Safety and Risk Management.
 - 2) As appropriate, the AIC will notify fire and emergency medical service personnel.
 - 3) Based on the advice of the fire department personnel and the Coordinator of Health, Safety and Risk Management, determine if further action is required.
 - 4) If an evacuation of the building is required, initiate standard fire alarm procedure. Ensure that evacuation routes do not interfere with the area that is quarantined do to the hazardous spill.
 - 5) Determine if students will be able to return to the school building. If a return to the building is not practical, facilitate arrangements for a removal to the Davenport Fire Department or the Methodist Church sites and initiate the early release procedure.
 - 6) The faculty and staff will remain "on-duty" until the emergency situation is over.
 - 7) The district's public information officer will facilitate communication with parents and the media.
 - 8) A determination will be made as to whether or not to activate the crisis team.
 - 9) If the crisis team has been activated, they will meet at the end of the crisis to initiate a debriefing exercise.
 - 10) If the crisis team has been activated, they will meet at the end of the crisis to initiate a debriefing exercise.
 - 11) A written summary of the incident shall be prepared by a designated staff person using the Potential Violence / Violent Incident Summary Form (refer to appendix No. 1).
 - 12) If the crisis team has not been activated, involved personnel will debrief.

MEDICAL EMERGENCIES - RESPONSE PROTOCOL

- A) A person (or persons) is witness to a medical emergency. The individual(s) should immediately do the following:
- 1) Stay with the victim.
 - 2) Summon the school nurse by phone, through the intercom system or by sending someone to the nurse's office.
 - 3) Do not leave the victim alone, if necessary briefly leave to summon the nearest help.
- B) The person with the victim prior to the nurse's arrival should:
- 1) Remain calm.
 - 2) Use universal precautions.
 - 3) "Think safety" for students, staff and the victim.
- C) The “Nurse in Charge,” upon arrival, will:
- 1) Determine the severity of the medical emergency and implement necessary care.
 - 2) Initiate a "stay put" procedure, if necessary.
 - 3) Notify and summon personnel (or direct someone to do that), if necessary.
 - 4) In the case of cardiac arrest, the nurse or other appropriately trained person, will follow policy procedures for the use of the automatic external defibrillator (AED).
 - 5) In a timely manner, the nurse will notify:
 - The administrator in charge.
 - Parents, guardians or next of kin (for staff).
 - 6) Complete the appropriate written documentation regarding the incident.
- D) The “Administrator in Charge” will:
- 1) Notify the Superintendent.
 - 2) Determination of whether or not to activate the crisis team.
 - 3) If the crisis team has been activated, they will meet at the end of the crisis to initiate a debriefing exercise.

UTILITIES (LOSS OF) - RESPONSE PROTOCOL

- A) A person (or persons) becomes aware of a utility (e. g. water, heat, electricity, etc.) loss within the building. Subsequently, the individual should initiate the following:
- 1) **Notify either the Building Principal, Superintendent or the designated "Administrator in Charge" (AIC).**
 - 2) Notify the Supervisor of Buildings and Grounds.
- B) The "Administrator in Charge" will immediately initiate the following responses:
1. Verify that the Head Custodian is aware of the problem and has been consulted on the specific issues.
 2. Delegate the following to the Head Custodian:
 - Utilize back-up services as appropriate.
 - Call local utilities' representatives to retrieve information regarding an estimated time when services will be restored.
 - If services will not be restored within a workable time frame, notify the administrator in charge.
 - 3) Monitor the situation, keep in regular contact with the Supervisor of Buildings and Grounds. If the Supervisor of Buildings and Grounds is unavailable, the Administrator in Charge will initiate actions as outlined in Item No. 2 of this protocol.
 - 4) If an evacuation is deemed appropriate, initiate early dismissal procedures.
 - 5) The District's Public Information Officer will facilitate communication with parents and the media.
 - 6) Determine whether or not to activate the crisis team.
 - 7) If the crisis team has been activated, they will meet at the end of the crisis to initiate a debriefing exercise.

VIOLENT INCIDENT RESPONSE PROTOCOL

- A) A person (or persons) witnessing an act that results in, or is continuing to result in, physical harm. The witness(es) should immediately do the following: **Notify either the Building Principal, Superintendent or the designated "Administrator in Charge" (AIC).**
- B) The "Administrator in Charge" will immediately initiate the following responses:
- 1) The AIC will initiate a "room lock down drill." Arrange for notification of the Superintendent.
 - 2) The AIC will determine if the District Crisis Team should be activated.
 - 3) The AIC, school nurse and the building response team will go to the scene to assess the situation and to clear and secure the area. The assessment shall include:
 - A determination as to whether law enforcement personnel should be immediately contacted.
 - Isolation of the area.
 - Methodical evacuation of the area, keeping potential witnesses available for further debriefing.
 - Limiting access to only essential personnel.
 - If appropriate, evacuate the perpetrator(s) to an isolated location within the building (Principal's Office or Superintendent's Office). The perpetrator will be attended by one or more adults at all times.
 - 4) The building principal will designate an area for parents to assemble, if warranted, for information purposes.
 - Parents will be notified. Depending on the scale of the violent incident, the media may be used as warranted (see item No. 5).
 - Parents will be instructed that students will be kept within the school building until the potential crisis has ceased.
 - If a child is released, he or she will only be released to his/her parent or authorized designee. Logs will be kept as to who is released to whom.
 - 5) If police officials are contacted, as soon as they deem it safe, the lock down procedure will cease and if needed, students will be removed pursuant to the provisions of the evacuation drill.
 - 6) The district's public information officer will facilitate communication with parents and the media.
 - 7) The faculty and staff will remain "on-duty" until the emergency situation is over.
 - 8) If the District's Crisis Team has been activated, they will meet at the end of the crisis to initiate a debriefing exercise.
- 9) A written summary of the incident shall be prepared by a designated staff person using the Potential Violence / Violent Incident Summary Form (refer to appendix No. 1).

- 10) If the crisis team has not been activated, involved personnel will debrief.

VIOLENT SITUATIONS RESPONSE PROTOCOL

- A) A person becomes aware of a student's, or group of students', threat(s) of an actual act of violence. The witness(es) should immediately do the following: **Notify either the Building Principal, Superintendent or the designated "Administrator in Charge" (AIC).**
- B) The "Administrator in Charge" will immediately initiate the following responses:
- 1) The AIC will arrange to have the student(s) immediately escorted to a secure location (Principal's Office or Superintendent's Office). The student(s) will be attended by one or more adults at all times.
 - 2) There will be: NO STOPS, NO EXCEPTIONS, NO QUESTIONS.
 - 3) An assessment of the situation will be made by the AIC. The assessment shall include:
 - Evaluation of the student.
 - Determination of the potential risk for violence.
 - An investigation of the issues related to the risk for violence.
 - 4) The student's parents will be notified and arrangements will be made for a conference as soon as possible.
 - 5) When a more general threat is made to a large unspecified group, the principal or his/her designees will make a determination as to the course of action.
- C) Based upon the assessment of the situation, the following actions will occur:
- 1) High Risk Determination:
 - Inform the police immediately.
 - As warranted, mandate that the parents arrange to have the student evaluated psychologically and/or medically (to potentially include a psychiatrist).
 - Notified potential victim(s) and potential victim(s) parents.
 - Develop a safety plan with potential victim and parents.
 - Recommend other interventions/services, as warranted.
 - Refer for disciplinary interventions.
 - Evaluate the need to activate the District Crisis Team.
 - 2) Low Risk Determination:
 - Discuss with student and parents the significance of the incident and possible intervention measures.
 - Notify potential victim(s) and potential victim(s) parents.
 - Develop a safety plan with potential victim and parents.
 - Refer for support services, peer mediation and/or outside services as warranted.
 - Refer for disciplinary interventions.
- D) At the conclusion of the potential incident of violence, the following shall occur:
- 1) The written summary of the incident shall be prepared by designated staff person using the Potential Violence / Violent Incident Summary Form (refer to appendix No. 1).
 - 2) Involved personnel will debrief.

WEATHER / SEVERE WEATHER - RESPONSE PROTOCOL

- A) A person (or persons) witnesses and incident of severe weather or a funnel cloud. The witness(es) should immediately do the following: **Notify either the Building Principal, Superintendent or the designated "Administrator in Charge" (AIC).**
- B) The "Administrator in Charge" will immediately initiate the following responses:
- 1) The AIC will initiate a "severe weather watch" procedure.
 - 2) The AIC will debrief the person who witnessed the severe weather. If the details of the observation warrant an upgrade to a "severe weather warning," then the severe weather warning drill will be initiated. If the details of the observation do not warrant an upgrade to a "severe weather warning,"

then the weather advisory devices will be appropriately monitored for future recommended upgrades to severe weather warnings.

- 3) Arrange for notification of the Superintendent.
- 4) A determination will be made as to whether or not to activate the crisis team.
- 5) Once a determination has been made and there's no longer any concern about severe weather, the weather watch or warning procedures will be terminated.
- 6) If the crisis team has been activated, they will meet at the end of the crisis to initiate a debriefing exercise.

PART 2

SAFETY TEAM OPERATIONS and POST-CRISIS RECOVERY

In the event of a serious incident, emergency or significant safety issue, the Charlotte Valley Central School District Wide School Safety (Crisis) Team (aforementioned) will be activated to address the various needs of the school during and following the onset of the crisis at hand. The overall guidelines for crisis administration are outlined in the "Procedural Checklist" located in Appendix #1 of this document.

District-Wide School Safety (Crisis) Team Member Responsibilities

A) TEAM FACILITATOR

1) Definition

The Facilitator is the person in charge of the emergency response team who processes the team's information and/or needs and makes decisions in conjunction with the District's administration, usually the Superintendent. Essentially, the Facilitator is in place to relieve the administration of some of the detailed issues associated with concurrent management of both the organization and the crisis at hand.

2) Duties

- a) Define Crisis - Delineate characteristics of a crisis
- b) Call Emergency Team Meeting (Guidance Office)
- c) Review CRISIS with team and decide:
 1. Is the situation a crisis? ...YES / NO
 2. If yes, what is the "Primary Crisis"?
 3. If yes, what is the "Secondary Crisis"?
- d) Facilitate formation of Crisis Response Plan
- e) Monitor implementation of the plan.
- f) Support and monitor team members.
- g) Communicates
 1. Receives periodic updates from team members
 2. Communicates with the administration - modifications of the plan are made as needed.
 3. **Keeps written synopses or copies of all communications (see recorder's responsibilities).**
- h) Facilitate a Mid-Crisis Team Meeting
 1. Assess progress
 2. Debrief team members
 3. Develop additional plans as appropriate
- i) Follow-up on team members
- j) Check with team Processor periodically
- k) Prepare, edit & authorize in-house memos and communications.

B) TEAM RECORDER

- 1) Definition
The Team Recorder is responsible for maintaining an ongoing, written record of the crisis process. (S)he documents all actions and assesses the overall capabilities of individual member's abilities to handle the stress of the crisis at hand. The processor works in close contact with the Facilitator and Team Recorder, completing a triad of crisis response leadership. The facilitator manages the unfolding crisis, the recorder maintains a record of the event and the facilitator monitors the crisis staff.
- 2) Duties: continual "checking-in" with team members, assessing their coping strategies and reporting back to the facilitator and recorder.

C) TEAM PROCESSOR

- 1) Definition
The Team Processor is responsible for all the monitoring of individual team members. (S)he assesses the overall capabilities of individual member's abilities to handle the stress of the crisis at hand. The processor works in close contact with the Facilitator and Team Recorder, completing a triad of crisis response leadership. The Facilitator manages the unfolding crisis, the recorder maintains a record of the event and the Facilitator monitors the crisis staff.
- 2) Duties: continual "checking-in" with team members, assessing their coping strategies and reporting back to the Facilitator and Recorder.

D) INTERNAL COMMUNICATIONS COORDINATOR

- 1) Definition
The Internal Communications Coordinator 1 provides for the dissemination of information in school (in-house) and linkage of the Emergency Facilitator to other team members. In the CVCS model, the main internal communicator will be the second in overall command, usually the building principal. (S)he will manage the building as the Facilitator manages the crisis. The rationale behind the use of an administrator as the primary internal communicator is simple, (s)he has the authority to expedite actions that the Facilitator might not be able to execute on his/her own.
- 2) Duties
 - a) Prepare communications in coordination with the Facilitator
 1. Standard Emergency Forms – Standard emergency message recordings for phones
 2. Crisis - Specific Communications
 - b) Alert Staff - (Coordinate with Staff Service Liaison)
 - c) Set up communication lines between team members
 1. If there is power -- inform staff of situation and updates by:
 - a. PA announcement (if appropriate) -- give to Facilitator to edit and approve.
 - b. Memos for distribution
 - Some memoranda may require special attention
 - Some memoranda may require extra security
 - c. Intercom phones for contact of specific individuals (Intercom/PA does not reach all rooms)
 - guidance office,
 - P.E. offices,
 - locker rooms,
 - Psychologist,
 - secretaries offices,
 - kitchen staff,
 - gymnasium,
 - server room,
 - faculty room,
 2. If there is NO POWER - inform staff of situation by "Runners" (small reserves of auxiliary power exist in hallway lights, computer, & phone systems) as outlined in Appendix #2 Runner Procedures
 - e) Check your communications network - physically "walk" communications line.
 - f) Arrange for meeting spaces, equipment, and materials necessary for school emergency team meetings

- g) Solicit Feedback (Emergency Team Meetings, staff debriefing)

E) INTERNAL COMMUNICATIONS ASSISTANT

- 1) Definition
The Internal Communications Coordinator 2 assists the Internal Communications Coordinator 2 relative to providing for the dissemination of information in school (in-house) and linkage of the emergency facilitator to other team members. In the event that the Internal Communications Coordinator 1 cannot function, the Internal Communications Coordinator 2 will become a more active assistant for the replacement.
- 2) Duties
 - a) On behalf of the Internal Communications Coordinator, serve as the prime communication link with the Facilitator
 - b) Attend to the preparation details associated with external communications.

F) EXTERNAL COMMUNICATIONS COORDINATOR

- 1) Definition
The External Communications Coordinator provides for the dissemination of information to the public and media. (S)he will represent the district in the face of any crisis. In large organizations, a specific individual serves in that capacity as a professional responsibility. In small school districts, that function is provided, almost universally, by the superintendent.
- 2) Duties
 - a) Keep informed by the Facilitator
 - b) Communicate with, or supervise communications with, governmental or other emergency service agencies as appropriate.
 - c) Prepare and disseminate public communications
 - d) Communicate with the Board of Education as appropriate. In an emergency situation, this communication may be after the fact.
- 3) Procedural Checklist – Emergency Response Facilitation Form - Refer to Appendix #1

G) EXTERNAL COMMUNICATIONS ASSISTANT

- 1) Definition
The External Communications Assistant helps the External Communications Coordinator relative to providing for the dissemination of information to the public and media. In the event that the External Communications Coordinator cannot function, the Internal Communications Coordinator will serve in that capacity. The External Communications Assistant will replace the Internal Communications Coordinator.
- 2) Duties
 - a) On behalf of the External Communications Coordinator, serve as the prime communication link with the Facilitator
 - b) Attend to the preparation details associated with external communications.

H) STUDENT SERVICES LIAISON

- 1) Definition
The Student Services Liaison is responsible for coordinating with the Parent Services Liaison relative to disseminating student-specific directions and information in any crisis situation.
- 2) Duties: Keep ongoing communications with the Facilitator and the Internal Communications Coordinator

I) PARENT SERVICES LIAISON

- 1) Definition
The Parent Services Liaison is responsible for communicating with parents regarding individual student's issues that might be affected by the district's involvement in an emergency. This is to be distinguished between formal communications as elicited by the External Communications Coordinator.

- 2) Duties: Contact parents of selected students as appropriate.

J) **STAFF SERVICES LIAISON**

- 1) Definition
The Staff Services Liaison is responsible for communicating with staff regarding any essential issues that might affect staff due to the district's involvement in an emergency. Mostly, this duty is intended to facilitate relieving staff anxiety in any crisis. If staff angst begins to become a critical concern, the liaison will serve to directly communicate with the crisis facilitator and the administration.
- 2) Duties: Establish regular communication with staff and communicate with the crisis facilitator and the administration as appropriate.

K) **SECURITY COORDINATOR**

- 1) Definition
The Security Coordinator is responsible, as needed, for the safety and security of all buildings and grounds.
- 2) Duties
 - a) At the direction of the External Communications Coordinator, contact and be the liaison for:
 1. State Police: 607-432-3211
 2. Sheriff's: 607-746-2336
 3. Fire Department/EMS Control: 911
 - b) Secure school grounds
 - c) Secure school building
 - d) Distribute emergency equipment
 - e) Issue identification badges
 - f) Test internal and external communication system

**APPENDIX #1
EMERGENCY BUILDING PROCEDURES**

A) ACTIVATION of the CRISIS TEAM

Pursuant to the provisions of the revised District-Wide Safety Plan, certain protocols will immediately be put in place to address various crises that present themselves. The initial part of that process is the determination as to whether or not to activate the District's Crisis Team (as identified in Part 1 of this document). It will be activated at times of **significant emergencies** and will be responsible for coordinating the district's response to various crises.

Examples

A mild emergency related to a "school closing" could be the occurrence of freezing rain for an hour or two early in the morning. School would likely be closed for a day as road conditions would be hazardous until salt and sand were applied.

A significant emergency related to a "school closing" could be an occurrence of heavy freezing rain lasting for several hours. In turn, the rain creates massive power failures due to falling power lines and/or trees falling on power lines. School could be closed for several days as there might not be either any essential power to operate the building or ice free road infrastructure needed to transport children safely. Further, the school itself might become an emergency shelter.

In the second example, the Crisis Team Might would likely be activated.

B) BELL and NO BELL PROCEDURES

All building drills will be initiated in either of two ways.

- 1) Conventional Procedure - Obviously, the conventional method of evacuating the building by sounding the fire alarm will be used as the primary method for students and staff to leave the building. This method will be employed most often, and in the customary manner, for building evacuations (fire drills).
- 2) "No Bell" Procedures - A second "no bell" method will also be used to initiate a building evacuation. It will be needed in those instances where the fire alarm system is not functional or, for alternate reasons, cannot be employed. The "No Bell" procedures will be outlined in Subsection E of this document.

C) DELAYED OPENINGS / CLOSINGS

- 1) After discussion with appropriate personnel regarding the status of the road conditions, the superintendent will determine if a delayed opening or school closing is appropriate.
- 2) Following his/her determination regarding a delay or school closing, the superintendent will contact the principal. In turn, the principal will initiate a ROBO call so as to inform staff regarding the delay or closing decision.
- 3) If for some reason there are communication problems to the extent that a staff member does not receive a call regarding a delay or closing, the information is also communicated to the media. Listen for announcements on the television and radio stations." NOTE: If for some reason, your name is not included on the Robocall list, please contact Mrs. Natalie Zimmerman in the business office.
- 4) On the days when there are delays, follow the alternate schedule times as outlined in the bell and lunch schedule sections of the handbook.

D) EMERGENCY BUILDING EVACUATION / "FIRE DRILL"

During the 2005-2006, academic year and beyond, the following evacuation procedure will be implemented:

All procedures are outlined in the Building Level Emergency Response Plan

E) EMERGENCY PROCEDURES AND PROTOCOLS

The following emergency procedures are outlined in the confidential Building Level Emergency Response Plan (BLERP) located in the main office. This plan is reviewed annually and as needed by the school safety team for revisions and updates. The BLERP is made available to all district staff and reviewed annually with all staff.

- EMERGENCY BUILDING EVACUATION / “NO BELL”
- EMERGENCY BUILDING EVACUATION DRILL / “RELOCATION TO A REMOTE SITE”
- LOCK DOWN PROCEDURE
- LOCK OUT PROCEDURE
- SHELTER IN PLACE PROCEDURE

F) EMERGENCY EQUIPMENT

Effective during the 2005-2006 academic year and beyond, there will be changes in the generally accessible emergency equipment located throughout the building. These include the following:

- 1) Fire Alarms – The current fire code requires that all existing and new fire alarms comply with current building codes. The alarms no longer use a bell. Rather, they make a loud, distinctive and shrill beep. In addition, the fire alarms have a strobe light attached so that people who are deaf, or have significantly limited hearing, will be able to recognize the need to evacuate the building.
- 2) Fire Doors - The current fire code also requires the installation of additional fire doors. During emergency building evacuations, these doors will automatically shut.
- 3) Fire Extinguishers – More fire extinguishers have been added to the building. In appropriate use of extinguishers will also be dealt with in a manner similar to falsely “pulling” a fire alarm.
- 4) Automatic Electronic Defibrillator (AED) – In the event that anyone is in apparent or potential cardiac distress, the AED will be immediately retrieved and used appropriately by trained personnel. The AEDs are located in the following venues within the building:
 - a) Main Corridor - across from Room 173
 - b) Lower East Corridor #1 - near the entrance of Room 123 (Gym).
 - c) Main Corridor - Across from Room 111.
 - d) Upper South Corridor – Center across from the row of lockers near room 206

G) EMERGENCY IN-SESSION CLOSING OF SCHOOL

When an emergency situation occurs such that students must be sent home during the school day (i.e. storm warnings, flooding, etc) a regional notice will be received in the Superintendent’s Office. At that time, the superintendent, or his designee, will determine if students should be transported home before the customary end of the school day. If the decision is to close school, the following steps will be taken:

- 1) The Superintendent will notify the following personnel:
 - a) Head Bus Driver - in order that he can call all bus drivers to bring their buses to school for immediate dismissal.
 - b) Business Account Clerk – in order that she can initiate a Robo call home to all parents grades Prek-12.
 - c) Staff and Students through the PA System – A specific point will be made to the effect that until elementary emergency contact numbers have been called, staff are not permit students to use any school phones other than the pay phone.
- 2) Personnel from the Superintendent’s Office will contact the local media to make public service announcements to the effect that school is closing.
- 3) At the appropriate time, an all-call announcement will be made over the PA system permitting students to use school phones for calls to parents.
- 4) When buses are ready, an announcement will be made over the PA that students should be dismissed and all bussed students are to report to their buses.
- 5) Faculty and staff will be given instructions for leaving the building at the time of the one-hour warning.
- 6) The Transportation Supervisor will, as soon as possible, inform the main office when all buses have returned. Office personnel will remain in the building until that communication has been received.
- 7) While the buses are en route home, the clerical staff and the school nurse will spot check, by telephone, some of the parents in out-lying areas, alerting them to spread the word in their vicinity as to the emergency dismissal.

- 8) Children who walk home will be dismissed immediately. As the number of children who walk home is small, supervision will not be necessary. All walkers live close enough to the school so that the pupil at the farthest point can be home in five minutes.
- 9) Custodial staff will be alerted to the dismissal in order to take whatever steps are necessary to shut down the building.
- 10) All staff members are expected to know and understand this plan. Any questions should be directed to the Principal and/or Superintendent.

H) EMERGENCY RESPONSE TEAM

In the event that a crisis may involve the need to physically restrain a student, the Emergency Response Team (ERT) will immediately assemble at the appointed place and time. Specific details for an ERT action shall be as follows:

- 1) The ERT Members will include:
 - a) Mrs. Christine Davis, Jr./Sr. High Principal
 - b) Mrs. Amber Wiltsie, Elementary Principal
 - c) Mr. Christopher Matz, Educational Aide
 - d) Mr. Robert Hildebrandt, School Counselor
 - e) Mrs. Christina Losie, School Nurse
 - f) Mrs. Kelly Coons, CSE Chairperson
- 2) ERT Support personnel shall include:
 - a) Mrs. Jennifer Plante, Superintendent's Secretary
 - b) Mrs. Jennifer Jester, Guidance Clerk
 - c) Mrs. Natalie Zimmerman, Business Office Account Clerk
- 3) The protocol for initiating an ERT action shall be as follows:
 - a) If any staff member who believes that a student has lost conscious control of his/her behavior to the point that the student may injure himself/herself or others, the staff member shall call the main office immediately to report both the need for an ERT response and the location of that need.
 - b) The reporting staff member will then remove any non-involved students to a place of safety.
 - b) The main office secretary will broadcast an alert as follows: "There is an immediate need for an ERT response in the following location -----."
 - c) The main office secretary will then initiate a "Lock-Down" procedure.
 - d) ERT members will immediately proceed to the emergency.
 - e) Support personnel will relieve critical team members as follows:
 1. The Superintendent's Secretary will immediately relieve Mrs. Coons
 2. The Guidance Clerk will immediately relieve Mr. Matz
 3. The Business Office Account Clerk will immediately relieve Mrs. Losie
 - f) All non-involved staff members will follow the rules for the lock down drill.
 - g) Once the issue has been dealt with, the school will disengage from the lock down action.

I) EXTREME WEATHER "TAKE COVER" DRILL

A "Take Cover / Extreme Weather" Drill may occur at any time. Generally, it will usually occur in two stages as follows:

- 1) Watch Stage - When the "Watch Stage" of the drill is announced, each teacher should move students away from the windows (1/2 the width of the classroom), close the windows and curtain/blinds. If the "all clear" is announced, teachers can resume using the full classroom.
- 2) Warning Stage - When the "Warning Stage" of the drill is announced, each teacher should escort his/her class out into the hall and direct the students to sit along the edge of the hall. As appropriate, students may be required to sit knees up, head on knees, and hands at the base of the brain. Students are to be seated in the center of the hallways, away from windows or glass doors. When the "all clear" is announced the students can return to their classrooms and teachers can resume using the full classroom. The drill should be conducted as quickly and quietly as possible.

J) "GO HOME" DRILL

For all intents and purposes, the "Go Home" Drill is virtually the same as an "Emergency In-Session Closing of School." There is, however, no longer a "Go Home Drill" on the day that the district conducts the "Emergency Building Evacuation – Relocation to a Remote Site" drill. The "Go Home Drill" will occur on the first early release date outlined in the school calendar.

- K) SEXUAL ABUSE REPORTING - (By whom, how and to whom should a report of child sexual abuse be made?)
- 1) Who Should Make Reports On Sexual Abuse? - Anyone who has reason to suspect sexual abuse should make a report. Children often cannot speak for themselves and depend upon third parties to speak for them. By law, certain professionals are required to report suspected cases of child abuse. Teachers, school nurses, and school officials are among those mandated under this law. They are protected from civil and criminal liability for reporting in good faith. They need only to suspect that sexual abuse is occurring in order to report.
 - 2) The Role of the School
 - a) The School is often the child's only "island of safety" and could be the place where sexual abuse is disclosed. Beyond reporting suspected cases of abuse, the school has some additional responsibilities. Any and all information regarding child abuse will remain confidential. School personnel may be involved in:
 1. Identification of suspected cases of sexual abuse.
 2. Reporting suspicions to the Principal or Superintendent.
 3. Cooperation in the investigation.
 4. Emotional support for the child throughout the process.
 - b) Noting the vast nature of sexual exploitation of children, it seems imperative that schools assume an active advocacy role by becoming involved in:
 1. Policy development regarding sexual abuse reporting.
 2. Provisions of staff training.
 3. Introduction of sexual abuse prevention into curriculum.
 - 3) What Should Be Reported?
The New York State Social Services Law and the Family Court Act define a sexually abused child as "a child less than 18 years of age." The following situations provide reasonable cause to suspect child sexual abuse:
 - a) Touching child's genitals, buttocks, breasts or other intimate parts for the purpose of gratifying sexual desire; or forcing or encouraging the child to touch the genitals, buttocks, breast or other intimate parts of the perpetrator for the purpose of gratifying sexual desire.
 - b) Engaging or attempting to engage the child in sexual intercourse or deviate sexual intercourse (i.e., contact between penis and anus, mouth and penis, or mouth and vulva).
 - c) Forcing, encouraging or willfully and/or knowingly allowing a child to engage in sexual activity with other children or adults.
 - d) Forcing, encouraging or willfully and/or knowingly allowing a child to engage in sexual activity with animals or a dead human body.
 - e) Exposing a child to sexual activity or exhibitionism for the purpose of sexual stimulation or gratification of another.
 - f) Obscene photographing, filming, or depiction of children.
 - 4) How Should The School Handle A Suspected Case Of Child Sexual Abuse?
 - a) Step 1. All suspected incidents of child abuse and child sexual abuse will be reported directly to the Principal or Superintendent
 - b) Step 2. As a professional mandated to report suspected cases of sexual abuse allegations, frequently this creates intense emotional responses for the reporter and may cause trauma for the child. The following information may assist you in handling a suspected case before reporting to the State Central Register or to a law enforcement agency.
 - c) Step 3.
 1. Keep an open mind to the fact that sexual abuse may be happening in the family situation brought to your attention. Be aware of your own feelings. Because sexual abuse usually evokes intense feeling, maintaining objectivity requires effort. A calm and professional approach is necessary to help and protect the child victim. Remember that disclosure of sexual abuse can lead to emotional reactions by family members.
 2. If the child victim or another person reveals the sexual abuse to you, contact the Principal who will in turn contact the Superintendent immediately.
 - 5) Mandated Reporters Of Abuse/Neglect In School System

REPORTING PROTOCOL FLOW CHART
SCHOOL SYSTEMS

Teacher
Nurse
Counselor
Other Person
Building Administrator, Principal or Superintendent of Schools

NYS Child Abuse/neglect
Registry
1-800-342-3720.

Appropriate Police
Agency

Delaware County Department of Health & Family Services – (607)- 746-2075

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APPENDIX #2
(EMERGENCY RESPONSE FACILITATION
PROCEDURAL CHECKLIST)

The following is a procedural model for an Emergency Facilitator to follow. As people become more comfortable with the Facilitator's role, they may find it necessary to deviate from this model as the situation dictates.

Stage One - Preliminary Comments

- Greet the team as they arrive; check members for emotional stability as they arrive.
- Read or explain facts as they have been reported to you. Ask for additional information.
- Express your feelings; ask members if they can function successfully at this time.
- Assign a Process Observer and assign a person to record decisions and agreements.

Stage Two - Crisis Identification

- Ask members "What is the primary and secondary crisis?" Give them 30 seconds to think about and/or write his/her ideas.
- Each member in succession gets 30 seconds to give his/her opinion (Walking the table).
- Facilitator states his/her opinion for all to hear; then opens discussion for 2-3 minutes.
- Facilitator names the primary and secondary crisis clearly and decisively.

Stage Three - Emergency Response Planning

- Facilitator assigns roles to members and forms small group planning teams to create "sub-plans" as needed.
- Members are directed to develop sub-plans in small groups and return to the crisis response team in 10 to 15 minutes to formalize the response plan.
- Facilitator meets with the Process Observer to get feedback (3-5 minutes).
- Facilitator and Process Observer sequence the order of sub-plan reporting to the main Emergency Team. (Role most essential to the management of the crisis situation reports first.)
- Visit planning groups, to encourage teams and answer questions.
- Call back members to report on the status of their sub-plan development. The main body of the team begins to formalize the Emergency Response Plan.

Stage Four - Emergency Response Plan Formalization

- Following the predetermined sequence, ask each sub-group report. Remind members to speak deliberately so that the recorder may accurately write decisions and agreements.
- After each report, ask for suggested additions and concerns to be voiced.
- Listen carefully, declare additions, make changes and finalize agreements.
- Thank everyone for his/her efforts, announce a call back meeting, and send members out to manage his/her part of the plan.
- Review the recorder's notes for accuracy, have them typed and distributed to team members. Inaccuracies and changes need to be communicated to team members.
- Facilitator asks the Process Observer for feedback.

Stage Five - Emergency Response Plan Implementation

- Following the predetermined plan, each team member acts on his/her responsibilities.
- As circumstances unfold, there may be, in addition to the scheduled meetings of the team as outlined in the Emergency Response Plan, impromptu meetings that can be implemented.

Stage Six - Emergency Response Plan Debriefing

- Following the crisis, the team meets to debrief and distress. The Processor will lead this activity, possibly with the assistance of outside personnel.

**APPENDIX #3
(SECURITY MAPS AND PHOTOGRAPHS)**

Final Appendix – Pending

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Charlotte Valley Central School Learning Plan for Remote Learners

Purpose:

This plan establishes guidelines and procedures for Charlotte Valley Central School to deliver instruction in a remote setting. It outlines procedures and describes the roles and responsibilities of all parties involved with remote learning. For the purposes of this document, “remote learner” is defined as an individual unable to attend in-person instruction at any Charlotte Valley Central School campus by declaration of the school district superintendent.

Accessibility

Charlotte Valley Central School will assess student digital accessibility prior to and/or at the beginning of the school year to prepare for online instruction.

Students with:

- Reliable internet access, but insufficient device capabilities will be provided a chromebook to complete online instruction (Grades 3-12).
- Limited internet accessibility and the potential to use a mobile hotspot device for online instruction will be provided with a mobile hotspot in addition to their chromebook based on device availability.
- No internet accessibility will be provided instruction through paper/book assignments.

Charlotte Valley Central School will provide for parents to pick up learning materials and will arrange for delivery as needed. Where pickup or delivery is not possible, materials will be mailed directly to the student's primary residence and collection procedures will be established between the family and Charlotte Valley Central School.

Teachers will collect student work and/or provide additional materials for pickup/delivery/mailing. If any staff member is unable to enter the building, they will contact administration to ensure work is delivered to students in a timely manner. As a safety precaution, student work (paper) via mail will be isolated for 24 hours before being provided to the teacher.

Accommodations

Charlotte Valley Central School will collaborate with parents/guardians, to ensure to the greatest extent practicable, each student with a disability will be provided educational and related services as identified in the student's individual education plan (IEP).

The Charlotte Valley Central School site Principals, Chairpersons, teachers, and related service providers will collaborate with the Committee on Special Education (CSE) to ensure that students' programs and services are consistent with IEP recommendations in all instructional delivery environments (remote, hybrid, in-person). The Charlotte Valley Central School Communication and Work Log, as well as Related Service Provider session notes and IEP progress notes, will be maintained consistently and uniformly. Student progress will be shared with CSE and parents on a regular basis. Charlotte Valley Central School will ensure that their teachers, related service providers and BOCES administrators (when applicable) will participate in home district CSE processes. Teachers and Related Service Providers will utilize a variety of methods to monitor student progress as referenced in the district's reopening document.

Instruction

Charlotte Valley Central School teachers will utilize Google Classroom as a provision of their expanded learning classrooms. Instruction will be provided using the learning management platform which may also

include but is not limited to additional software and virtual conferencing programs such as ZOOM or Google Meet. Assigned coursework will include a combination of synchronous and asynchronous activities such as class discussion via Zoom/Google Meet meetings, YouTube videos for skill/activity demonstrations and student interaction, online review modules for certification exams. Remote learners will remain eligible to earn all the Charlotte Valley Central School awards and achievements, including honor roll designations, scholarships, etc. Remote learners will be held to the grading standards and policies of Charlotte Valley Central School outlined in the student handbook and will follow the Charlotte Valley Central School school calendar for all holidays, breaks, marking periods, etc.

Administration will develop a school-wide remote schedule for students to interact and seek feedback and support from their teachers that follows individual students' daily schedule. Remote students will be permitted to enter the building by appointment to complete lab portions of their coursework and/or meet with service providers.

Student contact will be made by teachers, LTAs, and/or other staff to maintain instructional connections and strengthen school/home relationships. Each teacher will maintain a student contact log as well as maintain daily student attendance as verified through student activity in the learning management system. For students without access to the internet, daily phone contact will be made to verify attendance.

In instances where a remote learner is not engaging in the required coursework, the following steps will be taken:

1. Concerns will be raised to the school counselor or designee.
 - The school counselor or designee will attempt to connect with the parent through alternative methods (email, facebook messenger, text, emergency contact)
2. Building administrator will attempt to contact the parent
 - Student engagement meeting will be held if student engagement does not improve
 - The meeting will include the teacher, attendance officer, counselor, and building administrator.

Counseling

The Charlotte Valley Central School counselors will establish daily office hours for remote learners and schedule secure virtual conference meetings to provide mandated IEP counseling.

Roles and Responsibilities

Teachers	Counselors	Licensed Teaching Assistants & Teacher Aides	Consultant Teachers
<ul style="list-style-type: none"> ● Create and maintain Google Classroom ● Hold office hours and communicate such times to students - be available for questions via Google, zoom, or email ● Develop instruction that is foundational for future learning in his/her program and for success in the next level of work or education ● Teachers with college credit bearing classes will continue teaching 	<ul style="list-style-type: none"> ● Evaluate student academic progress and social-emotional well-being on a weekly basis ● Develop a plan to support each student's IEP or 504 ● Maintain regular communication with teachers to address student concerns ● Coordinate between teacher, parent, and any additional student needs such as through ONC BOCES 	<ul style="list-style-type: none"> ● Serve as a resource for students and teachers ● Provide feedback and support concerning instruction ● When appropriate, attend and participate in the eLearning environment ● Conduct daily check-ins with assigned students and act as a 	<ul style="list-style-type: none"> ● Consultant teachers will continue to support students on their assigned caseload ● Consultant teachers will continue to collaborate with their colleagues to increase opportunities for student success ● To the greatest extent possible, Consultant teachers will continue to support the IEP or 504 for each student <p>Related Service Providers (OT, PT,</p>

<p>those classes per college guidelines</p> <ul style="list-style-type: none"> • Teachers will use email, phone, Google, or text to communicate with students to determine health and safety, and to identify potential supports • Participate in PLCs, webinars, and other professional development opportunities as needed to gather and share resources for continued instruction. Instructional Support Services - Resources for Educators, (Additional Web Resources) provides Zoom trainings for CTE teachers 	<ul style="list-style-type: none"> • Implementing teletherapy as deemed appropriate for students on a case by case basis • Provide progress notes and attend CSE review meetings for students on their caseloads • Participate in PLCs, webinars, and other professional development opportunities as needed to gather and share resources for continued instruction. Instructional Support Services - Resources for Educators (Additional Web Resources) 	<p>resource to share needs</p>	<p>Speech, TVI, THI, APE, School Psychologists)</p> <ul style="list-style-type: none"> • Establish daily routines for engaging in learning. • Regularly monitor email to check for announcements and feedback from teachers and staff. • Complete assignments with integrity and academic honesty. • Do your best to meet timelines, commitments, and due dates. • Be proactive with your teachers when having difficulty. • Comply with the Acceptable Use Policy including expectations for online etiquette.
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<p style="text-align: center;">Remote Learners</p> <ul style="list-style-type: none"> • Establish daily routines for engaging in learning. • Regularly monitor email to check for announcements and feedback from teachers and staff. • Complete assignments with integrity and academic honesty. • Do your best to meet timelines, commitments, and due dates. • Be proactive with your teachers when having difficulty. • Comply with the Acceptable Use Policy including expectations for online etiquette. 	<p style="text-align: center;">Parents of Remote Learners</p> <ul style="list-style-type: none"> • Regularly communicate concerns and issues related to the education of your child to the appropriate district staff. • Ensure your child complies with the Acceptable Use Policy including expectations for online etiquette. • Read and understand the student handbook/code of conduct as well as the Learning Plan for Remote Learners (available on www.charlottevalleycs.org)
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Technical Support

Technical support will be provided through the Charlotte Valley Central School technology support help desk for all students and families. A link with technical support information will be provided on the district website upon the activation of this plan.

Communication by the Agency for Remote Learners

Communication for an individual basis:

- Telephone call
- Email

- Postal Mail

Communication for group notifications:

- Postal Mail
- Email
- District webpage
- District Facebook
- Robocall (School Messenger)

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