

CHARLOTTE VALLEY CENTRAL SCHOOL

DISTRICT and SCHOOL-WIDE SAFETY PLAN

**SED Safety Plan
September 2021
Public**

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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 is comprised 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:

Team Member	Title	Home Phone	Cell Phone	Team Responsibility
Dorsey, Danielle	Science Teacher	607-xxx-xxxx	607-xxx-xxxx	Team Facilitator
Christina Losie	School Nurse			Team Recorder
Jester, Evelyn	CSE/Guidance Sec.	607-xxx-xxxx	607-xxx-xxxx	Team Processor
Coons, Kelly	CSE Chairperson	607-xxx-xxxx	607-xxx-xxxx	Internal Communications Coord.
Plante, Jenn	Supt. Secretary	xxx-xxx-xxxx	xxx-xxx-xxxx	Internal Communications Asst.
Harter, James	Superintendent	607-742-7084		External Communications Coord.
Rider, Troy	Treasurer	607-xxx-xxxx	607-xxx-xxxx	External Communications Asst.
Waters, Michael	Principal	607-xxx-xxxx	607-xxx-xxxx	Student Services Liaison
Butler, Cheryl	Teacher	607-xxx-xxxx	607-xxx-xxxx	Community Services Liaison
Moller, Paul	Director of Facilities II	607-xxx-xxxx	607-xxx-xxxx	Security Coordinator
Natalie Zimmerman	Account Clerk			Staff Services Liaison

Post Incident Response Team

Hildebrandt, Robert	School Counselor			Parent Services Liaison
Christina Losie	School Nurse	607-	607-	Team Recorder
Waters, Michael	Principal	607-xxx-xxxx	607-xxx-xxxx	Student Services Liaison
Harter, James	Superintendent	607-742-7084		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 5 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.

Computer-controlled hand geometry locks have been installed. Staff members will be permitted access to the building via the following Locations:

Location #1: Exit C – Located at the far east café wing – parking lot entrance/exit.

Location #2: Exit P - Located on south side of the main corridor near Room 174, south side exit.

Location #3: Exit I - Located at the north-east corner of the O'Connor Gym.

Location #4: Exit F - Located at the east end of the Science Wing.

Location #5: Exit O - Located on north end of the primary corridor.

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 32 internal cameras and 32 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 nametags 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	- Pending at Charlotte Valley Central School
Pro Social Skills Education	- Pending 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 cost analysis, reward systems, time away, and token economies.	CVCS, BOCES
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) James Harter, Superintendent
- 2) Michael Waters, Principal
- 3) Paul Moller, Director of Facilities II

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. James Harter, (607) 742-7084 [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 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 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 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 "lock down" 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	16
D) Civil Disturbance	17
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I) Off-Site Hazardous Materials	19
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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 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 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 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 is 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.

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 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 person 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 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 up wind 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.
- 12) If the crisis team has not been activated, involved personnel will debrief.
- 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 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 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) In 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 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 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 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 detail 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 1 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 be 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 Sub-section 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:

1) Exterior Command Center

During any building evacuation, an "Exterior Command Center" will be established on the south side of the bus lane in front of the school on the sidewalk next to the flagpole. The building principal, or other designated "administrator in charge" (AIC), will direct drills or emergency procedures from that location. Any staff members without assigned duties, who are not otherwise engaged with students, are expected to report to the "command center" during drills.

2) Definitions

a) Room List (* - Designates Interior Bathroom)

100 - Main Office	101b - Main Office Bathroom	101c - Main Office Closet
102 - Principal's Office Corridor	102 - Superintendent's Office	102b - Superintendent's Bathroom
103 - Closet	104 - Men's Bathroom - Stu.	105 - CSE Office
106 - Psychologist Office	107 - Special Education CR #1	107b - Spec. Ed. CR #1 Bathroom
108 - Men's Bathroom - Fac.	109 - Women's Bathroom - Fac.	110 - Band / Choir
110 - Band / Choir Bathroom	111 - Photocopy / Mail Room	112 - Cafeteria
113 - Faculty Room	114 - DSS Caseworker's Office	115 - Storage Closet #1
116 - Custodial Closet #1	117 - Cafeteria Manager's Office	118 - Kitchen
119b - Kitchen Bathroom	119 - Kitchen Storage Room	120 - Business Office #1
121 - Business Office #2	122 - Distance Learning Room	123 - Art Room
124 - Locked Bsmt. Stairwell #1	125 - Locked Bsmt. Stairwell #2	126e - Gymnasium East
126w - Gymnasium West	127 - Men's Bathroom - Stu.	128 - Custodial Closet #2
129 - Technology Room	130 - Chemical Storage Closet	131 - Science Classroom #1
132 - Science Classroom #2	133 - Men's Bathroom - Stu.	134 - Women's Bathroom - Stu.
135 - All Purpose Room	136 - All Purpose Room Storage	137 - Stage
138 - Science Classroom #3	139 - Girls' Locker Room	140 - Concession Closet
141 - Boys' Locker Room #1	142 - Women's Bathroom - Stu.	143 - Boys' Locker Room #2
144 - Locked Bsmt. Stairwell #3	145 - Music Office	146 - Spec. Ed. / Soc. St. CR #1
147 - Spec Ed. Reading 1 st CR	148 - Server Room	149 - Health Office
150 - Occupational Therapy Rm.	151 - 7-12 Library	152 - Library Closet #1
153 - K-6 Library	154 - Library Closet #2	155 - Audio/Visual Storage #1
156 - Guidance Office #1	157 - Guidance Office #2	158 - Southeast Closet
159 - Women's Bathroom - Stu.	160 - Special Ed. Classroom #2	161 - South Central Closet
162e - Pre-K CR East	162w - Pre-K CR West	162b - Pre-K CR Bathroom
163 - Grade 2 CR #1	163b - Grade 2 CR #1 Bathroom	164 - Grade 1 CR #1
164b - Grade 2 CR #1 Bathroom	165 - Grade K CR #1	165b - Grade K CR #1 Bathroom
166 - Grade K CR #2	166b - Grade K CR #2 Bathroom	167 - Grade 1 CR #2
167b - Grade 1 CR #2 Bathroom	168 - Grade 2 CR #2	168b - Grade 2 CR #2 Bathroom
169 - Southwest Closet	170 - R1st Office	170b - R1st Office Bathroom
170 - BOCES CR #1	171 - Grade 3 CR #1	171b - Grade 3 CR #1 Bathroom
172 - Custodial Closet #3	173 - Grade 3 CR #2	173b - Grade 3 CR #2 Bathroom
174 - Grade 4 CR #1	171b - Grade 4 CR #1 Bathroom	175 - Grade 4 CR #2
175b - Grade 4 CR #2 Bathroom	176 - BOCES CR #2	176b - BOCES CR #2 Bathroom
179 - Photocopy Closet	180 - Women's Bathroom - Stu.	181 - Men's Bathroom - Stu.
182 - BOCES CR #3	182b - BOCES CR #2 Bathroom	183 - Grade 5/6 CR #1
183b - Grade 5/6 CR #1 Bathroom	184 - Grade 5/6 CR #2	184b - Grade 5/6 CR #1 Bathroom
185 - Grade 5/6 CR #3	185b - Grade 5/6 CR #1 Bathroom	186 - Grade 5/6 CR #4
186b - Grade 5/6 CR #1 Bathroom		

200 - Home/Careers Room

203 - Women's Bathroom - Stu.

201 - Middle School Math

204 - Closet

202 - High School Math

205 - LOTE (Spanish) Classroom

206 - English Classroom #2	207 - Soc. St. Classroom #3	208 - Storage for 207
209 - Men's Bathroom – Stu.	210 - Soc. St. Classroom #2	211 - 7-12 Special Education #1
212 - 7-12 Special Education #2	213 - English Classroom #1	214 - Generic Classroom
215 - Closet	216 - 7-12 Special Education #3	217 - Closet
218 - Closet	219 - Closet	

b) Corridor / Stairwell List

Main Corridor	- Runs east-west from Exit C near the cafeteria to the intersection with Lower West Corridor #3 near Exit P.
Lower East Corridor #1	- Runs north-south from the Main Corridor near the Room 105 to the east end of Room 121 (gymnasium).
Lower Central Corridor #1	- Runs east-west from Lower East Corridor #1 to Exit E.
Lower North Corridor #1	- Runs east-west from the east end of Room 121 (gymnasium) to Exit F near Room 138 (APR).
Lower North Corridor #2	- Runs east-west from the Lower East Corridor #1 near Room 121 (gymnasium) to Lower West Corridor #1 at the west end of the gym.
Lower West Corridor #1	- Runs north-south from the southwest door of Room 121 (gymnasium) to the Main Corridor near Room 128.
Lower West Corridor #2	- Runs north-south from the Main Corridor near Room 141 to Exit M.
Lower West Corridor #3	- Runs north-south from Exit P to the east end of Lower Central Corridor #2.
Lower Central Corridor #2	- Runs east-west from the north end of Lower West Corridor #3 to Exit Q.
Lower West Corridor #4	- Runs north-south from the intersection with Lower Central Corridor #2 to Exit R.
Upper South Corridor	- Runs east-west from the Southwest Stairwell and Room 202 to Room 210 and the Southeast Stairwell.
Upper East Corridor	- Runs north-south from the east end of the Upper South Corridor to the Northeast Stairwell.
Upper West Corridor	- Runs north-south from the west end of the Upper South Corridor to the Northwest Stairwell.
Southeast Stairwell	- Lower end located between Rooms 105 and 115.
Southeast Stairwell	- Lower end located next to Room 143.
Northeast Stairwell	- Lower end located across from Room 116.
Northwest Stairwell	- Lower end located next to Room 124.

c) Exit List

A) Main – South Double Doors #1	- Located next to the main office, south side exit.
B) South Double Doors #2	- Located across from the kitchen, south side exit.
C) East Double Doors #1	- Located next to the cafeteria, east side exit.
D) North Single Door #1	- Across from the disabled doors near kitchen, north side exit.
E) Center Corridor Double Doors	- Across from the Northeast stairwell, east side exit.
F) East Double Doors #2	- Located next to the APR, east side exit.
G) APR Northeast Double Doors	- Located in northeast part of the APR, north side exit.
H) APR Northwest Double Doors	- Located in northwest part of the APR, north side exit.
I) Northeast Gym Double Doors	- Northeast corner of the gymnasium, north side exit.
J) Northwest Gym Double Doors	- Northwest corner of the gymnasium, west side exit.
K) Southwest Gym Single Door	- Southwest corner of the gymnasium, west side exit.
L) West Double Doors #1	- Located Off the West Corridor #1, near the southwest corner of the gym, west side exit.
M) South Single Door #1	- Located on south side of the main corridor near Room 153, south side exit.
N) North Single Door #2	- Across the corridor from Room #145.
O) North Double Doors #1	- North end of West Corridor #2.
P) South Single Door #2	- Located on south side of the main corridor near Room 155, south side exit.
Q) North Single Door #3	- On the north side of the Main Corridor near Room 156.
R) South Double Doors #3	- Located at the south end Lower West Corridor #3 near Room 160.

- S) West Double Doors #2 - Located on the west side of the south end of Lower West Corridor #4, near Room 164.
- T) North Double Doors #3 - At the north end of Lower West Corridor #4 near Rooms 167/168.

3) Evacuation Procedure

When it becomes necessary to evacuate the building, staff members are expected to initiate the following procedures:

- Close the windows and doors but do not lock them.
- Inspect the room to insure that all students have exited the room.
- Turn off the classroom lights.
- Take your grade book with you along with your laminated red/green cards.
- Immediately take attendance once you have evacuated from the building. Show the green card if there are no problems. Show the red card if there are problems. Problems will generally mean one of two things: Children are with other personnel or there are extra children. Both should be reported with a red card.
- Designated area coordinators will gather information and report to the command center with portable radios or via the use of responsible reporting. Radios will be made available, but used only for supplemental communication. Drills will be conducted without a reliance on technology to prepare for the day that it will not be available. The designated area coordinators and their assignments are as follows:

Zone	Coordinator	Rooms Covered
West	Harter, J. Backup - Coons, K.	All 1 st floor rooms exiting past the west stairwell
Center	Plante, J. Backup - Waters, M.	All 1 st and 2 nd floor rooms exiting through either exit A or B
East	Jester, E. Backup - Hildebrandt, R	All rooms exiting on the east/Cafe end of building
O'Connor/Science	Zimmerman, N. Backup - Rider, T.	All rooms exiting on the east/Science end of building

4) Evacuation Routes

Upon exiting the classrooms, use the following routes:

ROOM	ROOM EXIT DIRECTION	OTHER DIRECTIONS:
100 (Main Office)	Left	Exit room and take an immediate left, proceed through Exit A , walk across the road, assemble on south side.
101 (Supt. Secretary)	Left	Exit through the main office room and take an immediate left, proceed through Exit A , walk across the road, assemble on south side.
102 (Principal)	Left	Exit room and take an immediate left, proceed through Exit A , walk across the road, assemble on south side.
105 (CSE/Psych.)	Right	Proceed to Exit B , take right, walk through Exit B and continue across the road, assemble on south side.
106 (Classroom)	Right	Proceed through Exit C , turn right, walk across the parking lot, cross road, and assemble on south side.
107 (Band/Choir)	Right	Proceed through Exit C , turn right, walk across the parking lot, cross road, and assemble on south side.
110 (Mail / Copy)	Left	Proceed through Exit C , turn right, walk across the parking lot, cross road, assemble on south side.
110a (Faculty Room)	Left	Walk through east cafeteria door, take left, proceed through Exit C , turn right, walk across the parking lot, cross road, assemble on south side.
111 (DSS Office)	Left	Walk through east cafeteria door, take left, proceed through Exit C , turn right, walk across the parking lot, cross road, assemble on south side.

112 (Cafeteria)	Left	Walk through east cafeteria door, take left, proceed through Exit C , turn right, walk across the parking lot, cross road, assemble on south side.
114 (Cafeteria)	Left	Walk through south east kitchen door, take left, proceed through Exit C , turn right, walk across the parking lot, cross road, assemble on south side.
115 (Business)	Left	Take an immediate left on the Main Corridor, proceed to Exit B , take right, walk through Exit B and continue across the road, assemble on south side.
116 (ISS)	Left	Proceed to the Main Corridor, turn left, proceed to Exit B , take right, walk through Exit B and continue across the road, assemble on south side.
117 (Art)	Left	Take an immediate left on Central Corridor #1, proceed through Exit E to the Bus Garage Parking lot, turn right, walk across the parking lot, cross road, assemble on south side.
121 (Full Gym)	Left	Walk to southeast gym door, leave, take an immediate left and right, proceed through Exit F , turn right walk across the parking lot, cross road, assemble on south side.
121 (divided) East	Left	Exits the same as the full gym.
121 (divided) West	Left	Leave through the southwest gym door, turn left, walk to the intersection of Lower East Corridor #1, take a left and proceed to the end of the corridor, take a right, proceed through Exit F , turn right walk across the parking lot, cross road, assemble on south side.
121a (Girls' Lockers)	Right	Walk to the intersection Lower East Corridor #1, take a left and proceed to the end of the corridor, take a right, proceed through Exit F , turn right walk across the parking lot, cross road, assemble on south side.
121b (Closet)	Right	Walk to the intersection Lower East Corridor #1, take a left and proceed to the end of the corridor, take a right, proceed through Exit F , turn right walk across the parking lot, cross road, assemble on south side.
121c (Boys' Lockers)	Right	Walk to the intersection Lower East Corridor #1, take a left and proceed to the end of the corridor, take a right, proceed through Exit F , turn right walk across the parking lot, cross road, assemble on south side.
124 (Social St. #1)	Right	Walk to Main Corridor intersection, turn left, proceed down the Main Corridor to the intersection with the Exit A alcove, take a right and proceed through Exit A , walk across the road, assemble on south side.
125 (Health Class)	Right	Walk to Main Corridor intersection, turn left, proceed down the Main Corridor to the intersection with the Exit A alcove, take a right and proceed through Exit A , walk across the road, assemble on south side.
126 (Health Office)	Right	Walk to Main Corridor intersection, turn left, proceed down the Main Corridor to the intersection with the Exit A alcove, take a right and proceed through Exit A , walk across the road, assemble on south side.
127 (Occup. Ther.)	Left	Walk to Main Corridor intersection, turn left, proceed down the Main Corridor to the intersection with the Exit A alcove, take a right and proceed through Exit A , walk across the road, assemble on south side.
128 (Server Room)	Left	Walk to Main Corridor intersection, turn left, proceed down the Main Corridor to the intersection with the Exit A alcove, take a right and proceed through Exit A , walk across the road, assemble on south side.
129 (Music Office)	Left	Take an immediate right on Lower West Corridor #1, walk to Main Corridor intersection, turn left, proceed down the Main Corridor to the intersection with the Exit A alcove, take a right and proceed through Exit A , walk across the road, assemble on south side.
131 (Library)	Left	Walk through the south door of the library and proceed down the Main Corridor to the intersection with the Exit A alcove, take a right and proceed through Exit A , walk across the road, assemble on south side.
131a (Storage)	Left	Exit room and walk through the south door of the library and proceed down the Main Corridor to the intersection with the Exit A alcove, take a right and proceed through Exit A , walk across the road, assemble on south side.
131b (Storage)	Left	Exit room and walk through the south door of the library and proceed down the Main Corridor to the intersection with the Exit A alcove, take a right

		and proceed through Exit A , walk across the road, assemble on south side.
131c	Left	Exit room and walk through the south door of the library and proceed down the Main Corridor to the intersection with the Exit A alcove, take a right and proceed through Exit A , walk across the road, assemble on south side.
132 (Future DLL)	Right	Walk to Exit F , leave through Exit F , turn right walk across the parking lot, cross road, assemble on south side.
134 (Science 1 - G)	Right	Walk to Exit F , leave through Exit F , turn right walk across the parking lot, cross road, assemble on south side.
135 (Science 2 - H)	Right	Walk to Exit F , leave through Exit F , turn right walk across the parking lot, cross road, assemble on south side.
138 (APR)	Left	Walk to Exit F , leave through Exit F , turn right walk across the parking lot, cross road, assemble on south side.
139 (Stage)	Left	Walk to Exit F , leave through Exit F , turn right walk across the parking lot, cross road, assemble on south side.
140 (Science 3 - C)	Left	Walk to Exit F , leave through Exit F , turn right walk across the parking lot, cross road, assemble on south side.
143 (Classroom)	Left	Walk to Exit M , turn left, leave through Exit M , cross road, assemble on south side.
145 (R1st Room)	Left	Walk to Exit P , turn left, leave through Exit P , cross road, assemble on south side.
146 (Grade 2 - M)	Left	Walk to corridor intersection, turn right, walk to Exit P , turn left, leave through Exit P , cross road, assemble on south side.
147 (Grade 1 - Tes)	Left	Walk to corridor intersection, turn right, walk to Exit P , turn left, leave through Exit P , cross road, assemble on south side.
148 (Grade K - C)	Left	Walk to corridor intersection, turn right, walk to Exit P , turn left, leave through Exit P , cross road, assemble on south side.
149 (Grade K - T)	Right	Walk to corridor intersection, turn right, walk to Exit P , turn left, leave through Exit P , cross road, assemble on south side.
150 (Grade 1 - Tet)	Right	Walk to corridor intersection, turn right, walk to Exit P , turn left, leave through Exit P , cross road, assemble on south side.
151 (Grade 2 - C)	Right	Walk to corridor intersection, turn right, walk to Exit P , turn left, leave through Exit P , cross road, assemble on south side.
153 (Superintendent)	Left	Walk to Exit P , turn left, leave through Exit P , cross road. Assemble on south side.
155 (Grade 3 - S)	Right	Walk to corridor intersection, take left, leave through Exit R . Cross road, assemble on south side.
156 (Grade 4 - W)	Left	Walk to corridor intersection, take left, leave through Exit R . Cross road, assemble on south side.
158 (Grade 4 - B)	Left	Walk to corridor intersection, take left, leave through Exit R . Cross road, assemble on south side.
159 (Grade 3 - L)	Right	Walk to corridor intersection, take left, leave through Exit R . Cross road, assemble on south side.
160 (BOCES 1)	Right	Walk through Exit R , cross road, assemble on south side.
164 (BOCES 2)	Left	Walk through Exit S , walk south on the sidewalk, cross road. Assemble on south side.
165 (Grade 6 - D)	Right	Walk to corridor intersection, take right, leave through Exit S . Walk south on the sidewalk, cross road, assemble on south side.
166 (Grade 5 - T)	Left	Walk to corridor intersection, take right, leave through Exit S . Walk south on the sidewalk, cross road, assemble on south side.
167 (Grade 6 - H)	Right	Walk to corridor intersection, take right, leave through Exit S . Walk south on the sidewalk, cross road, assemble on south side.
168 (Grade 5 - J)	Left	Walk to corridor intersection, take right, leave through Exit S . Walk south on the sidewalk, cross road, assemble on south side.
200 (Hm./Careers)	Right	Walk to intersection of Upper South Corridor, take right, walk down the Southwest Stairwell, proceed down the Main Corridor to the intersection

		with the Exit A alcove, take a right and proceed through Exit A , walk across the road, assemble on south side.
201 (Math – MS)	Right	Walk to intersection of Upper South Corridor, take right, walk down the Southwest Stairwell, proceed down the Main Corridor to the intersection with the Exit A alcove, take a right and proceed through Exit A , walk across the road, assemble on south side.
202 (Math – HS)	Left	Immediately walk down the Southwest Stairwell, proceed down the Main Corridor to the intersection with the Exit A alcove, take a right and proceed through Exit A , walk across the road, assemble on south side.
205 (LOTE – Span.)	Left	Proceed down the Upper South Corridor, walk down the Southwest Stairwell, proceed down the Main Corridor to the intersection with the Exit A alcove, take a right and proceed through Exit A , walk across the road, assemble on south side.
206 (English #2)	Left	Proceed down the Upper South Corridor, walk down the Southwest Stairwell, proceed down the Main Corridor to the intersection with the Exit A alcove, take a right and proceed through Exit A , walk across the road, assemble on south side.
207 (Soc. St. #3)	Right	Proceed down the Upper South Corridor, walk down the Southeast Stairwell, immediately turn left twice, proceed to Exit B , take right, walk through Exit B and continue across the road, assemble on south side.
210 (Soc. St. #2)	Right	Proceed down the Upper South Corridor, walk down the Southeast Stairwell, immediately turn left twice, proceed to Exit B , take right, walk through Exit B and continue across the road, assemble on south side.
211 (7-12 SE #1)	Right	Proceed down the Upper East Corridor, walk down the Northeast Stairwell, turn left on Central Corridor #1, proceed through Exit E to the Bus Garage Parking lot, turn right, walk across the parking lot, cross road, assemble on south side.
212 (7-12 SE #2)	Right	Proceed down the Upper East Corridor, walk down the Northeast Stairwell, turn left on Central Corridor #1, proceed through Exit E to the Bus Garage Parking lot, turn right, walk across the parking lot, cross road, assemble on south side.
213 (English #1)	Right	Proceed down the Upper East Corridor, walk down the Northeast Stairwell, turn left on Central Corridor #1, proceed through Exit E to the Bus Garage Parking lot, turn right, walk across the parking lot, cross road, assemble on south side.
214 (Classroom)	Right	Walk down the Northeast Stairwell, turn left on Central Corridor #1, proceed through Exit E to the Bus Garage Parking lot, turn right, walk across the parking lot, cross road, assemble on south side.
216 (7-12 SE #2)	Left	Proceed down the Upper East Corridor, walk down the Northeast Stairwell, turn left on Central Corridor #1, proceed through Exit E to the Bus Garage Parking lot, turn right, walk across the parking lot, cross road, assemble on south side.

E) EMERGENCY BUILDING EVACUATION / “NO BELL”

The procedure for the “No Bell” evacuation will follow the same guidelines as the standard evacuation, save for the fact that the following, special “No Bell” alarm procedures will be instituted:

A new “no bell” evacuation system will be employed during the 2006-2007, academic year. It will occur in the case of a need to evacuate the building when the alarm system cannot be used. The new evacuation signal will be a series of horn blasts made by portable air horns. Each horn will signal with a long blast followed by a succession of three (3) short blasts at 2-second intervals. The horn blasts will announce the need to both exit the building and to refrain from the use of any electronic / electric communication devices. Specifically, staff should, after hearing the horn, avoid use of portable radios, cell phones and regular phones located throughout the building. “Follow-up” personnel will additionally be dispatched to insure that everyone heard the air horns.

- 1) Notification Procedure – The superintendent or principal will determine the need to use the “No Bell” procedure. Subsequently, the Superintendent secretary, Mrs. Plante, will contact all signaling personnel and dispatch them to the signaling locations.
 - 2) “No Bell” Signaling Locations
 - a) Intersection of the Main Corridor and Lower East Corridor #1
Waters - (signal east north and west – go to the 2nd floor and signal north and east at the top of the stairs)
 - b) Southeast door of Room 121
Moller - (signal east Lower North Corridor #1 and west on Lower North Corridor #1)
 - c) Intersection of the Main Corridor and Lower West Corridor #1
Hildebrandt- (signal north and west – go to the 2nd floor signal north at the top of the stairs)
 - d) Intersection of the Main Corridor and Lower West Corridor #2
Harter - (signal north and west)
 - e) Intersection of the Main Corridor and Lower West Corridor #3
Harter - (signal east, north and west – go to the intersection of Lower West Corridor #4 and Central Corridor #2 – signal north)
 - 3) Exterior Command Center location - as outlined in the EMERGENCY BUILDING EVACUATION / “FIRE DRILL”
 - 4) Use “Evacuation Routes” as outlined in the EMERGENCY BUILDING EVACUATION / “FIRE DRILL”
- F) EMERGENCY BUILDING EVACUATION DRILL / “RELOCATION TO A REMOTE SITE”
The drill will be scheduled to occur on a date in the fall. There will be no advance warning given to the staff or to the students regarding the date and time of the drill.

When the drill is initiated, it will likely occur in the afternoon. After the drill, students will return to the building to resume classes. For specific information, please examine the following:

- 1) Preparations Prior to the Drill:
 - a) The administration will make provisions to notify the remote safety venues regarding the impending drill.
 1. T. Rider will communicate with the Methodist Church Personnel to secure a current copy of the church key.
 2. The key will be kept in the school vault for ready access in the event of an emergency.
 3. Prior to the drill, the Business Manager will notify the church of the impending drill.
 4. The Supt. of Buildings and Grounds will insure access to the Davenport Fire Department.
 5. The Head Mechanic will prepare busses for the drill.
 - b) Staff members should be aware of the following:
 1. Primary Assembly Points
 2. Secondary Assembly Points
 -
 3. Traffic Control
Traffic on Route 23 will be halted as follows:
 - a. Once the decision to initiate the “Evacuation to a Remote Site” drill has been made, two school busses will be deployed on route 23 to stop all traffic between the school driveway and the “Quickway” convenience store.
 - b. Additional, designated, traffic control personnel will be dispatched to stop traffic. (They will report first to the command center to retrieve safety vests and traffic control signs.)
 - c. Once equipped with safety and traffic control equipment, the designated traffic control personnel will proceed to their assigned locations behind the busses to alert waiting drivers as the “drill in progress.”
 - d. Once, at least one car has stopped on each end of the closed part of Route 23, the traffic control personnel shall begin their respective duties as follows:
 - The business office clerk will be responsible for alerting traffic heading east on Route 23. Troy Rider will serve as the backup person. Positioning for that assignment will be at the west side of the school driveway, south of Route 23.
 - The CSE Chairperson will be responsible for alerting traffic heading west on Route 23. The Elementary Guidance Counselor will serve as the backup person. Positioning for that assignment will be at the west side of the school driveway,

south of Route 23.

- The CSE/Guidance Secretary will position her(him)self between the Davenport Post Office and the Methodist Church in the event traffic wishes to exit on to 23 during the drill. The Secretary will halt the exiting of traffic during the drill.
 - Each traffic control person will coordinate with the other designees by positioning themselves in a "line of sight configuration." Once cars have been stopped, and a determination has been made that there are no cars in the crossing zone (the areas between the stop signs), the traffic control persons will signal an "all clear message" by waiving the stop sign side to side.
- d. As the traffic control personnel proceed to their assigned locations, the principal and the superintendent will lead students into their respective crossing positions. In the event that either the superintendent or the principal is away from the building, the business manager will serve as the back-up person. For 7-12 students, they will move from their evacuation assembly point to the opening of the communal driveway adjacent to the Douglass House. For K-6 students, they will walk to the Route 23 end of the main sidewalk in front of the school.
 - e. When the all clear signal has been made, the principal and the superintendent will direct students to cross to the south side of Route 23 and proceed to the fire hall and Methodist Church for grades 7-12 and K-6, respectively.
- 2) Drill Details / Chronology
- a) The evacuation drill will begin as a conventional fire drill. Students will exit the building as usual. Fire Drill attendance for all individuals will be taken as usual.
 - b) Once the Fire Drill attendance has been taken, the principal will initiate the "Evacuation to the Remote Site Drill."
 - c) The drill will begin by contacting the head mechanic and head custodian to transport busses to their assigned drill locations. As this procedure is occurring, the principal's secretary will distribute the traffic control signs and "Day Glow" vests to the designated traffic control personnel.
 - d) Once the busses have stopped traffic and the traffic personnel are in place, the principal will initiate the students' north-to-south crossing of Route 23.
 - e) After students have crossed Route 23, teachers and other supervisory personnel will escort the children into their respective relocation venues. Attendance will again be taken by teacher and/or other supervisory personnel. Concurrently, the Principal will establish an interim "Command Center" at the northwest end of the parking lot of the Davenport Fire Department. Concurrently, the superintendent will signal the traffic control personnel to allow routine traffic to resume. Traffic control personnel will remain in place, pending the return crossing of students back to the school building.
 - f) After everyone has been accounted for at the remote site venues, the principal will again signal bus and traffic control personnel to return to their respective posts. Students will then be escorted from the relocation sites to reassemble at their respective secondary assembly points for the south-to-north crossing of Route 23. Once students have assembled, the superintendent will initiate the signal for the traffic control personnel to again stop traffic.
 - g) Once traffic has again been stopped on Route 23, the principal will signal the release of students to return to the school via a reversal of the arrival route.
 - h) Students will return to the classrooms they were in prior to the beginning of the evacuation drill. Attendance will be taken for the last time. Students will be released to their next class by announcement from the main office.
 - j) Traffic personnel will return the day-glow vests and traffic control signs to the main office.
- 3) Non-Drill Procedures
- In an actual emergency relocation, the following additional steps would be taken:
- a) The principal, in consultation with the superintendent would make a determination as to whether or not students should be transported home. If transportation could potentially be unsafe, then the media would be contacted to inform parents regarding the students' change of venue and any other pertinent information. If transportation of students is deemed to be safe, then the emergency early release procedure would be enacted and applied to the relocation venues.
 - b) If students are to be released for transport home, walking students will be released first. Bus students will board busses on a bus-by-bus basis. K-6 students will load first; 7-12 students will load 2nd.

Students will be released to the busses by bus groups in the following sequence:

1. 106

2.	107
3.	110
4.	111
5.	114
6.	115
7.	116
8.	117
9.	118
10.	119
11.	120

- 4) Evacuation (Actual Emergency / Not a Drill) - When it becomes necessary to legitimately evacuate the building for an emergency, the following procedures will apply:
 - a) Leave classroom with students and exit the building as in the case of a fire drill. Wait for the command to relocate to a remote site. Once the command has been issued, proceed as outlined in Section D above.
 - b) The superintendent or principal (or their respective clerical staff as deemed appropriate) will immediately notify the Fire Department, Delaware County Sheriff's Department and the New York State Police.
 - c) The superintendent's secretary will also notify the transportation supervisor. In turn, (s)he will notify drivers. Bus drivers will be expected to assemble at the bus garage to await orders to transport students home. If and when the transport decision is made, the buses will pick up students as outlined in Section H below.
 - d) All local students who will be dismissed from the evacuation sites are to be directed to return directly home. Students with driving privileges will remain at the fire department until a decision has been made to release them.
- 5) Teachers are to stay on site, with any remaining students, until all students have been dismissed.

G) 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 required that, as part of the building project, all existing and new fire alarms comply with current building codes. New alarms will be installed in various locations throughout the building. The new alarms no longer use a bell. Rather, they make a loud, distinctive and shrill beep. In addition, the new 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 required, as part of the building project, 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 as a result of the new building project. 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

H) 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 own 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.

I) **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) Mr. Michael Waters, Principal
 - b) Mr. Chris Weston, LTA
 - c) Mr. Robert Hildebrandt , School Counselor
 - d) 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. Evelyn 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. Weston
 - 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.

J) **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.

K) "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.

L) LOCK DOWN PROCEDURE (formerly the SAFETY MANAGEMENT AND INTRUDER DRILL)

- 1) "Lock Down" is a procedure used when there is an immediate and imminent threat to the school building population. School Staff and students are secured in the rooms they are currently in and no one is allowed to leave until the situation has been resolved. This allows the school to secure the students and staff in place and remove any innocent bystanders from immediate danger. This is most commonly used when the building has an intruder.

In addition, the Lock Down Procedure can be used for any emergency or circumstance that requires the school population to remain in classrooms and offices. Some of the situations that might require a such a procedure might be a psychological crisis, medical emergency involving a staff member or student, violent student behavior etc.

2) Lock Down Procedure Commencement

The AIC will initiate the "Lockdown" by having the drill announced by any of the following: public address system, intercom, two-way radios or by messenger. Code numbers or phrases will not be used. **In an actual emergency, the AIC will immediately Call 911 and report the situation.** Consider a lockout for adjacent school buildings as well.

3) Staff Responsibilities

- a) All staff members, not just teachers or aides, will immediately gather student(s) and visitor(s) from hallways and areas near your room and bring them into your classroom or office. This includes common areas and restrooms immediately adjacent to your classroom.
- b) Lock your classroom door(s) and have student(s) / visitor(s) take a seated position on the floor next to the wall and out of the view from the door window. Stay out of sight.
- c) Do not cover windows. Leave window blinds as they are.
- d) Leave lights as they are.
- e) Document and attend to any injuries in the best manner possible.
- f) Once the room is secure, do not allow anyone to leave a classroom or office under any circumstances.
- g) Do not answer or communicate through your locked door.
- h) Do not allow anyone into your 'secured' area.
- i) Do not answer a classroom telephone.
- j) Do not respond to a Fire Alarm unless imminent signs of fire are observed - Doing so could compromise the safety of the already secured areas.
- k) Do not talk within your secured area except only as absolutely necessary.
- l) Do not respond to the intercom, public address system or other announcements.
- m) Take Attendance. Include additions. Document the last known locations of missing students. Keep this record for when you are released from the lockdown. **DO NOT** slide green or red cards in the hallway for viewing.

- 4) Lockdown Termination- the procedure will end **ONLY** when you are physically released from your room by emergency responders or other authority. *

*Responding law enforcement should have master key to conduct the release. Do not rely on school personnel with keys to be available to assist in the release.

L) LOCK OUT PROCEDURE

- 1) "Lock Out" is defined as a means to keep unauthorized personnel from entering the building. All exterior doors are locked and the main entrance is locked and monitored by school personnel. This procedure allows the school to continue with the normal school day, but curtails outside activity. This is most commonly used when an incident is occurring outside school building, on or off school property.
- 2) Lock Out Procedure Commencement
The AIC will initiate the "Lock Out" by having the drill announced by any of the following: public address system, intercom, two-way radios or by messenger. Code numbers or phrases will not be used. **In an actual emergency, the AIC will immediately need to call the police and report the situation. If there is imminent danger, the call must be a 911 call.** Consider a lock out for adjacent school buildings as well.
- 3) Lock Out Actions
 - a) Lock all exterior doors and windows.
 - b) If the school is initiating the lock out due to a situation or potential incident discovered at the school, they should advise police of your lockout and what you may be anticipating.
 - c) All outside activities are terminated.
 - d) Entry to the building is gained only on a one-on-one basis, and only through a locked and monitored door.
 - e) Classes continue as normal.
 - f) If the Lock Out Procedure must extend beyond the end of the school day, staff will be notified.
- 4) Lock Out Termination - Lock out is lifted when the external threat is resolved. Notification of such resolution may be through any means appropriate for the respective building. Upon resolution of an incident and termination of the lock out, contact police to advise them.

L) SHELTER IN PLACE PROCEDURE

- 1) "Shelter-in-Place" - is defined as a procedure whereby a portion of, or the entire school population, is moved to single or multiple location(s) in the school building (depending on the population or type of incident). Most commonly this procedure is used during bomb threats. Occasionally, this procedure will be used if staff/student hallway traffic needs to be restricted. In weather emergencies, alternate procedures are used.

"Shelter-in-Place" - is defined as a procedure whereby a portion of, or the entire school population, is moved to single or multiple location(s) in the school building (depending on the population or type of incident). Most commonly this procedure is used during bomb threats. Occasionally, this procedure will be used if staff/student hallway traffic needs to be restricted. In weather emergencies, alternate procedures are used. Hold in place is defined as students will stay in their respective classrooms or enter the nearest classroom in the case that they are in the hallway during passing.

- 2) Shelter-in-Place Commencement
The AIC will initiate the "Shelter-in-Place" procedure by having the procedure announced by appropriate means. Code numbers or phrases will not be used. Hold in place will be announced on the intercom and students will be released by the same means when the incident has subsided and the AIC deems it safe or appropriate to resume normal movement throughout the school building.
- 3) Shelter-in-Place Actions
 - a) All staff members, not just teachers or aides, will immediately gather student(s) and visitor(s) from

hallways and areas near your room and bring them into your classroom or office. This includes common areas and restrooms immediately adjacent to your classroom.

- b) Lock your classroom door(s) and have student(s) / visitor(s) take a seated position on the floor next to the wall that is farthest from the exterior and door windows.
- c) Cover the windows with the blinds
- d) Do not allow anyone to leave a classroom or office under any circumstances.
- e) Be prepared to respond to directions to move, if appropriate.
- i) Do not answer a classroom telephone.
- j) Do not use any of the portable radios.
- k) Do not respond to a Fire Alarm unless imminent signs of fire are observed. - Doing so could compromise the safety of the already secured areas.
- l) Do not talk within your secured area except only as absolutely necessary.
- m) Do not respond to the intercom, public address system or other announcements.
- n) Take Attendance. Include additions. Document the last known locations of missing students. Slide green or red cards in the hallway for viewing.

N) 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 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		Appropriate Police	
Registry		Agency	
1-800-342-3720.			

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

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 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 pre-determined 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 Process Observer for feedback.

Stage Five - Emergency Response Plan Implementation

- Following the pre-determined 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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2021

**Charlotte Valley CS
Communicable Disease –
Pandemic Plan**

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Communicable Disease - Pandemic Plan

This Pandemic Plan is built upon the components already existing in our District-Wide School Safety Plan that also incorporates our Building-Level Emergency Response Plans. It is a flexible Plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. The Plan will be tested (exercised) routinely as part of the overall exercise of the District-Wide School Safety Plan. The District-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-Level Emergency Response Team.

Effective April 1, 2021, Labor Law §27-c amends Labor Law §27-1 and adds a new provision to Education Law §2801-a. Labor Law §27-c requires public employers to develop operation plans in the event of certain declared public health emergencies. Public employers shall prepare a plan for the continuation of operations if the Governor declares a public health emergency involving a communicable disease. Education Law §2801-a requires School Districts to develop plans consistent with the new Labor Law requirement. **Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a.**

This Plan addresses the required components in the sections as noted below:

Prevention/Mitigation

- (1) A list and description of positions and titles considered essential with justification for that determination.
- (2) The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
- (3) A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce workplace and public transportation overcrowding.

Protection/Preparedness

- (4) Protocols to be implemented to secure personal protective equipment (PPE) sufficient to supply essential workers with 2 pieces of each PPE device needed for each work shift for at least six months. This must include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.

Response

- (5) Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms, or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and common areas. It must also address the policy on available leave with respect to testing, treatment, isolation, or quarantine.
- (6) Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers to facilitate the provision of any benefits that may be available to them on that basis.
- (7) Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

Prevention/Mitigation

- We will work closely with the Delaware County Department of Health to determine the need for activation of our Plan. Suspected and confirmed cases of communicable disease will be reported to:
 - Otsego County Public Health - https://www.otsegocounty.com/departments/health_department/index.php
 - Main Phone - 607.547.4230
 - Email - bondh@otsegocounty.com
 - Address - 140 County Highway 33W, Suite #3 Cooperstown, NY 13326
 - Coronavirus Hotline: 1-888-364-3065
 - Weekend/After-hours Consultation and Reporting: 607-547-1697
 - Delaware County Public Health – <http://delawarecountypublichealth.com/>
 - Main Phone - 607-832-5200
 - Email – Go to: <http://delawarecountypublichealth.com/contact-us/>
 - Address - 99 Main Street, Delhi, NY 13753
 - Coronavirus Hotline: 1-888-364-3065
 - Schoharie County Public Health – <https://www4.schohariecounty-ny.gov/departments/public-health/>
 - Main Phone - 518-295-8365
 - Email - health@co.schoharie.ny.us
 - Address - 284 Main Street, Schoharie, NY 12157
 - Coronavirus Hotline: 1-888-364-3065
- The County Department of Health will monitor County-wide cases of communicable disease and inform School Districts as to appropriate actions.
- The Superintendent will help coordinate our pandemic planning and response effort. This person will work with the District-Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The School Nurse and District Medical Director will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the School District technology director will also be an important team member. The Human Resources Director, Business Official, Facility Director, Food Service Director, Transportation Coordinator, Public Information Officer and Curriculum Director will also be vital to the planning effort. Other individuals may be part of the Team as needed.
- The District-Wide School Safety Team will review and assess any obstacles to implementation of the plan. The Team will review the *CDC School District Pandemic Influenza Planning Checklist* (see appendix) to assist in this determination and has considered issues related to planning and coordination; continuity of student learning; core operations; infection control policies and procedures; and communication.
- The School District will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings, and direct mailings for this purpose.

(1) Essential Positions/Titles

In the event of a government ordered shutdown most staff would be able to work remotely. However, some positions may be required to be on-site or in district for us to continue to function. The following information is addressed in the table below:

- **Title** – a list of positions/titles considered essential which could NOT work remotely in the event of a state-ordered reduction of in-person workforce.
- **Description** – brief description of job function.
- **Justification** - brief description of critical responsibilities that could not be provided remotely.
- **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered to reduce overcrowding at the worksite.
- **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

The worksheet below has been created in consultation with Central Administration, Human Resources, Facilities Services, Transportation, Food Service, Communications, Technology, Instructional Programs, Athletics, Special Education, Messenger/Mail Services, and Security.

Human Resources Essential Positions				
Title	Description	Justification	Work Shift	Protocol
Facility director, Custodian(s)	Facilities maintenance	Ensure building security and proper operation of building systems	single staff per shift or work in separate areas of the building	Daily entry/exit logs and work logs
Cafeteria manager, food service staff	Food service	Prepare/package meals for required food service	If multiple staff needed per shift, then alternate days with cohorts	Daily entry/exit logs and work logs
Transportation director, Driver(s)	Transportation	Delivery of meals and/or instructional materials	Staggered shifts not needed - drivers should not interact	Daily entry/exit logs and work logs
Technology director, service technician	Network administration	Maintain network service, device repair as needed	single staff per shift or work in separate rooms	Daily entry/exit logs and work logs
?				
?				

(2) Protocols Allowing Non-Essential Employees to Telecommute

Ensure Digital Equity for Employees

- **Mobile Device Assessments:**
 - Survey staff to determine who will need devices at home to maintain operational functions as well as instructional services.
 - Conduct a cost analysis of technology device needs.
- **Internet Access Assessments:**
 - Survey staff to determine the availability of viable existing at-home Internet service.
 - Conduct a cost analysis of Internet access needs.
- **Providing Mobile Devices and Internet Access:**
 - To the extent practicable, procure, configure, and distribute appropriate mobile devices to those in need as indicated by the survey results.

- To the extent practicable and technically possible, procure, and when available, provide appropriate Internet bandwidth to those in need as indicated by the survey results. Wi-Fi hotspots and residential commercial Internet options will be evaluated for effectiveness in particular situations.

Technology & Connectivity for Students - Mandatory Requirements:

- Survey the level of access to devices and high-speed broadband all students and teachers have in their places of residence.
- To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access.
- Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.

Mobile Devices Delivery:

To increase options for continuing learning during extended closures technology will be leveraged in different ways to meet local needs, including but not limited to:

- Communication (e-mail, phone, online conferencing, social media)
- Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)
- Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses)
- Learning Materials and Content (digital content, online learning activities)
- Additional Technology Devices Assessments:
 - Identify students' technology needs to include adaptive technologies
 - Use the Asset Tracking Management System procedures to check out all mobile devices
 - If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to those who cannot pick them up.
- Providing Multiple Ways for Students to Learn
 - Support instructional programs as needed in preparation of hard-copy work for students to participate in remote or blended models where students do not yet have sufficient access to devices and/or high-speed internet.

(3) Staggering Work Shifts of Essential Employees – Reducing Overcrowding

Depending on the exact nature of the communicable disease and its impact, (Insert Name) School District is prepared to enact numerous strategies to reduce traffic congestion and maintain social distancing requirements to minimize building occupancy. The following will be considered:

- Limiting building occupancy to 25%, 50% or 75% of capacity or the maximum allowable by State or Local guidance.
- Forming employee work shift cohorts to limit potential contacts.
- Limit employee travel within the building.
- Limit restroom usage to specific work areas.
- Stagger arrival and dismissal times.
- Alternate workdays or work weeks.
- Implement a four-day work week.
- Limit or eliminate visitors to the building.

The School District will utilize these base strategies and expand upon them as necessary to address any public health emergency.

Protection (Preparedness)

We will collaborate with County and local partners to assure complementary efforts.

- The School District Superintendent has been designated the communicable disease safety coordinator (COVID Coordinator for COVID-19), whose responsibilities include compliance with the school's reopening plan, and any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal levels. The coordinator shall be the main contact upon identification of positive cases and is responsible for subsequent communication. Coordinators shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding a public health emergency and plans implemented by the school.

<i>School/Program</i>	<i>Safety Coordinator/Administrator</i>	<i>Contact #</i>
<i>High School</i>	<i>District School Principal</i>	<i>607 278-5511</i>
<i>Middle School</i>	<i>District School Principal</i>	<i>607 278-5511</i>
<i>Elementary School</i>	<i>District School Principal</i>	<i>607 278-5511</i>
<i>Administration</i>	<i>Superintendent</i>	<i>607 278-5511</i>

- Communication with parents, students, staff, and the school community will be important throughout a pandemic outbreak. Communication methods may include websites, school postings, general mailings, e-mail, special presentations, telephone, text message, reverse 911 systems and the public media. James Harter Superintendent has been designated District Public Information Officer (PIO) to coordinate this effort and act as the central point for all communication. The PIO will work with our Technology Director to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available.
- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
 - Overall Operations – Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by e-mail and district automated phone notification system. School messenger...Natalie Zimmerman).
 - The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. Recognizing the need for job cross-training, we have trained individuals with the following job titles; BOCES CBO will be our primary and our District treasurer Troy Rider will be our back up To maintain these essential functions off-site, business office staff will be provided computers, printers (also for printing checks), and Wi-Fi hotspots as needed to work remotely.
 - Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee will keep the business office informed of such status and of the point at which buildings can no longer be maintained. The Director of Facilities has provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc. along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems). If necessary, we will pool maintenance staff to assist in essential building functions.
 - Human Resources will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to district policies and procedures to reflect crisis response may become necessary and will be implemented by Human Resources. The Human Resources Director has provided cross-training of the following staff to ensure essential functions; District Principal Mitchell Rapp will help develop the

plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal workday such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Human Resources Department will help decide if schools need to be closed.

- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented include:
 - Hard copy, self-directed lessons.
 - Use of mobile media storage devices for lessons (laptop computer, jump drive, tablet, etc.).
 - On-line instruction, on-line resources, on-line textbooks (Kahoot, Blooket, Google forms, YouTube, etc.)
 - Web-based modalities for live lessons (Google classroom/meet, Zoom, etc.)

(4) Obtaining and Storing Personal Protective Equipment (PPE)

PPE & Face Covering Availability

The District will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.

- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected.
- Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- Information will be provided to staff and students on proper use, removal, and washing of cloth face coverings.
- Masks are most essential in times when physical distancing is difficult.
- Procurement, other than basic preliminary purchases, will be done using cooperative purchasing whenever possible.
- Teach and reinforce use of face coverings among all staff and students.
- Staff are encouraged to utilize their own personal face coverings.
- Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

Specialized PPE (N95s, KN95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. N95 respirators are recommended only if staff will be in contact with a suspected positive case of a contagious disease. Those employees required to wear N95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so.

PPE Supply Management

As required by Labor Law §27-c, the District will procure appropriate personal protective equipment for essential employees and contractors, based upon the various tasks and needs of such employees and contractors in a quantity sufficient to provide at least two pieces of each type of personal protective equipment to each essential employee and contractor during any given work shift over at least six months.

This PPE will be stored and replaced as follows, unless manufacturer recommendations are different:

- Keep in a clean, secure, temperature-controlled environment to prevent damage or contamination.
- Avoid storage areas that are damp or have temperature extremes.
- Use oldest supplies first and check face masks, straps and seal material for signs of damage or deterioration.

Using the following charts for staff and students on site, the Facilities Department will work with programs to determine the overall PPE needs of the District:

Disposable Face Coverings Initial recommended quantities per 100 individuals					
Group	Quantity needed for 1 week	12 Week Supply 100% Attendance	12 Week Supply 50% Attendance	12 Week Supply 25% Attendance	Assumptions
100 Students	100	1200	600	300	1 Disposable Mask per Week per Student
100 Teachers and other staff	500	6,000	3,000	1,500	5 disposable masks per week per person
4 Nurses/Health Staff	40	480	240	120	10 Disposable masks per Week per School Nurse

PPE for Each Staff Having High Intensity Contact with Students			
Item	1 Week Supply per Staff	12 Week Supply per Staff	Assumptions
Disposable Nitrile Gloves	10	120	10 per Week per Staff
Disposable Gowns	10	120	10 per Week per Staff
Eye Protection	2	n/a	2 Re-usable per Staff
Face Shields	2	n/a	2 Re-usable per Staff
N-95 Respirators*	10	120	10 per Week per Staff

Response

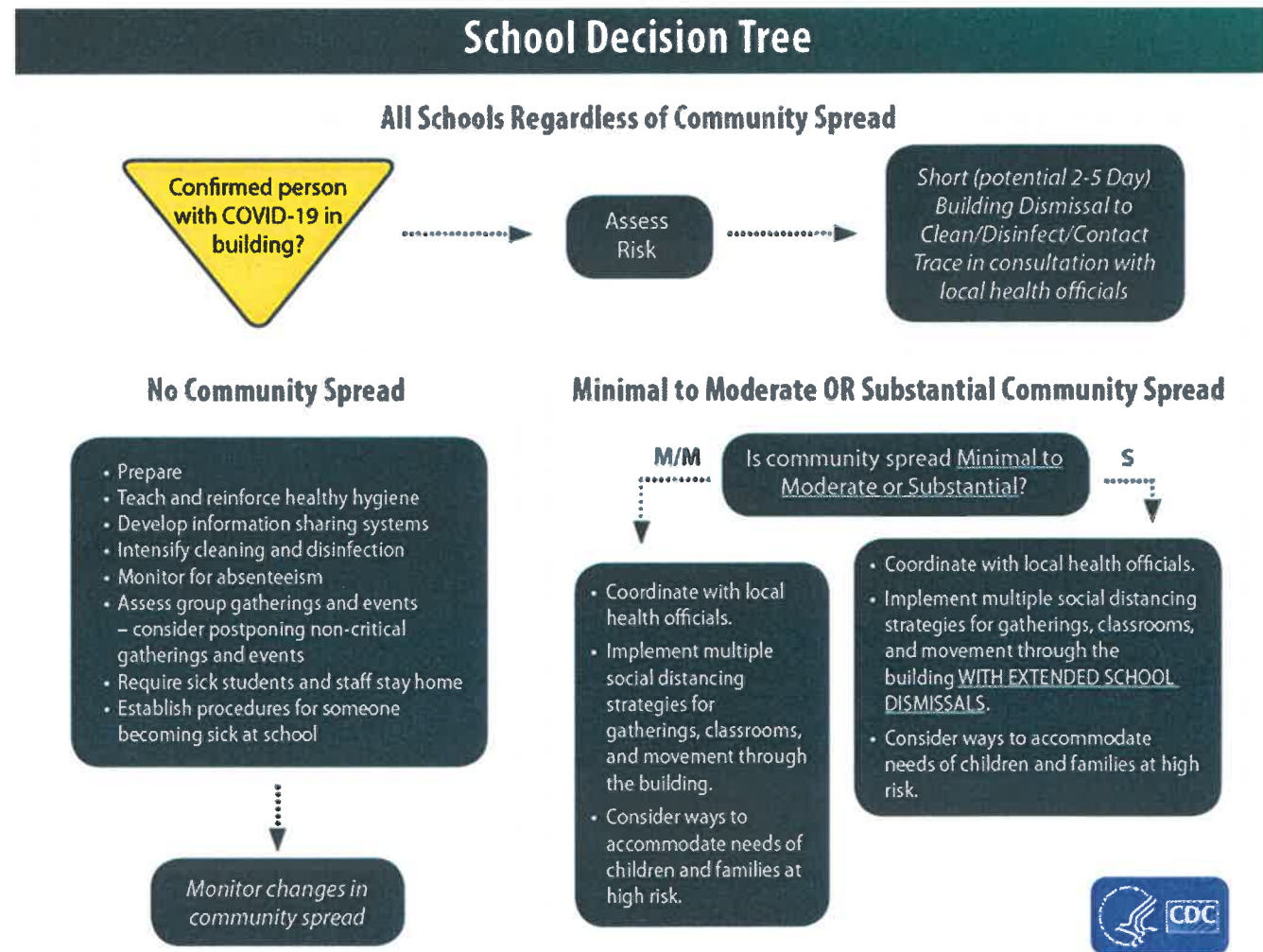
The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the County Department of Health and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.

- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The PIO will work closely with the Technology Director to test all communication systems to assure proper function. The District-Wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the PIO will utilize the communication methods previously described to alert the school community of the activation of our District-Wide School Safety Plan as it specifically applies to pandemics.
- The Business Official will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Business Official will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Facility Director will meet with staff and monitor ability to maintain essential function. The Facility Director will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers. The Facility Director will work closely with the Business Official or designee to implement different phases of the Plan as necessary.
- The Human Resources Director will meet with staff to review essential functions and responsibilities of back-up personnel. The Human Resources Director will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
- **Any decision to close school will be made in collaboration with the Superintendent, Local Health Department and NYS Education Department.**

(5) Preventing Spread, Contact Tracing and Disinfection

Confirmed Case Requirements & Protocols

Instructional programs must be prepared for communicable disease outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission. The following example is a COVID-19 decision tree to help schools determine which set of mitigation strategies may be most appropriate for their current situation. This may need to be modified for different communicable disease outbreaks.



Center for Disease Control (CDC) and New York State Department of Health (NYSDOH) Recommendations:

- Close off areas used by a sick person and do not use those areas until after cleaning and disinfection has occurred.
- If possible, open outside doors and windows to increase air circulation in the area.
- Wait at least 24 hours before cleaning and disinfecting a contaminated room. If waiting 24 hours is not feasible, then wait as long as possible.
- Clean and disinfect all areas used by the suspected or confirmed infected person, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.

- Individuals without close or proximate contact with the suspected or confirmed infected person can return to the area and resume school activities immediately after cleaning and disinfection.
- Refer to NYSDOH guidance for current information on close and proximate contacts, and how staff can safely return to work.
- If more than seven days have passed since the suspected or confirmed infected person visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

Return to School After Illness:

Schools must follow CDC and NYSDOH guidance for allowing a student or staff member to return to school after exhibiting symptoms of a communicable disease. Depending on the disease, if a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) they can return to school:

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours.
- If they have been diagnosed with another condition and have a healthcare provider written note stating that they are clear to return to school.

If a person is diagnosed with a communicable disease by a healthcare provider based on a test or whether they had or currently have symptoms, they should not be at school and should stay at home until:

- It has been at least ten days since the individual first had symptoms.
- It has been at least three days since the individual has had a fever (without using fever reducing medicine).
- It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.

Refer to current CDC and NYSDOH guidance for individuals who are on home isolation regarding when the isolation may end.

CDC recommendations for discontinuing isolation in persons known to be infected with COVID-19 could, in some circumstances, appear to conflict with recommendations on when to discontinue quarantine for persons known to have been exposed to COVID-19. CDC recommends 14 days of quarantine after exposure based on the time it may take to develop illness if infected. Thus, it is possible that a person known to be infected could leave isolation earlier than a person who is quarantined because of the possibility they are infected.

Staff Absenteeism

- Instructional staff will call into the absence management system when they are absent due to illness. Substitutes will be provided as necessary and as requested.
- The instructional departments will monitor absenteeism of students and staff, cross train staff, and create a roster of trained back-up staff.

Employee Assistance Program (EAP)

- The Human Resources Department will continue to disseminate information to employees about EAP resources. EAP is a voluntary, work-based program that offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems. EAPs address a broad and complex body of issues affecting mental and emotional well-being, such as alcohol and other substance abuse, stress, grief, family problems, and psychological disorders.

Medical Accommodations

- The Human Resources Department will handle medical and contagious disease accommodations, such as telework or shift modification. Requests for accommodations should be sent to harter.james@charlottevalley.org

New York State Contact Tracing Program

If a student or staff member tests positive for a contagious disease the New York State Contact Tracing Program will be implemented. As such, it is important for everyone to understand how contact tracing works.

It is recommended that all District-wide School Safety Team members, administrators, principals, nurses and others take the free Johns Hopkins University COVID-19 Contact Tracing Course at <https://www.coursera.org/learn/covid-19-contact-tracing>.

New York State has partnered with Bloomberg Philanthropies, Johns Hopkins Bloomberg School of Public Health and Vital Strategies to create the NYS Contact Tracing Program, a nation-leading initiative to help slow the spread of COVID-19. Contact Tracers work with people who have tested positive for COVID-19 to identify people they have had contact with and let them know they may have been exposed to the disease.

If you get a call from “NYS Contact Tracing” (518-387-9993), PLEASE answer the phone. Answering the phone will keep your loved ones and community safe.

A contact tracer will:

- NEVER ask for your Social Security number
- NEVER ask for any private financial information
- NEVER ask for credit card information
- NEVER send you a link without proper authentication procedures

If you test positive, a Contact Tracer will connect you with the support and resources you may need through quarantine, such as help getting groceries or household supplies, child-care, medical care, or other supplies. The Tracer will work with you to identify and reach out to anyone you’ve been in contact with while you were infectious to trace and contain the spread of the virus.

People who have come in close contact with someone who is positive are asked to stay home and limit their contact with others. By staying home during this time, IF you become sick yourself, you have not infected many others along the way.

Testing, medical and quarantine support for yourself and your loved ones will be arranged. We will not release your name to anyone. Your information is strictly confidential and will be treated as a private medical record. This nation-leading program will place emphasis on areas with the highest rates of infection and on regions ready to open. The program will be implemented in coordination with New Jersey and Connecticut.

Your caller ID will say “NYS Contact Tracing” (518-387-9993).

Please answer the phone so we can keep NY moving forward and stop the spread of COVID-19.

Facilities: Cleaning and Disinfecting

Soiled surfaces and objects must be cleaned before being disinfected. Cleaning does not kill germs or viruses but rather removes many of them, along with dirt and other impurities, from surfaces or objects. Disinfecting then kills many of the remaining germs and viruses, lowering their number to a safe level, as judged by public health standards.

If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid contact with the fluid. Remove the spill, and then clean and disinfect the surface.

Routine cleaning of school settings includes:

- Cleaning high contact surfaces that are touched by many different people, such as light switches, handrails, and doorknobs/handles

- Dust- and wet-mopping or auto-scrubbing floors
- Vacuuming of carpets, entryways, and high traffic areas
- Removing trash
- Cleaning and disinfecting restrooms
- Wiping heater and air conditioner vents
- Spot cleaning walls
- Spot cleaning carpets
- Dusting horizontal surfaces and light fixtures
- Cleaning spills

Classroom/Therapy Rooms

The District will provide related service providers with additional cleaning supplies to ensure continuous disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.

Common Areas

Smaller common areas, like kitchenettes and copy room areas, should have staggered use. Face masks, or other identified PPE shall be worn in common areas, unless advised otherwise. Signage shall be posted in common areas to remind staff of health and safety etiquette.

Disinfecting

- Cleaning and disinfection requirements from the CDC and NYSDOH will be adhered to.
- Custodial logs will be maintained that include the date, time and scope of cleaning and disinfection. Cleaning and disinfection frequency will be identified for each facility type and responsibilities will be assigned.
- Hand hygiene stations will be provided and maintained, including handwashing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.
- Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.
- Regular cleaning and disinfection of restrooms will be performed.
- Cleaning and disinfection of exposed areas will be performed in the event an individual is confirmed to be infected, with such cleaning and disinfection to include, at a minimum, all heavy transit areas, and high-touch surfaces.
- Although cleaning and disinfection is primarily a custodial responsibility, appropriate cleaning and disinfection supplies will be provided to faculty and staff as approved by central administration.
- Additional paper towel dispensers may be installed in other designated spaces.

Upon request, facilities services will provide CDC approved disinfecting solutions for additional on the spot disinfecting. This should be done daily or between use as much as possible. Examples of frequently touched areas in schools may include:

- Bus seats and handrails.
- Buttons on vending machines and elevators.
- Changing tables.
- Classroom desks and chairs.
- Door handles and push plates.
- Handles on equipment (e.g., athletic equipment).
- Handrails, ballet bars.
- Dance studio floors.
- Kitchen and bathroom faucets.
- Light switches.
- Lunchroom tables and chairs.
- Positive Academic Support Solution (PASS) Rooms.
- Related Services Spaces.

- Shared computer or piano keyboards and mice.
- Shared desktops.
- Shared telephones.

Hand Sanitizing

- Hand sanitizer dispensers will be located and installed in approved locations.
- Hand sanitizer bottles will be distributed to staff as approved by central administration.
- The District ensures that all existing and new alcohol-based hand-rub dispensers, installed in any location, are in accordance with the Fire Code of New York State (FCNYS) 2020 Section 5705.5.

Trash removal

- Trash will be removed daily.
- Garbage cans or process for collecting trash during lunch periods in classrooms will be increased where necessary.
- No-touch trash receptacles will be utilized, where possible.

(6) Documenting Precise Hours/Work Locations of Essential Workers

It is recognized that as the work environment changes to adapt to the emergency situation and typical work schedules are modified it can become more difficult to track employees especially if they conduct work off site or in numerous locations. Daily work logs will be maintained by each staff. Student and staff sign in/sign out sheets will be utilized for each building and may be used for areas within a building as needed. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis.

(7) Emergency Housing for Essential Employees

Emergency housing for essential workers is generally not required for school employees as opposed to healthcare workers and other critical care employees. However, the following local hotels/motels can be accessed if necessary:

1. The Otesaga, Cooperstown (607.547.9931)
2. Holiday Inn Express, Cooperstown (607.547.8000)
3. Best Western, Cooperstown (607.547.7100)
4. Hampton Inn Express, Oneonta (607.433.9000)
5. Courtyard Marriot, Oneonta (607.432.2200)
6. Holiday Inn, Oneonta (607.684.200)
7. Super 8, Oneonta (607.353.6875)
8. Colonial Motel, Grand Gorge (607.588.6122)
9. Margaretville Motel (845.586.4464)
10. The Roxbury Motel (607.326.7200)
11. Winwood Inn, Windham (518.734.3000)
12. Kaatskill Mountain Club, Hunter (800.486.8376)

If necessary, School Districts will work with the County Office of Emergency Management to determine housing options.

Recovery

- Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to our normal process. We will use all described communication methods and our PIO to keep the school community aware of the transition process.
- We will work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- We will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.
- Each Building-Level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.
- The District-Wide School Safety Team and Building-Level Emergency Response Teams will meet to de-brief and determine lessons learned. Information from the PIO, Business Office, Human Resources, Facility Director, and Curriculum Supervisor will be vital to this effort. The District-Wide School Safety Plan and Building-Level Emergency Response Plans will be revised to reflect this.
- Curriculum activities that may address the crisis will be developed and implemented.

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(INSERT NAME) School District COVID-19 Preliminary On-Site Investigation

School Building Click or tap here to enter text. **Today's Date** Click or tap to enter a date.

Individual Completing Form _____ **Telephone #** _____

Name of Person Testing Positive: Click or tap here to enter text. **Position:**

Last Date Individual was in the School Building: Click or tap here to enter text.

Date of Birth: Click or tap here to enter text. **County of Residence:** Click or tap here to enter text.

Telephone #: Click or tap here to enter text. **Please highlight case was: SYMPTOMATIC OR ASYMPTOMATIC**

Documentation of Lab Confirmed Positive: Yes ☐ No ☐ **Date of Test:** Click or tap to enter a date.

Laboratory Conducting Test: Click or tap here to enter text. **Telephone #** Click or tap here to enter text.

Names of students in close contact (Less than 6 feet for more than 10 minutes)

Include all contacts for 2 days prior to initial test if asymptomatic. If symptomatic, 2 days prior to symptoms.

If no contacts, please write NO CONTACTS across the page)

STUDENT NAME	ADDRESS	DATE OF LAST CONTACT	PHONE #	EXPOSURE LOCATION
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				

Name of staff in close contact (Less than 6 feet for more than 10 minutes)

Include all contacts for 2 days prior to initial test if asymptomatic. If symptomatic, 2 days prior to symptoms.

If no contacts please write NO CONTACTS across the page

NAME/POSITION/ EMPLOYEE ID #	ADDRESS	DATE OF LAST CONTACT	PHONE #	EXPOSURE LOCATION
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				

(Enter Building Name) Screening/Entry Log

Assessment responses must be reviewed every day and such review must be documented.

Screening conducted by: _____

[illegible]

Date	Remote Work Log What actions were completed? [activity/means] What type of activity was it? (meeting, pd, instructional, etc.) [type/method]	How was this work completed? (e.g. zoom, call, text)	Duration * *(if applicable)	District * *(if applicable)

SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST



Local educational agencies (LEAs) play an integral role in protecting the health and safety of their district's staff, students and their families. The Department of Health and Human Services (HHS) and the Centers for Disease Control and Prevention (CDC) have developed the following checklist to assist LEAs in developing and/or improving plans to prepare for and respond to an influenza pandemic.

Building a strong relationship with the local health department is critical for developing a meaningful plan. The key planning activities in this checklist build upon existing contingency plans recommended for school districts by the U.S. Department of Education (Practical Information on Crisis Planning: A Guide For Schools and Communities <http://www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>).

Further information on pandemic influenza can be found at www.pandemicflu.gov.

1. Planning and Coordination:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify the authority responsible for declaring a public health emergency at the state and local levels and for officially activating the district's pandemic influenza response plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify for all stakeholders the legal authorities responsible for executing the community operational plan, especially those authorities responsible for case identification, isolation, quarantine, movement restriction, healthcare services, emergency care, and mutual aid.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	As part of the district's crisis management plan, address pandemic influenza preparedness, involving all relevant stakeholders in the district (e.g., lead emergency response agency, district administrators, local public health representatives, school health and mental health professionals, teachers, food services director, and parent representatives). This committee is accountable for articulating strategic priorities and overseeing the development of the district's operational pandemic plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with local and/or state health departments and other community partners to establish organizational structures, such as the Incident Command System, to manage the execution of the district's pandemic flu plan. An Incident Command System, or ICS, is a standardized organization structure that establishes a line of authority and common terminology and procedures to be followed in response to an incident. Ensure compatibility between the district's established ICS and the local/state health department's and state education department's ICS.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Delineate accountability and responsibility as well as resources for key stakeholders engaged in planning and executing specific components of the operational plan. Assure that the plan includes timelines, deliverables, and performance measures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with your local and/or state health department and state education agencies to coordinate with their pandemic plans. Assure that pandemic planning is coordinated with the community's pandemic plan as well as the state department of education's plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Test the linkages between the district's Incident Command System and the local/state health department's and state education department's Incident Command System.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contribute to the local health department's operational plan for surge capacity of healthcare and other services to meet the needs of the community (e.g., schools designated as contingency hospitals, schools feeding vulnerable populations, community utilizing LEA's healthcare and mental health staff). In an affected community, at least two pandemic disease waves (about 6-8 weeks each) are likely over several months.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Incorporate into the pandemic influenza plan the requirements of students with special needs (e.g., low income students who rely on the school food service for daily meals), those in special facilities (e.g., juvenile justice facilities) as well as those who do not speak English as their first language.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participate in exercises of the community's pandemic plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with the local health department to address provision of psychosocial support services for the staff, students and their families during and after a pandemic.

1. Planning and Coordination (cont.):

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Consider developing in concert with the local health department a surveillance system that would alert the local health department to a substantial increase in absenteeism among students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Implement an exercise/drill to test your pandemic plan and revise it periodically.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Share what you have learned from developing your preparedness and response plan with other LEAs as well as private schools within the community to improve community response efforts.

2. Continuity of Student Learning and Core Operations:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop scenarios describing the potential impact of a pandemic on student learning (e.g., student and staff absences), school closings, and extracurricular activities based on having various levels of illness among students and staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop alternative procedures to assure continuity of instruction (e.g., web-based distance instruction, telephone trees, mailed lessons and assignments, instruction via local radio or television stations) in the event of district school closures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a continuity of operations plan for essential central office functions including payroll and ongoing communication with students and parents.

3. Infection Control Policies and Procedures:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with the local health department to implement effective infection prevention policies and procedures that help limit the spread of influenza at schools in the district (e.g. promotion of hand hygiene, cough/sneeze etiquette). Make good hygiene a habit now in order to help protect children from many infectious diseases such as flu.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide sufficient and accessible infection prevention supplies (e.g., soap, alcohol-based/waterless hand hygiene products, tissues and receptacles for their disposal).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies and procedures for students and staff sick leave absences unique to a pandemic influenza (e.g., non-punitive, liberal leave).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish sick leave policies for staff and students suspected to be ill or who become ill at school. Staff and students with known or suspected pandemic influenza should not remain at school and should return only after their symptoms resolve and they are physically ready to return to school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies for transporting ill students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure that the LEA pandemic plan for school-based health facilities conforms to those recommended for health care settings (Refer to www.hhs.gov/pandemicflu/plan).

4. Communications Planning:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assess readiness to meet communication needs in preparation for an influenza pandemic, including regular review, testing, and updating of communication plans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a dissemination plan for communication with staff, students, and families, including lead spokespersons and links to other communication networks.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensure language, culture and reading level appropriateness in communications by including community leaders representing different language and/or ethnic groups on the planning committee, asking for their participation both in document planning and the dissemination of public health messages within their communities.

4. Communications Planning (cont.):

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and test platforms (e.g., hotlines, telephone trees, dedicated websites, and local radio or TV stations) for communicating pandemic status and actions to school district staff, students, and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and maintain up-to-date communications contacts of key public health and education stakeholders and use the network to provide regular updates as the influenza pandemic unfolds.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure the provision of redundant communication systems/channels that allow for the expedited transmission and receipt of information.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Advise district staff, students and families where to find up-to-date and reliable pandemic information from federal, state and local public health sources.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disseminate information about the LEA's pandemic influenza preparedness and response plan (e.g., continuity of instruction, community containment measures).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disseminate information from public health sources covering routine infection control (e.g., hand hygiene, cough/sneeze etiquette), pandemic influenza fundamentals (e.g., signs and symptoms of influenza, modes of transmission) as well as personal and family protection and response strategies (e.g., guidance for the at-home care of ill students and family members).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Anticipate the potential fear and anxiety of staff, students, and families as a result of rumors and misinformation and plan communications accordingly.



