District-Wide School Safety Plan (DWSSP)

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Acknowledgements

CiTi staff and the members of the Readiness and Emergency Management Planning Committee associated with this project wish to thank everyone who donated information directly to CiTi or who placed materials on the Internet and in the public domain, without which this planning guide could not have been assembled for use by campus administrators and planners. **This project was developed by CiTi. It is supported by a grant from the U.S. Department of Education's Office of Safe and Drug-Free Schools. Any points of view or opinions expressed in this document are those of the authors and do not represent the official position or policies of the U.S. Department of Education.**

General Notes

Each Acrobat file in the Guide is a stand-alone part of the overall document. This structure permits the manipulation of each file without conflicting with the other component parts. Because of this, each of the pages in the individual component parts is numbered independent of all the other files. When an Emergency Operations Plan (EOP) is assembled as a single file, it is recommended that before inserting a component file into the main file all page numbers in the contributing file are deleted. When the single EOP document file is complete, it can then be renumbered as a single file. This will eliminate numbering conflicts that would occur.

Files should be printed in 2-sided copy mode. Refer any questions about any aspect of this Plan to the CiTi Administrative Services Office at msheperd@oswegoboces.org. Assistance is also available on the CiTi webpage at www.CiTiboces.org.

It is the intention of **CiTi** that the component parts of this Guide will be continuously updated as required. This is a comprehensive plan that is broken into the following three sections:

The **Base Plan** provides an overview of CiTi preparedness and response strategies. It describes expected hazards, outlines agency roles and responsibilities, and explains how CiTi keeps the plan current.

The **Functional Annexes** are individual sections that focus on specific response and recovery missions, such as Communications and Damage Assessment. These annexes describe the actions, roles, and responsibilities that participating organizations have for completing tasks for a function. They discuss how the jurisdiction manages the function before, during, and after the emergency and identify the group that implements that function. However, each Functional Annex addresses only general strategies used for any emergency.

The **Hazard-Specific Appendices** describe strategies for managing preparedness and response missions for a specific hazard. Attached to the end of each functional annex, they explain the procedures that are unique to that annex for a hazard type. These appendices may be short or long, depending on the details needed to explain the actions, roles, and responsibilities. Strategies already outlined in a Functional Annex should not be repeated in a Hazard-Specific Appendix.

The most up to date copy of this plan exists for employees on the **CiTi** Intranet at http://portal.CiTiboces.org. Hard copies of the plan exist in the following locations:

- District Office - Safety & Risk Department – O&M Conference room E230

Preface

Although most critical incidents and emergencies will be handled by personnel and resources that are located within close proximity to the incident site, there is that less than one percent of incidents that will overwhelm local resources and require a coordinated response on the part of campus officials and other emergency responders.

Since the impact of Hurricane Katrina was felt on the gulf coast states in the summer of 2005, it has become apparent that a number of issues need to be addressed by emergency response planners at all levels.

First, school emergency responders should anticipate and plan for all foreseeable events that can negatively affect campus populations or infrastructure. Given the limited availability of planning resources, special attention should be given to prior planning; extensive training and operational exercises, including the use of cost-effective tabletop exercises. Consideration should be given to the pre-positioning and storage, as needed, of food, water, and other critical supplies and equipment. The primary purpose of a campus emergency response effort should be the protection of lives and the physical integrity of the campus including the ability to continue the business and functions of the institution.

Secondly, not every incident will be manageable to the degree intended to affect all desired outcomes. Even the Federal government may not have enough personnel and other resources to be effective all of the time. Decisions will have to be made as to if, when, and how to deploy the resources available to neutralize the impact of an emergency or disaster.

The New Orleans experience revealed that emergency response personnel and institutions, from the Federal government on down to the lowest local levels, including private sector agencies, must be able to effectively communicate and operate during an emergency or disaster. One of the critical elements that will permit seamless cooperative efforts requires that the concepts of the federal Incident Command System must be institutionalized and thoroughly practiced at all levels before, during and after any emergency or disaster.

Guidelines in this document were developed by members of the CiTi Readiness and Emergency Management Committee. They are intended to provide guidelines to assist faculty, staff, administrators and students to prevent, mitigate the danger of, prepare for, respond to and recover from crisis that may occur. They are also designed to align themselves with the requirements of federal directives that were published or adopted on or after 2004, including the National Incident Management System (NIMS) and the National Response Framework (NRF), Homeland Security Presidential Directive-5 (HSPD-5), and Homeland Security Presidential Directive-8 (HSPD-8), and others.

Because of federal mandates beginning in 2006, that all public agencies that depend on federal training funds and/or federal emergency incident management support become NIMS compliant, it is imperative that institutions that rely on such funding and support demonstrate the intention and the ability to meet these mandates. At this time, private sector institutions are only encouraged to adopt these policies, but the character and quality of a private institution's response capabilities is dependent on an ability to be able to work effectively with local, state, regional, and federal responders.

Generally, depending on the nature of the incident, the Incident Commander (IC) will be a senior fire or police official on the scene. However, this may not always be the case.

In many cases, the Program Administrator of a particular building or the District Superintendent will be designated as the IC. The reason for this decision is that an IC should be knowledgeable about campus buildings and facilities and should know how the institution "works." He or she should be able to delegate responsibilities to accomplish tasks and be able to effectively interact with other managers of the institution.

District-Wide School Safety Plan Advisory Committee Contact Information

Contact	Position	Department/Division
Todd, Christopher	District Superintendent	District Superintendent's Office
Bayne, Roseann	A/S for Instruction	Instructional Support Services
Foland, Kristen	A/S for Human Resources	Human Resources Department
Hartford, Aleisha	Coordinator of Safety and Risk	Safety & Risk Department
Sheperd, Michael	A/S for Administrative Services	Administrative Services Office
Stoddard, Terry	Director of Facilities	Operations & Maintenance
Landy, Julie	Director of Assessment, Professional growth, and Community Services Initiatives	Student Services Administration
Berlin, Marla	Director of College and Career Education	Career & Technical Ed., P-TECH, Transportation Liaison
Allard, Melissa	Administrative Secretary to District Superintendent	District Superintendent's Office
Spencer, Lisa	Administrative Aide to A/S for Human Resources	Human Resources Department
Thurlow, Michael	Principal of Career & Technical Education	CiTi Main Campus – Career & Technical Ed

Community Partners Contact Information

Contact	Phone Number
McFee Ambulance Service	911 315-963-7244
Mexico Fire Department	911 315-963-7494
New York State Education Department – Office of Innovation, Organizational Effectiveness Group – Disaster and Emergency Preparedness	518-486-7336 518-210-1269 (cell)
New York State Emergency Management Region IV	315-438-8907
New York State Police	911 315-298-1444
Oswego County E-911	911 315-349-8215
Oswego County Emergency Management Office	315-591-9150
Oswego County Mental Health	315-963-5361
Oswego County Public Health	315-349-3540
Oswego County Sheriff Department	911 315-349-3411
Poison Control	1-800-222-1222
APW Central School Superintendent Naomi Ryfun Transportation Supervisor Cindy Pierce	W= 315-625-5251 W= 315-625-5242
Central Square Central Schools Superintendent, Thomas Colabufo Transportation Supervisor Johnnie Pierce	W= 315-668-4220 W= 315-668-3771
Fulton City School Superintendent, Brian Pulvino Transportation Supervisor Greg Henrie	W= 315-593-5510 W= 315-593-5526
Hannibal Central Schools Superintendent, Christopher Staats Transportation Supervisor Robert Pakish	W= 315-564-8100 press "8" W= 315-564-8100 press "6"
Mexico Academy & Central School Superintendent, Donna Runner Transportation Supervisor Melissa Clark	W= 315-963-8400, ext.5403 W= 315-963-8400, ext 4500
Oswego City School Superintendent, Dr. Raymond Kilmer Transportation Supervisor Thomas Gunn	W= 315-341-2001 W= 315-341-2900
Phoenix Central Schools Superintendent, Christopher Byrne Transportation Supervisor Deborah Gerace	W= 315-695-1555 W= 315-695-1551
Pulaski Academy and Central School Superintendent, Thomas Jennings Transportation Supervisor Mike Bateson	W= 315-298-5188 W= 315-298-7378
Sandy Creek Central School Superintendent Kevin Seymour Transportation Supervisor Amanda LaRock	W= 315-387-3445, ext 1510 W= 315-387-3445 ext. 3330

Base Plan

1.0   PLAN FUNDAMENTALS

  1.1   Purpose

  The purpose of this DWSSP is to offer faculty, staff, administration, students, and parents the overall policies and procedures for the preparedness and response efforts with respect to any potential man-made, technological, or natural disasters or crises at any of the campus locations of CiTi.

  1.2   Scope

  This DWSSP is designed to provide guidance to faculty, staff, students and visitors to all CiTi campus locations. This plan is in effect during the normal school year and during summer programs.

  1.3   Authority

  This plan was developed in accordance and with guidance from Education Law 2801-A and §155.17 of the Regulations of the Commissioner of Education for the State of New York. The regulation aligns itself with New York State Executive Law Article 2-B, which authorizes county government to prepare plans to protect citizens and properties within their jurisdiction.

  1.4   Date of Effect

  The CiTi Board of Education accepted and adopted this Plan effective October 21, 2009. Updates and revisions adopted by the CiTi Board of Education effective 2014, 2019, 2020, 2021,2022, 2023 and 2024.

  1.5   Periodic plan review

  This plan is to be reviewed at least annually by members of the CiTi District-Wide School Safety Team (See Table 1).

  The annual planning cycle begins with exercises created to test the plan and identify weakness or areas for refinement. A prioritized list of areas for improvement based on gaps identified from these exercises. This will also occur during the year whenever gaps are identified, and the resulting mitigation plans and corrective actions will be incorporated into the plan. The DWSSP is then reviewed for public and law enforcement comment and then must be approved by the Board.

1.5.1   Public Review and Comment
Pursuant to Education Law 2801-A and Commissioner's Regulation, Section 155.17(e)(3), this Plan is made available annually to law enforcement and the public for a thirty-day comment period, and a public hearing is held to allow the Board of Education to address any significant comments regarding the plan. A copy of the DWSSP is made publicly available on the CiTi Website by October 1 of each year.

2.0   INTRODUCTION

2.1   Statement of Policy

The DWSSP is a basic guide to providing a response system, by CiTi Administration, to a major crisis or emergency occurring on a CiTi Campus or directly impacting CiTi. All personnel designated to carry out specific responsibilities are expected to know and understand the policies and procedures outlined in this plan. The response to any major crisis or disturbance will be conducted within the framework of this plan.

2.2   Plan Implementation

2.2.1   Phase I

In the initial development of the plan, participation was solicited from all stakeholder representatives at CiTi. Planners were sure to include representatives of faculty, students, staff, and administrators.

2.2.2   Phase II

Staff, faculty, and administrators will receive annual training including discussions of prevention, mitigation, preparedness, response, and recovery. Specifically, how to prepare and respond to various emergency scenarios. In the initial version of the plan, representatives of Oswego County Emergency Management Office, Oswego County Fire Coordinator's Office and the New York State Police provided participants. Annually, this plan is made available to NYS Education Department, New York State Police, and the public. All new staff receive Emergency Management training.

2.2.3   Phase III

The third phase of this planning process included the creation (and subsequent annual maintenance) of the Building Level Emergency Response Plans (BLERPs) for each CiTi campus, along with the training of key personnel in those locations regarding the functional annexes and the hazard-specific annexes (briefly explained in this plan). CiTi personnel will follow the Building Level Emergency Response plan for the district, regular drills and exercises will be conducted. Where gaps are identified, additional training will be conducted.

2.3   Plan Procedures should be Flexible

Circumstances surrounding a crisis differ with every incident. Just as circumstances surrounding incidents are different, responses may need to adjust for particular needs.

2.4   Exceptions to Plan Functions and Responsibilities

It may be necessary for administrators to take exception to parts of the plan as they address challenges of preparedness, response, and recovery. When these exceptions occur, they should be evaluated in the after-action process and if necessary, plans should incorporate these changes into future documents.

2.5   Plan Changes and Recommendations

Unless necessary, changes to plans should be made during the annual planning review process. As changes are made, training will occur to share the latest revisions with key personnel.

2.6   Plan Conflicts

While implementing or exercising this plan there may be cases where other plans conflict. Efforts have been made to align this plan with CiTi School Board policies. This document should be considered the most current and up to date information and is intended to serve as the over-arching policy document regarding emergency preparedness and response. Building-level Emergency Response Plans (BLERPs) are considered site-specific plans, and the controlling procedural document for each specific CiTi campus.

2.7   NIMS and the Emergency Operations

CiTi has made every effort to align its planning and preparedness to Local, State and Federal guidelines. This plan is intended to work in concert with the Oswego County Comprehensive Emergency Management Plan. Also, in accordance with Homeland Security Presidential Directive (HSPD) #5 – CiTi has adopted the use of the Incident Command System and other components of the National Incident Management System (NIMS).

3.0   ROLES AND RESPONSIBILITIES

3.1   District Superintendent (or Designee)
- Serves as the chief emergency officer and district incident commander (IC) and has overall responsibility for the plan and response.
- Directs all operations in the management of an emergency. If onsite, would be the incident commander for the incident or designate someone to act on the superintendent's behalf and establishes a fixed command post.
- Gathers information from all aspects of the emergency for use in making appropriate decisions about the management of the incident.
- Assesses the emergency and assigns tasks based on overall needs for managing the incident.
- Stays in routine contact with leaders of emergency agencies, support agencies, and sister-schools.
- Notifies the Board of Education of emergency incidents and keeps them apprised of changing situations. Notifies the NY Commissioner of Education (when the situation so warrants).
- Has authority to make emergency funding decisions.
- Authorizes the release of public information.
- Facilitates updates to the DWSSP.
- Facilitates meetings to address prevention, mitigation, and preparedness.
- Arranges for exercises to test the plan and identifies areas for improvement.
- Coordinates training of staff and personnel in preparedness efforts.

3.2   Assistant Superintendents
- Act on the behalf of the District Superintendent in his/her absence.
- Fulfill roles of command or general staff during an incident.
- Report to the Command Post or a secondary communications center when an incident is declared.

3.3   Director of College and Career Education
- Collects information and completes an After-Action report (AAR) following all drills, exercises, events, incidents, or close calls.
- Identifies areas for improvement (i.e. procedures, training or equipment).
- Provides the report and recommendations to the District Superintendent.
- Serves as district transportation Liaison.

3.4   School Monitor/Greeter
- Monitors the main school entryways for any potentially hazardous conditions or questionable visitors.
- Greets, vets, and assists all visitors by connecting them with whomever they intend to meet.
- Notifies building administration of any perceived dangerous situations/individuals on school property and notifies authorities (via 911) if necessary.

3.5   Medical Services Coordinator (typically held by a Nurse or Mental Health Professional)
- Assures that during an emergency, that medical assistance is available to injured or those students (or staff) needing medical or mental health assistance.
- In the event of an evacuation from school, establishes a medical triage/care area in the new safe location (as needed).
- Reports to the Incident Commander regarding medical/mental health situations.

3.6   Director of Facilities
- Utilizes manpower and resources to control traffic flow during and after an event at any CiTi campus.
- Is responsible for the overall preparedness/operation/alteration of the physical plant.
- Is responsible for the readiness/operation of protective systems and emergency power and water, working with the Director of Technology as needed to ensure operational readiness.
- Reports to the Command Post when an incident is declared.

3.7   School Resource Officer / Security Staff
- School Resource Officer provides a law enforcement presence.
- Builds and maintains rapport with building staff and student body.
- Investigates and reports violations of security, all rules and laws, and school policy.
- Advises school administrators of situations which may create harm or exposure.
- Summons additional law enforcement, fire service, and EMS as needed.
- Attends and participates in REMS (readiness and Emergency Management for Schools) and ICS (Incident Command System) trainings.
- Serves as county threat assessment representative.

3.8 District-Wide School Safety Team
- The team is comprised of key administrators and staff that play an integral role in the safety and security of CiTi campuses.
- The team is responsible for content and revisions to the plan.
- Upon approval of this Plan, the members listed below are deemed appointed by the CiTi Board of Education as the District-wide School safety team.

District-Wide School Safety Team (Table 1)

Christopher J. Todd *District Superintendent*	Kristen Foland *A/S for Human Resources*	Aleisha Hartford *Safety Coordinator*
Sarah Nugent *Principal, Fourth Street Campus*	Gary Brisson *Principal, Dutch Ridge Campus*	Michael Thurlow *Principal, CiTi CTE (Main Campus)*
Michael Sheperd *A/S for Administrative Services*	Donald Forbes *Retired Oswego County Fire Coordinator (OS100)*	Terry Stoddard *Director of Facilities*
TBD *Principal, Ex Ed & Alt. Ed.*	Erin Joyce *Director of Exc. and Alt.Ed*	Marla Berlin *Director of College & Career Education, Transportation liaison*
Evelyn Warchol *Principal, CARE & CARE Plus*	Stephanie Maturo *Director of IT Services* Julie Landy *Dir. Of Assess, Prof. Growth, & Com. Svcs*	Roseann Bayne *A/S for Instruction*

3.9 Faculty and Staff
- Are responsible for the accountability and safety of students under their direction.
- Provide leadership and direction to students during an incident.
- Provide insight into the applicability and accuracy of the plan.
- Maintain readiness through review of their role and assignment(s) within the plan. Staff without student responsibilities or predetermined duties should report to the designated staging area during an incident.

3.10 Administrators
- Provide insight into the applicability and accuracy of the plan.
- Maintain readiness through review of their role and assignment(s) within the plan.
- Serve as liaisons to occasional driver.

3.11 Students
- Follow direction of teaching staff during an incident.
- Review and support the plan to ensure readiness.

3.12 Parents
- Support the plan and encourage the student to follow guidelines.
- Review plan with students to ensure readiness.
- Cooperate with school officials and follow direction.

- Wait for direction of how and when to respond. [Note: This notification will come from local media releases. Parents and guardians will require proper identification when picking up a student. Telephone authorizations will not be accepted during a crisis for security purposes.]

4.0 GENERAL PLANNING CONSIDERATIONS

4.1 An emergency may occur at any time

A critical incident, crisis, or disaster may occur at any time of the day or night, weekend, or holiday, with little or no warning.

4.2 Most incidents are handled locally

Almost all incidents are handled locally, but some incidents may require the support and resources of local, county, state, federal governments, and/or private institutions, non-government organizations (NGO's) and other entities.

4.3 Incident plans must be flexible

The succession of events in any incident are not fully predictable, therefore, this DWSSP and any other plans and protocols devised prior to or at the time of the event, will serve primarily as a guide or checklist, and may require modifications in the field to mitigate injuries, damages and/or to recover from the incident.

4.4 Outside resources and assistance may be delayed

An emergency or a disaster may additionally affect residents within close proximity to the campus. As such, town, county, state, and federal emergency services, or resources may not be immediately available. In these instances, a delay in the delivery of effective and sufficient off-campus emergency services may typically be expected for a period of up to 30 minutes or more.

5.0 NOTIFICATIONS

5.1 Declaration of an Emergency

Staff, faculty, administrators, or students may identify an emergency or crisis situation. For imminent threats, such as fires or true medical emergencies, 911 should be called immediately from the nearest phone, with follow-up to the main office.

Less hazardous situations should be reported to the School Resource Officer (or Security Officer) and main office by dialing zero (0), from any CiTi phone, or via radio. Administrative personnel will make the initial determination of the response and determine a course of action, which may likely be those listed in a functional annex or hazard-specific annex of the Building Level Emergency Response Plan (BLERP).

5.2 Administrative Notifications

Building Administrators will notify the Directors who will then notify the Asst Superintendents and the District Superintendent when an incident occurs (i.e. Lockdown, Evacuation, etc.). The District Administrators will determine who to notify next which may include district resources to dispatch.

5.3 Notification of Parents or persons in parental relation regarding drills
Parents and/or parental relations will be notified about CiTi's plan for drills involving students at the beginning of every school year through the student annual notification letter.

5.4 Communicating potentially violent incidents
CiTi had board policies outlining avenues students and parents can use to communicate issues and concerns about discrimination, harassment and potentially violent situations. Also, CiTi has notification procedures to parents when potentially violent incidences occur.

a. Communication from parents and students
Board policies can be found on the website under Board docs. Some board policies parents and students can utilize for communicating potentially violent incidents are:

- 2421 – Title IX and Sex Discrimination
- 6440 – Sexual Harassment of Students
- 6463 – Hazing of Students
- 6464 – DASA (Dignity for all students)
  - Other resources for DASA are on the website, which include the DASA reporting form: https://www.citiboces.org/Page/276
- Policy 7150 - Civility, Citizenship and Character Education/Interpersonal Violence Prevention Education

b. Communication to parents
CiTi will use the communication system identified in communications section A.2.2. to advise and update parents on any potentially violent situations that occur in the school setting.

6.0   PREVENTION AND MITIGATION

Prevention is the elimination of a hazard or threat. Mitigation is a process of reducing the potential impact of an incident if it cannot be completely prevented. Mitigation is designed to assess and address the safety and integrity of the facilities, security, culture, and climate of the school. It is an ongoing process that is directly linked with other phases of emergency planning.

6.1   Hazard Assessments

Hazard assessments are completed internally and externally at differing periods using the following approaches:

6.1.1   INTERNAL SAFETY AUDITS
Classroom Safety
Crime Prevention through Environmental Design (CPTED)
Site Access Control Review
Staff Comments and Surveys
After Action Reports
Security Assessment

6.1.2   EXTERNAL VULNERABILITY ASSESSMENTS
New York State Police Vulnerability Assessment
New York State Police K-9 Sweeps (Drugs and Explosives)
Insurance Carrier Audit
10 Mile Emergency Preparedness Zone for the Nuclear Powerplants
Comprehensive Emergency Preparedness Assessments (CEPA)

6.1.3   DISTRICT-LEVEL MENTAL HEALTH AND WELLNESS TEAM
CiTi has a vision of quality mental health and wellness for staff and students, and has developed policies and practices for interventions, data collection and analysis in support of that vision.

Members include all levels of administration, parents/caregivers, staff representatives and community partners in mental health services. Strategies include guiding and supporting program level teams in developing and sustaining health and wellness practices, completing a District Level Needs Assessment and Community Resource Map, planning training for staff, and actively engaging in partnerships with community providers, families and students.

Once the teams are established, they will gather data on the implementation of policies and procedures. The district level team will review data in its aggregate form

to understand trends across the district. Program level teams will focus on individual student needs to match them with appropriate interventions.

CiTi school resource officers serve as county threat assessment representatives.

6.2　Engineering Controls

Engineering controls eliminate or reduce exposure to hazards through the use of infrastructure. Examples include:

6.2.1　Limited access

All exterior doors except the main entrance of each building shall always remain locked to the outside.

6.2.2　HVAC

Shutting down outside air intake to prevent infiltration of exterior hazards, Air borne hazards etc.

6.3　Work Practices

Work practices are ways one would perform a task, or ways in which something is done. Generally, they are not implemented by technologies, but rather are processes and practices dependent upon people.

6.3.1　Code of Conduct / Anti-Bullying

CiTi has adopted a student code of conduct that each student receives along with training on its contents. Students are held to the standards set forth in the code of conduct and can receive counseling, discipline or even expulsion for non-compliance.

6.3.2　Background checks / Finger Printing

Every employee hired after the SAVE Legislation of 2001 (Education Law § 3004-b [1] and the NYS Education Commissioners Regulation [8 NYCRR § 87.6]) must be fingerprinted prior to the start of work. Subsequently, if any employee is fingerprinted as the result of a finger-printable offense, the New York State Department Education notifies the CiTi Assistant Superintendent for Personnel of the arrest.

6.3.3　Access Control/Visitation/Visitors to the school

We encourage parents, community members, component school district personnel and representatives of business and industry to be involved in the educational process. School is a place of work and learning; therefore certain limits must be set for such visits. CiTi uses visitor management systems at designated locations for visitor verification.

1. Visitors will be defined as anyone in the school building(s) or on the premise(s) who do not possess official CiTi credentials (i.e. badge).

2. All visitors to the school must report to the main office upon arrival, sign in, receive clearance from the Raptor system and receive a visitor's identification badge. This badge must always be worn while in the school or on the school premises. The visitors must return the badge to the main office and sign out before leaving.

3. Parents or Citizens who wish to observe a class while school is in session are required to arrange such visits in advance with the classroom teacher(s) and administration so that class disruption is kept to a minimum.

4. Those who visit a shop area for service are expected to leave the shop area(s) as soon as their business is completed. There must be no interference with regular schoolwork and prolonged visits are discouraged.

5. Any unauthorized person(s) on school property will be reported to the security office, Principal's Office, or District Office (if first two have no answer). Unauthorized person(s) will be asked to leave. The police may be called if the situation warrants.

6. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

6.3.4 Surveillance Systems

The CiTi uses IP-based surveillance camera systems at designated locations to monitor conduct and CiTi properties.

6.4 Mitigation Plan (Also See 1.5)

Issues identified from internal or external assessments are prioritized primarily by impact to life safety and infrastructure protection. Those priorities become the basis for the planning focus for the planning period, generally the school year. These priorities are set by the School Safety Committee and are communicated to the District Superintendent and as warranted, the Board of Education. Mitigation plans are developed for the identified hazards / areas of improvement. Plans are then evaluated in exercises to identify any new weaknesses or gaps, and the cycle begins again.

7.0 PREPAREDNESS

Preparedness refers to actions taken to create and maintain the capacity to respond to and recover from natural disasters and other emergencies. This is achieved through measures such as planning, exercises, training, community education, information management, communications, and warning systems.

Various agencies and services are involved in responding to school incidents, including emergency responders from law enforcement, fire, emergency medical services, mental health, and other community organizations. An important component of the DWSSP is advanced planning with various federal, state, county, and/or local agencies, as well as community service providers to aid in a timely response to an incident. Advance planning may or may not include written agreements to help coordinate services between the agencies and school. If Memorandums of Understanding (MOU's) are created, a copy shall be maintained at the District Office at 179 County Route 64, Mexico NY and made available for review upon request as may be appropriate.

7.1. Local Fire Department Accessibility

In its efforts to ensure speedy response to fires, disasters and other emergencies, the Mexico Volunteer Fire Department (MVFD) has instituted a "Knox Box" program for facilities in its jurisdiction. These consist of a small wall-mounted safe that holds building keys for the fire department to retrieve in emergency situations. The MVFD holds master keys to all Knox Boxes in its response area allowing firefighters to enter buildings without breaking doors or windows. CiTi has joined this program and had a Knox Box installed.

7.2   Sister Schools Agreement

Recognizing the potential need for an offsite evacuation of students and staff, CiTi and its component school districts have developed a collaborative master memorandum of understanding (MOU). Should CiTi need evacuation space or resources in the event of an emergency, CiTi personnel can rely on other area districts to provide aid. (i.e.: CiTi can approach Mexico Central Schools to provide shelter, staging and an area for reunification of students and guardians if in need of evacuation). The MOU should be reviewed and refreshed on an annual basis to ensure awareness, continuity and allow for updates of contact information. (Note: the evacuation MOU is located in the BLERP for CiTi's Mexico campus).

7.3   <mark>Special Patrol Officer Agreement</mark>

Recognizing the benefits of an onsite law enforcement officer to enhance order, safety and security, CiTi has engaged an Agreement with the Oswego County Sheriff's Office for placement of multiple SPO's within its buildings. The Agreement facilitates a physical law enforcement presence, ensures that safety and security measures are in place and being followed, provides law enforcement resources for increased consultation and awareness about safety, violence prevention, and responding to school safety threats, and builds lines of communication to provide positive role modeling, promote positive attitudes between students and law enforcement, and proactively address problems and pressures before they develop into more serious matters. The MOU should be reviewed and renewed on an annual basis to ensure awareness, continuity and adjustment as may be warranted.

7.4   Training

7.4.1   Incident Command Training

Incident Command Training is highly recommended for all employees of the CiTi. Basic training includes the I-100sc, Course. Staff may find and complete training sessions training at http://www.fema.gov.

7.4.2   Safety Training

7.4.2.1 Safety Training for New Hires

All new employees receive campus safety training at the beginning of their employment. Training may be implemented by in-seat or on-line methods.

7.4.2.2 Ongoing Safety Training

a. <u>Right to Know and Blood-Borne Pathogens</u> (OSHA 1910.1200 and 1910.1030) CiTi employees may come into contact with certain hazardous materials or become exposed to other people's bodily fluids in the course of their work. Employees are trained to recognize the hazards in the workplace and to take steps to mitigate the hazard.

b. <u>Fire Safety</u> (OSHA 1910.157) CiTi employees have been identified as those that may come into contact with fire more often than others in the routine course of their work. These employees are trained to recognize the hazard in the workplace and to take steps to mitigate it.

c. <u>Emergency Management</u> (Ed Law 2801-A (2h) and CR 155)   All staff, students, and visitors need to know what to do in the case of an emergency. This training covers protocols to be followed in the case of human-related crises, or adverse acts of nature.

d. Mental Health During/After a Crisis (ed law 281-A) All staff need to be aware of how the mind can respond during disaster situations, such as during an active shooter situation, or in the wake of a natural disaster. This training shall be completed no later than September 15th of each year.

e. Dignity for All Students Act (DASA) (Ed law 801-A, 2801) This training covers the definition of bullying, in all its different forms (i.e., cyberbullying, deliberate exclusion, etc...) This training is an annual requirement or updated as laws and regulations change.

f. Cardiopulmonary Resuscitation (CPR): According to NYSED Commissioner's Regulations CR 136.4, every public school must have a means of providing CPR to a person needing it during after school extracurricular, arts, and sporting events. Since CiTi BOCES also has Public Access for Defibrillation (PAD) Program on its campuses, the more persons who know CPR, the better.

g. Basic First Aid: Much like CPR, having the skills to offer assistance to a student or staff member until they can be seen by a Nurse or Physician is of great value.

h. Sexual Harassment Awareness & Prevention: Laborlaw201-g

i. Protecting Student privacy and data: Ed. Law 2D

j. De-Escalation Strategies: 8 NYCRR section 19.5(d)(7)(i)

k. Work place violence prevention: Labor law 27-b

7.5 **Exercises**

7.5.0 All drills and exercises will be conducted in accordance with the following guidelines:

(1) Drills conducted during the school day with students present shall be conducted in a trauma-informed, developmentally, and age-appropriate manner and shall not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency. At the time that drills are conducted, students and staff shall be informed that the activities being conducted are a drill.

(2) Tabletop exercises may be utilized by school and district safety teams as a training resource and may include a discussion-based activity for staff in an informal classroom or meeting-type setting to discuss their roles during an emergency and their responses to a sample emergency situation.

(3) Full-scale exercises in conjunction with local and county emergency responders and preparedness officials that include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency shall not conducted on a regular school day or when school activities such as athletics are occurring on school grounds. Such exercises may not include students without written consent from parents or persons in parental relation.

7.5.1 Annual Exercise

Exercises should be conducted at least annually to evaluate the effectiveness and identify gaps or overlaps in the plan. Exercises may focus on specific parts of the plan and should include important components such as communications.

7.5.2   Early Dismissal

CiTi will conduct an early dismissal exercise in conjunction with component districts, in accordance with applicable law as stated below:

8 NYCRR §115, 17(j) requires that "each school district and board of cooperative educational services shall, at least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, conduct one test of its emergency plan or its emergency response procedures under each of its building-level school safety plans, including sheltering or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time."

7.5.3   Evacuation Drills

CiTi will hold evacuation drills in accordance with applicable law as stated below:

NYS Education Law Section 807 requires that the Principal or person in charge of every public school within the state must instruct and train their pupils on how to exit the building in the shortest possible time without confusion or panic. This instruction must be in the form of drills or rapid dismissals. A minimum of 12 emergency drills must be held each school year, eight of which must be held prior to December 31st. Of the 12 required drills, four (4) must be Lockdown Drills. Summer school must hold two additional drills, one of which must be held during the first week of the summer session. It is suggested that at least one be a Lockdown drill.

Drills will require everyone occupying the building to leave when an alarm sounds and report to an evacuation area as prescribed by the room chart posted in offices and classrooms on the CiTi campus. It shall be the responsibility of the Teacher or person in charge to inform the occupants of any space of the exit routes and evacuation area location for the room being evacuated.

7.6   Annual Start-Up Procedures

At the beginning of each school year the following should be updated:

7.6.1   Confirm membership of the District-Wide School Safety Team and Emergency Response Team (ERT)
7.6.2   Ensure all contact information is current and up to date.
7.6.3   All teaching staff has been identified for training in crisis response.
7.6.4   Evacuation Area Supervisors and two alternates have been identified and a verbal commitment has been made for the upcoming school year.
7.6.5   Update and distribute S.H.E.L.L. Procedures during opening conference day.

8.0   RESPONSE TO INCIDENTS

Response is the systematic approach to dealing with crisis and disasters that disrupt the normal activity of a facility.

8.1   Incident Command System

In accordance with local, state, and federal guidelines, CiTi will utilize the Incident Command System (ICS) to manage crisis as well as routine events. The ICS builds its structure progressively from minor incidents to major disasters. Any operational incident may be managed by the ICS by activating the resources or functions appropriate to a specific level of emergency or type of incident. The primary tasks are established as supervisory or functional positions to provide a systematic structure, enabling the Incident Commander to delegate tasks and responsibilities so more time may be spent managing the overall incident.

Incident Commander
- Information Officer
- Safety Officer
- Liaison Officer

Operations Section
- Staging Areas
- Branches
  - Divisions and Groups
    - Single Resources
    - Task Forces
    - Strike Teams
- Air Operations Branch
  - Air Support Group
    - Helibases
      - Helispots
    - Fixed Wing Bases
  - Air Tactical Group
    - Helicopter Coordinator
    - Air Tanker/Fixed Wing Coordinator

Planning Section
- Resources Unit
- Situation Unit
- Documentation Unit
- Demobilization Unit
- Technical Specialists

Logistics Section
- Service Branch
  - Communications Unit
  - Medical Unit
  - Food Unit
- Support Branch
  - Supply Unit
  - Facilities Unit
  - Ground Support Unit

Finance/Administration Section
- Time Unit
- Procurement Unit
- Compensation/Claims Unit
- Cost Unit

8.1.1   Definitions

a. Branch – The organizational level with functional or geographic responsibility for implementing major parts of the incident operations.

b. Command – The act of directing, ordering and/or controlling resources by virtue of explicit legal, organizational, or delegated authority.

c. Command Post – The location from which primary command functions are executed, usually co-located with the incident base; it may also be referred to as the Incident Command Post (ICP). The Command Post should be in an unexposed area that is sufficient in size and facilities to conduct command functions.

d. Division – The organizational level that is responsible for operations within a defined geographic area, or with functional responsibility.

e. Division/Group Supervisor – The individual who is responsible for implementing the assigned portion of the Incident Action Plan (IAP), assigning resources within the Division/Group, and reporting on the progress of control operations and resource status within the Division/Group.

f. Finance/Administration Section Chief – The individual who is responsible for tracking and processing all financial transactions for the incident, including the time unit, procurement unit, compensation/claims unit, and the cost unit.

g. Group- The organizational level that is responsible for a specified functional assignment at an incident, e.g., evacuation, student accountability.

h. <u>Incident Commander</u> – The individual who is responsible for overall management of all incident operations.

i. <u>Liaison Officer</u> – Member of the command staff who is the point of contact for assisting or coordinating agencies.

j. <u>Logistics Section Chief</u> – The individual who is responsible for providing facilities, services and materials for the incident.

k. <u>Operations Section Chief</u> – The individual who is responsible for all tactical operations at the incident.

l. <u>Planning Section Chief</u> – The individual who is responsible for collecting, evaluating, disseminating, and using information about the development of the incident and the status of resources.

m. <u>Public Information Officer</u> (PIO) – Member of the command staff who is responsible for developing and disseminating timely, factual reports to the news media and other appropriate agencies that require information directly from the incident scene.

n. <u>Safety Officer</u> – Member of the command staff who is responsible for monitoring and assessing safety hazards, addressing unsafe situations, and developing measures to ensure personnel safety (at times a Nurse or Nurse Aide).

8.1.2   Identification of Functional Areas and Positions

Complex incident situations often exceed the capability of one person to effectively manage the entire operations. Assignment of Divisions/Groups reduce the span of control of the overall command function to more manageable units and allows command to communicate Principally with Divisions/Groups, rather than with individual units, providing an effective command structure and incident organization.

When effective Divisions/Groups have been established, Command can concentrate on overall strategy and resource allocation. Command determines strategic objectives and assigns available resources to Divisions/Groups where they are most needed. Division/Group Supervisors are responsible for tactical deployment of the units and resources assigned to that Division/Group and communicating its needs and progress to Command or the Branch Director.

Command should begin to assign Divisions/Groups:

a. When the Incident Commander foresees a situation, which will eventually involve several companies beyond Command's capability to directly control.

b. When Command can no longer effectively manage the number of resources currently involved in the operation.

c. When resources are operating from tactical positions over which Command has little or no control; or

d. When the situation demands that close resource control is required because of a dangerous situation.

8.1.2.1 Division

A division is a geographic designation. The incident may be broken down into geographic areas and the supervisor of those areas would be designated a Division Supervisor. The most common way to divide division is by the sides of a building (A, B, C, D)

8.1.2.2 Group

A group is a functional designation. The incident may be broken down into functional components and the supervisor of these areas would be designated a Group Supervisor.

8.1.2.3 Branch

A branch is a designation given to the next level above a division or group. Although not required, a branch may be established when a division or group grows to become too large or is too complex to manage as a division or group. The person in charge of a branch is a Branch Director.

8.2 Incident Priorities

At every incident, decision makers shall act based on the following overall incident priorities:

a. <u>Life Safety</u> – the primary mission should be to protect life more than any other goal. Decisions shall be made to protect as many lives as possible. The individual operating at emergency incidents shall do whatever is necessary to primarily protect their own life first, and then others.

b. <u>Incident Stabilization</u> – the secondary goal when operating at incidents is to bring the incident under control.

c. <u>Property Conservation</u> – the third goal at incidents shall be to protect property from further damage once life safety and incident stabilization considerations have been made.

8.2.1 Line of Succession

In the absence of the District Superintendent the following, in order, will have the responsibility and authority to assume or delegate the role of Incident Commander:

1	Asst. Superintendent for Administrative Services
2	Asst. Superintendent for Instruction
3	Asst. Superintendent for Human Resources
4	Director of College and Career Education

8.3 General Response Categories

8.3.1 Normal Campus Operations – No Emergency

The operation of campus programs and activities without significant changes that would inhibit meeting objectives.

8.3.2 Unusual Occurrences

An insignificant event, or other internal event, which can be handled by campus personnel using standard operating procedures. It is not visible off-campus, requires no external emergency services response team, and requires no reporting to local, State or Federal regulatory authorities.

8.3.3 Critical Incident

An adverse incident or series of events that have the potential to severely damage students, staff, and faculty on campus; operations; environment; and its long-term prospects and/or reputation.

8.3.4   Crisis

A significant event that has the potential to severely injure people or campus operations, environment, or reputation.

8.3.5   Major Event (Severe Emergency)

A serious event such as a fatality, serious injury, fire, explosion, material release, natural occurrence, or local incident, which involves the activation of internal emergency response, and/or external emergency response teams. It may also be another event that has occurred or is imminent, which poses a threat to third parties and/or seriously affects operations. *The crisis may or may not be under control, and action by off-campus personnel is necessary.*

8.4   Protective Action Options – Functional Responses [**Ed Law 155.17 (e)(1)(ii)**]

8.4.1   **S**helter-In-Place

This action is taken to place and/or keep students indoors to provide a greater level of protection and control. Specific response actions can be found in the Building Level Emergency Response Plan. Normal teaching activity and support functions should continue. No students or staff should leave their areas during a stay in place.

8.4.2   **H**old-in Place

This response action is used in situations such as when a chemical spill, structural building failure, or a hallway fight occurs. It is a measure taken to keep students and staff inside their classrooms (or wherever they are) until the situation is addressed and conditions are considered safe for free movement within the building.

8.4.3   **E**vacuation (see Annex A.3)

8.4.3.1 – 8.4.3.4 On-site evacuation – Evacuation during construction and renovation projects.

This action is taken when conditions in one of the buildings make it unsafe to remain. Specific response actions can be found in the Building Level Emergency Response Plan. In this case, students and staff may be moved to an alternate building on campus until transportation arrangements back to their component schools are made or until reunification can be made with students, families, or guardians.

8.4.3.1 Reverse Evacuation

This action is taken after an evacuation, when it has been determined that conditions inside a building are safer than those outside of the building.

8.4.4   **L**ock Down

This action is taken when the threat of violence or gunfire is identified or when directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. Specific response actions can be found in the Building Level Emergency Response Plan.

8.4.5   **L**ock-out

This response action is necessary when it is safer for staff, students, and approved visitors to stay inside the building. Situations where this action would be used might be in the case of a wild rabid animal on school grounds, or an armed individual running around the neighborhood. All doors and ways of entry to the building are secured/locked (i.e.: nobody may enter or leave) until the local authorities have eliminated the threat. Normal school activities (except outdoor ones) are allowed to resume.

8.4.6 Campus Closures

Under certain circumstances it may become necessary to close campus and cancel classes. This is especially true during winter months and winter storms. The decision may be made when experiencing severe weather and in some cases in anticipation of severe weather.

8.4.6.1 Snow Day Closures

Once declared by the District Superintendent, or designee notifications are broadcast on all major local Central New York television and radio stations.

The office of the Assistant Superintendent for Administrative Services sends out updated school closing procedures to all staff annually. This information includes specific operational guidelines for staff to follow relative to their specific circumstances.

8.4.5 All Clear

Once an incident is remedied the campus may return to normal operation. The Building Administrator makes this decision after the consent and approval from the fire department, law enforcement, and/or code enforcement official, if applicable and in consultation with CiTi security and building operations and maintenance personnel.

8.5 Student / Parent Reunification

8.5.1 Reunification Group Supervisor – this individual will be assigned by the incident commander when it becomes necessary to reunite students and guardians. This individual will be responsible for the verification of the identity of the person taking custody of the student.

8.5.2 Location – The location shall be determined when deemed necessary. The location should be an area where parents/guardians can be assembled to verify identity prior to releasing students and far enough away from the incident that it is determined to be safe. Students shall be gathered in a different area other than the pick-up location. This is to assure that all student's parents and guardians proceed through the verification process. A special exit shall be designated to only allow reunited students and parents/guardians to leave the area. A secondary check of parent/guardian identification and student's identity shall occur at this point.

8.5.3 Reunification Process – Once the parent/guardian has signed out the student on the sign-out form and identification has been verified, a check will be made to determine if any custody restrictions exist for the student. If a restriction exists for the parent/guardian, then the student will not be released. Without restriction the student will be called down to the reunification area via telephone, intercom or by two-way radio. The student will be asked to verify any known custody restriction prior to release.

9.0   DISASTER RECOVERY

Disaster recovery is the coordinated process of supporting disaster-affected communities in the reconstruction of physical infrastructure and restoration of economic, physical, and emotional wellbeing. It is preferred that individuals and communities are supported in the management of their own recovery through this process because they are in the best position to know what their needs are and how they can be met. It is considered that this approach is most likely to build community capacity and sustainability.

9.1   Restoration of facilities

Operations and Maintenance (O&M) staff will return utilities with the concurrence of the utility provider and the fire department prior to switching utilities on. Efforts should be made to limit continuing damage to facilities. It may be necessary to temporarily shore walls and roofs, seal openings and clear debris until such time as the building may be returned to an operational condition.

9.2   IT Disaster Recovery Plan:

Data systems have been made resilient using virtual servers and software to be able to stand up systems in suitable locations that have proper energy sources and connectivity. Prior to, during and, ultimately, after an incident, IT personnel will perform assessments as to the severity of the potential or as actual damage to the system occurs.

CiTi has developed an IT Disaster Recovery Plan which is distributed to key administration and Technology Department Employees. This plan is confidential in nature and will be used in the event of a power fluctuation, natural disaster that affects the system, or a cyber-attack.

9.3   Assessment of Emotional Impact

Counseling staff, appointed by the incident commander, may perform an assessment of the emotional impact of an incident on not only students, but also faculty and staff as well to determine possible courses of action. Employee Assistance Program assistance may also be available to help employees work through issues.

9.4   Debriefings / Counseling

Teachers are among the most important adults in the transition and recovery of students impacted by a natural disaster or other crisis. Their efforts will begin to give students a sense of stability, security and belonging. Not only will students look to Teachers for support, but the learning process and social environment of the classroom can all contribute to their ability to cope.

Some students may cope well early on yet might have difficulty in the weeks or months ahead. Still others will be resilient when surrounded by caring and supportive adults. Some students may have difficulty concentrating, may feel need for success or may exhibit anger. It is important to ensure that displaced students feel welcomed and supported and that they are not bullied or ostracized. Teachers should make sure that students understand that bullying will be taken seriously and not be tolerated. It is helpful to establish clear expectations against bullying and to discuss those expectations with students.

Students will also benefit from Teachers who:
- Care and reassure students that they will be okay.
- Avoid using television programs to watch disaster-related events (especially for younger elementary school students).

- Maintain consistent and fair discipline.
- Provide flexibility such as extra time to do work, extra support for challenging subjects and different ways of showing competence.
- Show empathy for what they are going through and make time to listen.
- Help them feel welcomed and part of a social group.
- Allow them to keep in contact with others who survived the disaster.
- Provide a variety of methods and opportunities to express their reactions to the disaster and to tell their stories of survival.
- Create opportunities to do something to help others, even in small ways. Group activities such as fundraising events are ideal because they also reinforce a sense of connectedness.

Teachers may already have students in their schools that are experiencing life stress and are not receiving the support provided to those who have been displaced by a natural disaster. This can provide fuel for contention, so Teachers should try to ensure fairness and help for all students including those coping with distressing events.

- National Association of School Psychologist
  https://www.nasponline.org/
- National Center for School Crisis and Bereavement
  https://www.cincinnatichildrens.org/

9.5   After Action and Lessons Learned

After drills, exercises, actual incidences or close calls, an after-action report (AAR) should be completed. The *Director of College and Career Education* is charged with collecting the information and completing the report. The process aims at identifying areas for improvement (i.e. procedures, training, equipment, etc.). Areas for improvement identified in the AAR should be incorporated into the Mitigation Plan and be made part of the larger planning process.

9.6   Government Assistance

Once an event overwhelms local resources, state and federal resources may be called upon (i.e.: the New York National Guard, FEMA, etc.). Local, State and Federal resources must be requested through the Chief Local Official, such as the Village Mayor, Town Supervisor and/or the Chairman of the Oswego County Legislature. CiTi may also be eligible for federal assistance if the crisis is declared presidentially.

After an event, a damage assessment must be conducted to determine the extent of the damage, the clean up, reconstruction and time necessary to return to normal operations. Included in this must be a realistic estimate of the cost of completing these tasks.

9.6.1   Federal Assistance Program and Process

When all eligible public and individual damages have been assessed, and the request for a Presidential Disaster Declaration has been prepared and approved, a variety of federal programs can be made available to public and private entities and individuals. These programs are designed to bring a community, and its residents, back to a pre-disaster condition. The following is a brief explanation of the federal assistance program and process.

9.6.1.1 Public Assistance

Public assistance is part of disaster relief through which the federal government supplements the efforts of state and local governments to return the disaster area to pre-disaster conditions. These efforts primarily address the repair and restoration of public facilities, infrastructure, or services, which have been damaged or destroyed. There are two types of public assistance authorized: "emergency" and "permanent" work.

9.6.1.1.1 Emergency Work

Emergency work includes debris removal as well as emergency protective measures for the public safety and health or for the protection of improved property. Also, FEMA may provide assistance to maintain operation of essential facilities. Emergency work assistance can be extended beyond six months after the Declaration Date of the Disaster if approved by the state and/or FEMA as applicable.

9.6.1.1.2 Restoration of Disaster Damages

The restoration of disaster damages to public infrastructure includes repair or replacement of roads and bridges, water control facilities, buildings, contents, and/or equipment, public utility systems, etc., and may also include assistance to other governmental related facilities (like schools). Extensions for completion of projects beyond the statutory deadline of 18 months after the Disaster Declaration Date may be approved by the State or FEMA upon justification.

In the aftermath of a disaster, both public and private non-profit and individual damage assessments must be performed, because of the corresponding types of federal/state assistance available. Each type of assessment is designed to quantify the eligible amounts of damages a community incurred.

"Public damages" can include any damage incurred by a structure or facility

which is owned by a public or private non-profit entity. This could include roads, bridges, buildings, utilities, etc. To be eligible, the damages must fall in one of the following seven basic categories:

Category A - *Debris Clearance* - This category includes all storm induced debris on non-federal public roads, including the right-of-way, non-federal public waterways, other public property, and private property when undertaken by local government forces. It can also cover the cost of demolition of public structures if those structures were made unsafe by the disaster.

Category B - *Emergency Protective Measures* - This category addresses the need to provide appropriate emergency measures designed to protect life, safety, property, and health (i.e., barricades, sandbags and safety personnel).

Category C - *Road System* - This category addresses damages to non-federal roads, bridges, streets, culverts, and traffic control devices.

Category D - *Water Control Facilities* - Eligible damages under this category include costs to repair or replace dikes, dams, drainage channels, irrigation works, and levees.

Category E - *Building and Equipment* - Eligible damages under this category include costs to repair public buildings and equipment, supplies/inventories that were damaged and transportation systems such as public transit systems.

Category F - _Public Utility Systems_ - Under this category, assistance is available for damaged water systems, landfills, sanitary sewerage systems, storm drainage systems, and light/power facilities.

Category G – _Other_ - The "other" category includes park and recreational facilities, or any other public facility damages that do not reasonably fit in one of the other six categories.

9.7   Resilient Reconstruction

After a crisis, attempts should be made to not simply reoccupy a similar footprint, but rather replace the damaged structure with one that is resilient to a similar or worse event in the future. This can be done by incorporating new design and materials into the construction that can help lessen damage. Utilities that were vulnerable should be relocated out of harms way. Areas that are prone to flood may be relocated to higher ground or berms may be constructed to lessen damage from water.

Functional Annexes (A)

A.1   Automated External Defibrillators (AED)

CiTi has elected to provide Public Access Defibrillation (PAD). AED units have been placed in various locations with in the buildings.

A.1.2   Training (see 7.3.2.2.1 of this plan)

Designated personnel will be trained in accordance with American Heart Association standards in cardiopulmonary resuscitation and the use of an external automated external defibrillator.

Training will be offered to maintain requisite knowledge and understanding of AED use.

A.1.3   Statutory Requirements

In the State of New York, the benefits of access to early defibrillation are allowed under provisions of Chapter 552 of the Laws of 1998 authorizing Public Access Defibrillation (PAD). In accordance with NYS Education Law § 917, AEDs are required in educational facilities and providers must be trained in their use.

Medical oversight for the use of the AED comes under the Central New York Public Access Defibrillation (PAD) program (NYS DOH Policy Number 09-03) and is made possible through a collaborative agreement with an Emergency Health Care Provider (EHCP).

A.1.3.1 Reporting of Use

If the AED is used on campus, written notification must be made to the Regional Emergency Medical Services Council (REMSCO) and should be made to the EHCP within 48 hours, with the following information:

1.   Name of the PAD program
2.   Location of incident
3.   Date and time of incident
4.   Age and gender of the patient
5.   Estimated time from arrest to 1st CPR and the 1st AED shock
6.   The number of shocks administered to the patient
7.   The name of the EMS agency that responded, and
8.   The hospital to which the patient was transported.

The REMSCO for the CiTi is:

> CNY Regional EMS Council
> Jefferson Tower – Suite L1
> 50 Presidential Plaza
> Syracuse, NY 13202
> (315) 701-5707 phone
> (315)701-5709 fax

A.1.3.2 Changes to AED Program

It may become necessary from time to time to make significant changes to the AED program at CiTi. When the changes relate to changes to the EHCP or the EMS response agency, a new *Notice of Intent to Provide PAD* (DOH 4135) and a copy of the collaborative agreement shall be filed with the REMSCO.

Changes of location of AEDs on campus and training changes do not require the filing of a new Notice of Intent form.

A.1.4   Use of the AED

When activated by someone sent from the scene or carried to the incident by security, facilities or teaching staff, the AED should be used in accordance with current guidelines from the American Heart Association.

AHA HeartSaver Reference Card:

Adult BLS Algorithm for Healthcare Providers

Unresponsive
No breathing or no normal breathing (ie, only gasping)

↓

Activate emergency response system
Get AED/defibrillator
or send second rescuer
(if available) to do this

↓

Check pulse:
DEFINITE pulse within 10 seconds?

→ **Definite Pulse** →
- Give 1 breath every 5 to 6 seconds
- Recheck pulse every 2 minutes

No Pulse

↓

Begin cycles of 30 COMPRESSIONS and 2 BREATHS

↓

AED/defibrillator ARRIVES

↓

Check rhythm
Shockable rhythm?

Shockable ↓
Give 1 shock
Resume CPR immediately
for 2 minutes

Not Shockable ↓
Resume CPR immediately
for 2 minutes
Check rhythm every 2 minutes; continue until ALS providers take over or victim starts to move

High-Quality CPR
- Rate at least 100/min
- Compression depth at least 2 inches (5 cm)
- Allow complete chest recoil after each compression
- Minimize interruptions in chest compressions
- Avoid excessive ventilation

Note: The boxes bordered with dashed lines are performed by healthcare providers and not by lay rescuers

Pediatric BLS Algorithm for Healthcare Providers

Unresponsive
Not breathing or only gasping
Send someone to activate emergency response system, get AED/defibrillator

↓

Lone Rescuer: For SUDDEN COLLAPSE, activate emergency response system, get AED/defibrillator
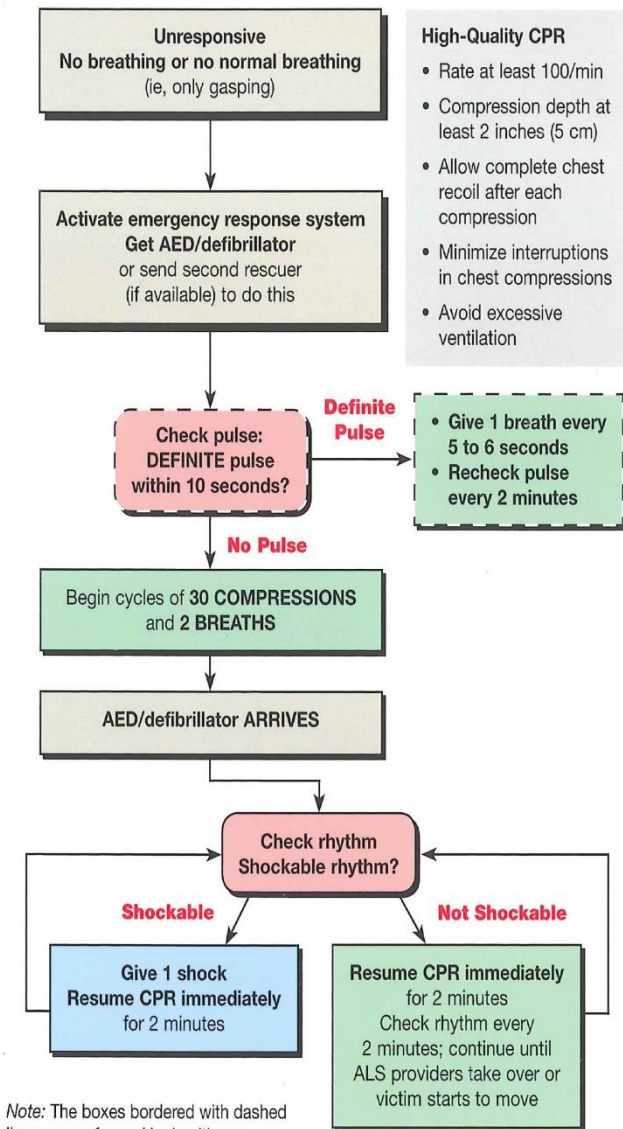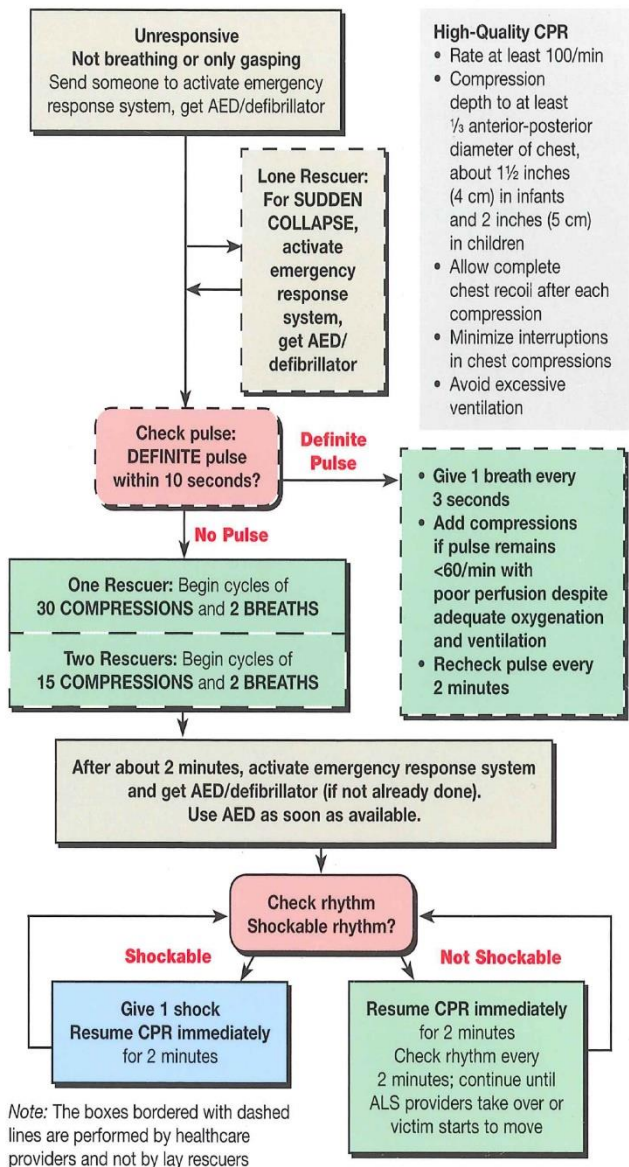
↓

Check pulse:
DEFINITE pulse within 10 seconds?

→ **Definite Pulse** →
- Give 1 breath every 3 seconds
- Add compressions if pulse remains <60/min with poor perfusion despite adequate oxygenation and ventilation
- Recheck pulse every 2 minutes

No Pulse

↓

One Rescuer: Begin cycles of **30 COMPRESSIONS** and **2 BREATHS**

Two Rescuers: Begin cycles of **15 COMPRESSIONS** and **2 BREATHS**

↓

After about 2 minutes, activate emergency response system and get AED/defibrillator (if not already done). Use AED as soon as available.

↓

Check rhythm
Shockable rhythm?

Shockable ↓
Give 1 shock
Resume CPR immediately
for 2 minutes

Not Shockable ↓
Resume CPR immediately
for 2 minutes
Check rhythm every 2 minutes; continue until ALS providers take over or victim starts to move

High-Quality CPR
- Rate at least 100/min
- Compression depth to at least ⅓ anterior-posterior diameter of chest, about 1½ inches (4 cm) in infants and 2 inches (5 cm) in children
- Allow complete chest recoil after each compression
- Minimize interruptions in chest compressions
- Avoid excessive ventilation

Note: The boxes bordered with dashed lines are performed by healthcare providers and not by lay rescuers

A.2   Communications

Communications are critical during a crisis. The primary mode of notifying personnel and students of a crisis is the overhead public address system of each CiTi Campus. Alerts and addresses are primarily delivered from the main office. Secondarily, notification may be made from any campus phone with the proper authorization code.

The best and most accurate communication is done on a face-to-face basis. During a crisis this may not be possible due to geographic location. Portable radios have been issued to key administrative, custodial, and teaching personnel at CiTi campuses, who will be manning evacuation check points.

1. Radio Communications – At Each Campus

    a. During an emergency it is essential that communication channels are not jammed by excessive and conflicting radio traffic. For this reason, the staff assigned a hand radio will use specified channel designations. Channels designated as Emergency and ICS sector shall be used exclusively for that purpose. Auxiliary frequencies have been assigned to facilitate non-emergency communications between departments or other function groups, or to be used as designated by the Incident Commander during an emergency.

        Persons assigned radio communications at each CiTi Campus is described in the Building Level Emergency Response Plan (BLERP) specifically. The District Office will maintain contact with county and local emergency management offices.

2. Parent Communications
    If circumstances permit, the CiTi automated notification system will be used to communicate details about incidences. This system will send text and prerecorded verbal phone messages when activated.

3. Dealing with the Media and Questions from Emotional Parents/Guardians

    a. The Media

        If a staff member receives a request, in person, by phone, or via electronic communications from a media source (i.e., T.V. Station, radio station, etc…) asking for comment regarding a recent event or crisis at any campus, they should **direct any and all inquiries to the CiTi Public Relations Office by Calling: Main (315) 963-4412   OR   (315) 963-4222**

    b. Parents/Guardians

        It is very likely that when a crisis happens at one of CiTi campuses, word will get out to parents/guardians just due to cell phone activities from people involved with the crisis. Response to this situation is typically heavy phone call traffic to the District Office and/or the affected building. A staff member will be designated to answer phones and route calls appropriately. General information, actions and reassurances will be shared by Public Relations on the CiTi website and social media as appropriate.

A.3. Evacuation of Students and Staff with Access and Functional Needs

The purpose of an AEP (Accelerated Education Program) is to establish, rehearse and have on record individualized evacuation plans for students and staff who have conditions which impede their ability to evacuate from a school building. AEPs shall be created when a student or staff member first joins CiTi. Thereafter, AEPs for that individual shall be updated annually, or whenever changing circumstances merit updating.

The person directly assigned to supervise that individual shall complete an AEP form located in the supplemental appendices section of this document. Department administrators are responsible for initiating AEPs by providing copies of this form to assigned staff.

An AEP will identify the student or employee requiring assistance, the reason the person needs assistance, the type of assistance to be provided, the person(s) responsible for providing the assistance and two alternates. It will describe any special arrangements and equipment required to move the individual to the evacuation assembly area specified for their location within the building. Other pertinent information shall be noted in the space provided.

Any student AEP shall have a class schedule and a schedule of any out-of-class services attached to it. Copies of these forms shall be distributed to the following as is applicable:

- Principal/Supervisor
- District Office
- Nurse
- Classroom/Homeroom/Resource Teacher
- Substitute Information Folder
- Security Office (to be incorporated into the DERP folder)
- Evacuation Area Supervisor Attendance Roster

ASSISTED EVACUATION PLAN
For Person with Access or Functional Needs

Person's Name: _____

Building: _____

Teacher/Supervisor: _____   Room: _____

Reason Student/Employee Needs Assistance:

_____

_____

Assistance Given:

_____

_____

Person Responsible:

_____

First Alternate Person Responsible:

_____

Second Alternate Person Responsible:

_____

Special Arrangement Needed at Assembly Area:

_____

_____

Other Pertinent Information:

_____

_____

Attach copy of student/employee class schedule or schedule of out-of-classroom services.

_____

Signature of Person Who Prepared Plan   Date_____

Copies on File: Principal/Supervisor   District Office   Substitute Information Folder
               Nurse   Classroom/ Teacher   District Emergency Response Plan -Security

Circulate information to all special area or class Teachers.
Copy of plan should be kept with class attendance roster/staging area supervisor.

A.4   Crisis Support Services

1. All disasters have some effect on the mental well being of their victims.
2. Normal communications channels may be disrupted, and victims may not be able to contact their relatives.
3. Following a disaster, many victims have intense feelings of guilt, anger, frustration, etc., and may require crisis intervention and/or emotional support to deal with the situation.
4. Rapid deployment of mental health counselors to assist disaster victims and/or grieving family members is essential to address what has happened and to implement effective recovery actions.
5. All crisis-counseling services are voluntary for victims and rescue personnel.

Key Concepts in Disaster Mental Health which this Plan recognizes:
- Everyone is affected.
- Normal people/abnormal situation and circumstances.
- Past coping is a good predictor of current and future behavior.
- Most people pull together.
- Need for practical help/assistance, not "clinical/psychological/therapeutic."
- Reactions may be delayed.
- People do not seek mental health assistance.
- Most people respond to concern.
- Early intervention is key.
- Family/support systems are crucial.
- Flexibility of workers is essential.
- Basic survival.
- Grief over loss of loved ones and possessions.
- Separation anxiety and fear for safety of significant others.
- Need to express thoughts and feelings about their experiences.
- Need to feel one is part of the community and its rebuilding efforts.
- Desire to help others cope.
- Sense of frustration (disaster "bureaucracies" rules, red tape, delays, impersonal, etc.)
- All disasters are local (and political).

Most people are experiencing a **normal response to an abnormal situation.** A specific mental health support response assists disaster survivors to understand their current situation and reactions, review their options, address their need for emotional support and link them with other individuals and agencies who provide services they need. It does not include treatment or medication for people with mental illnesses and/or substance abuse problems. The mental health response principles assume, unless there are contradictory indications, the disaster survivor can resume a productive and fulfilling life following the disaster experience if given support, assistance, and information at a time and in a manner appropriate for the person's experience, age, education, and ethnicity. Mental Health Responders help disaster survivors to understand defense mechanisms such as anger, displacement, etc., and to maximize skills in such domains as communications, problem solving, conflict resolution, time and stress management. Children and adults may have physical, emotional, and psychological reactions to traumatic events, particularly when the events are ongoing. Children may experience the effects of violent or traumatic events differently than adults. Also, for some individuals it may be days or weeks before the effects of such events begin to surface. These could be seen by increased levels of fear, nervousness, anger and/or irritability, sadness, increased use of alcohol in adults, and regressed behavior in children.

B. Hazard Specific Appendices

B1. Harassment, Bullying, and Discrimination:

The District Superintendent, Principal, or designee will lead and/or supervise a thorough investigation of all reports of harassment, bullying, and/or discrimination, and ensure that these investigations are completed promptly after receipt of any such reports. All investigations will be conducted in accordance with law, CiTi 's *Code of Conduct*, and applicable CiTi policies and procedures. In the event allegations involve harassment, bullying, and/or discrimination on the basis of race, color, religion, national origin, sex, sexual orientation, or disability, CiTi may utilize the procedures set forth in Policy #3420 -- Non-Discrimination and Anti-Harassment in the District, and its implementing regulations. Where appropriate, the DAC or other individual conducting the investigation, may seek the assistance of the CiTi Civil Rights Compliance Officer in investigating, responding to, and remedying complaints of harassment, bullying, and/or discrimination.

In the event any investigation reveals harassment, bullying, and/or discrimination, CiTi will take prompt action reasonably calculated to end the harassment, bullying, and/or discrimination, eliminate any hostile environment, create a more positive school culture and climate, prevent recurrence of the behavior, and ensure the safety of the student or students against whom the harassment, bullying, and/or discrimination was directed. These actions will be taken consistent with applicable laws and regulations, CiTi policies and administrative regulations, and collective bargaining agreements, as well as CiTi's *Code of Conduct* and any and all applicable guidelines approved by the Board.

The District Superintendent, Principal, or designee will notify the appropriate local law enforcement agency when it is believed that any incident of harassment, bullying, and/or discrimination constitutes criminal conduct.

The Principal of each primary and secondary program will provide a regular report (at least once during each school year) on data and trends related to harassment, bullying, and/or discrimination to the District Superintendent. This report will be submitted in a manner prescribed by CiTi.

CiTi will annually report material incidents of harassment, bullying, and/or discrimination which occurred during the school year to the State Education Department. This report will be submitted in a manner prescribed by the Commissioner, on or before the basic educational data system (BEDS) reporting deadline, or other date as determined by the Commissioner.

B2. VIOLENT AND DISRUPTIVE BEHAVIOR – [Excerpts from CiTi's Code of Conduct]

5. Description of Levels of Conduct and Levels of Response:

BEHAVIORAL LEVELS

LEVEL 1:	LEVEL 2:	LEVEL 3:
Conduct that is disorderly, insubordinate, lacks integrity, is unkind or disruptive, etc.	Conduct that causes fear, promotes violence, or puts the safety of self or others at risk	Conduct that is illegal, prohibited or could result in action by juvenile justice system

LEVELS OF RESPONSE TO BEHAVIORS

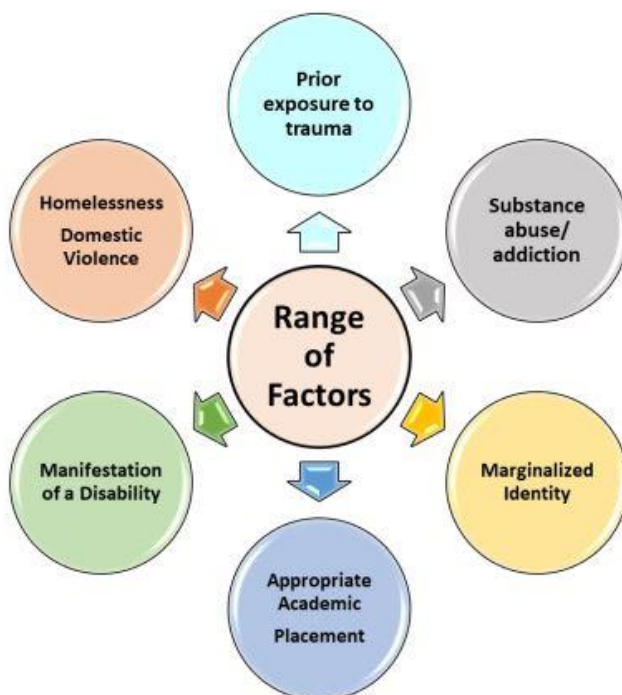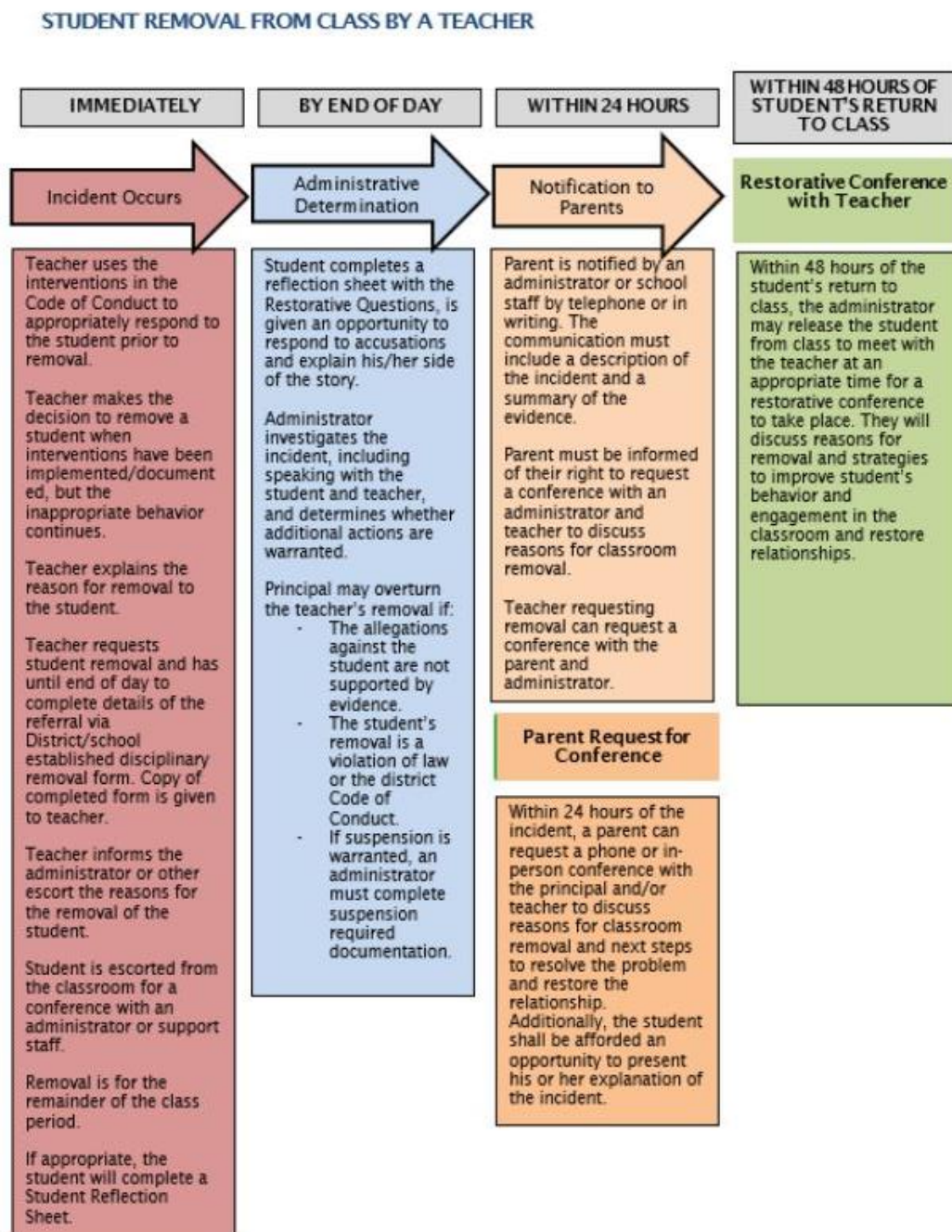| LEVEL 1:	LEVEL 2:	LEVEL 3:
Classroom support and strategies-universal (no or few prior incidents with specific behavior)	Moderate support from teacher, support staff, and administrator	Intensive support from administrators, support staff, component school districts and outside providers

The "level of response" will vary and may or not be progressive, based upon a range of factors. Responses to student behaviors are to be implemented by the classroom team first when appropriate. Teams can implement responses in collaboration with the principal, based on behavior, repeated behavior and/or intensity of behavior. **The principal has the right to <u>modify consequences</u> (reduce minimum or maximum penalties on a case-by-case basis and has the authority to suspend.**

VIOLENT AND DISRUPTIVE BEHAVIOR (continued)

STUDENT REMOVAL FROM CLASS BY A TEACHER

IMMEDIATELY	BY END OF DAY	WITHIN 24 HOURS	WITHIN 48 HOURS OF STUDENT'S RETURN TO CLASS
Incident Occurs	Administrative Determination	Notification to Parents	Restorative Conference with Teacher

Incident Occurs

Teacher uses the interventions in the Code of Conduct to appropriately respond to the student prior to removal.

Teacher makes the decision to remove a student when interventions have been implemented/documented, but the inappropriate behavior continues.

Teacher explains the reason for removal to the student.

Teacher requests student removal and has until end of day to complete details of the referral via District/school established disciplinary removal form. Copy of completed form is given to teacher.

Teacher informs the administrator or other escort the reasons for the removal of the student.

Student is escorted from the classroom for a conference with an administrator or support staff.

Removal is for the remainder of the class period.

If appropriate, the student will complete a Student Reflection Sheet.

Administrative Determination

Student completes a reflection sheet with the Restorative Questions, is given an opportunity to respond to accusations and explain his/her side of the story.

Administrator investigates the incident, including speaking with the student and teacher, and determines whether additional actions are warranted.

Principal may overturn the teacher's removal if:
- The allegations against the student are not supported by evidence.
- The student's removal is a violation of law or the district Code of Conduct.
- If suspension is warranted, an administrator must complete suspension required documentation.

Notification to Parents

Parent is notified by an administrator or school staff by telephone or in writing. The communication must include a description of the incident and a summary of the evidence.

Parent must be informed of their right to request a conference with an administrator and teacher to discuss reasons for classroom removal.

Teacher requesting removal can request a conference with the parent and administrator.

Parent Request for Conference

Within 24 hours of the incident, a parent can request a phone or in-person conference with the principal and/or teacher to discuss reasons for classroom removal and next steps to resolve the problem and restore the relationship. Additionally, the student shall be afforded an opportunity to present his or her explanation of the incident.

Restorative Conference with Teacher

Within 48 hours of the student's return to class, the administrator may release the student from class to meet with the teacher at an appropriate time for a restorative conference to take place. They will discuss reasons for removal and strategies to improve student's behavior and engagement in the classroom and restore relationships.

16. Timeout, Physical Restraint, & Corporal Punishment:

Time Out & Physical Restraint
CiTi BOCES prohibits the use of corporal punishment, aversive interventions, and seclusion. CiTi BOCES authorizes the limited use of timeout and physical restraint in schools to address student behaviors subject to conditions in law, regulation, and the board policy.

VIOLENT AND DISRUPTIVE BEHAVIOR (continued)

Physical restraint shall only be used in a situation in which immediate intervention involving the use of reasonable physical force is necessary to prevent imminent danger of serious physical harm to the student or others.

   (i)   The type of physical restraint used shall be the least restrictive technique necessary and be discontinued as soon as the imminent danger of serious physical harm has resolved.
   (ii)   Physical restraint shall never be used in a manner that restricts the student's ability to breathe or communicate or harms the student.
   (iii)   The use of prone restraint is prohibited.
   (iv)   Physical restraint shall not be used as a planned intervention on a student's individualized education program, Section 504 accommodation plan, behavioral intervention plan, or other plan developed for a student by the school.
   (v)   Physical restraint shall not be used to prevent property damage except in situations where there is imminent danger of serious physical harm to the student or others and the student has not responded to positive, proactive intervention strategies.
   (vi)   Physical restraints shall be administered only by staff who have received appropriate training.
   (vii)   Following a physical restraint, if an injury has been sustained or believed to have been sustained, the school nurse, pursuant to section 902(2)(b) of the Education Law or other medical personnel (i.e., physician, physician assistant, or a nurse practitioner) shall evaluate the student to determine and document if any injuries were sustained during the incident.
   Please read the board policy in its entirety.

Corporal Punishment
Corporal punishment is any act of physical force upon a student to punish them. It includes actions such as hitting, spanking or physically disciplining a student. Corporal punishment of any student by any District employee is strictly forbidden and as of October 25, 2023, it is prohibited in every school within the state of New York and is classified as child abuse (Education Law §1125 and §305).

It is important to note that corporal punishment does not include the use of physical restraints required to protect the student, another student, teacher, or any other person from physical injury when alternative procedures and methods not involving the use physical restraint cannot reasonably be employed to achieve these purposes [8 NYCRR §19.5(b)(2)]. Schools must maintain documentation of every physical restraint. Physical restraint may not be used as a planned intervention and prone restraint (face down) is never allowed.

The District will submit a report of all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner's regulations on a semiannual basis.

Investigation of Complaints about Corporal Punishment
Any complaint about the use of corporal punishment shall be submitted in writing to the Superintendent of Schools. This written complaint will be forwarded to the school attorney within seven (7) days. The Superintendent will investigate the complaint to determine whether an incident actually took place, and if so, to determine the identity of the person or persons who administered the punishment, the identity of the student or students punished, the reasons for the action and any other relevant facts or circumstances. This investigation's results will be forwarded to the school attorney upon completion for further review.

17. PINS Petitions/Juvenile Delinquency/Human Services Agencies/Outside Referrals

The district may file a PINS (Person in Need of Supervision) petition in Family Court on any student under the age of 18 who demonstrates that he or she requires supervision and treatment by:
   •   Being habitually truant and not attending school as required by part one of Article 65 of the Education Law;
   •   Engaging in an ongoing or continual course of conduct which makes the student ungovernable or habitually disobedient and beyond the lawful control of the school; or

VIOLENT AND DISRUPTIVE BEHAVIOR (continued)

- Knowingly and unlawfully possessing marijuana in violation of Penal Law §221.05. A single violation of §221.05 will be a sufficient basis for filing a PINS petition.

This means a judge may get involved if a student often breaks serious rules and will not listen to adults at the school and/or their parents.

The superintendent is required to refer the following students to the county attorney for a juvenile delinquency proceeding before the Family Court:
- Any student under the age of 16 who is found to have brought a weapon to school;
- Any student 14 or 15 years old who qualifies for juvenile offender status under the Criminal Procedure Law §1.20 (42); or
- Any student age 16 and older or any student 14 or 15 years old who qualifies for juvenile offender status to the appropriate law enforcement authorities.

The counseling office/social worker/psychologist/behavior specialist shall handle all referrals of students to counseling and will work with site staff to refer families for support from social/human services, and outside agencies when necessary.

Child Protective Services: All legally mandated reporters are required by law to report suspected child abuse or neglect to the Child Protective Services.

Red Flag Law: When a principal believes that a student is likely to engage in conduct that may result in serious harm to himself/herself or others, after consultation with the Superintendent of Schools and the School Attorney, the Principal may seek a Temporary and/or Final Extreme Risk Protection Order to prohibit a student's access to weapons.

18. Student Searches and Questioning

A. Role of School Authorities:
School authorities have the right to question students and search their belongings if they have a good reason and/or reasonable suspicion. Students are not entitled to any sort of "Miranda" - type warning before being questioned by school officials, nor are school officials required to contact a student's parent before questioning the student. However, school officials will tell all students why they are being questioned. They also may use trained dogs to find drugs or explosives.

When they search, they consider:
- The student's age
- The student's history at school
- How serious the problem is
- How urgent the situation is
- How important the information needed is
- How reliable the information leading to the search is

B. Student Response:
To maintain order and discipline in the schools and to protect the safety and welfare of students and school personnel, school authorities may search a student, student lockers, or student automobiles and may seize any illegal, unauthorized, or contraband materials discovered in the search. A student's failure to permit searches or answer questions will be considered grounds for disciplinary action.

C. Privacy Expectations:
Students shouldn't expect privacy in school lockers, desks, or other storage spaces. These are for temporary storage of school items, are considered school property and can be searched at any time if necessary.

VIOLENT AND DISRUPTIVE BEHAVIOR (continued)

D. Working with Law Enforcement:
School staff work with the police. Police can be called to investigate crimes at school or during school events. When police question students at school, they must follow the law and respect students' rights.

E. Testing Vaping Devices
In the event a school official legally confiscates a vaping device from a student and the school official has reasonable individualized suspicion that the vaping device contains marijuana, THC, or any other illicit drug, the school official shall have the authority to test said device to determine if it contains any of those substances. If the test of the vaping device confirms the presence of marijuana, THC, or any other illicit drug, the student will face disciplinary consequences as outlined in this Code of Conduct.

F. Questioning of Students Suspected of Possessing or Consuming Alcohol or Illegal Substances
All authorized district staff have the authority to investigate the suspected consumption or use of alcohol or illegal substances on school property or at a school function. Such investigations may include (but are not limited to):
  • Searching student lockers, desks, and other storage spaces
  • Searching student clothing
  • Questioning students
  • Conducting prescreening tests (e.g. examining coordination, mannerisms, speech) and • Using hand-held breath test devices
The school nurse may be involved in the questioning/search procedures if necessary.

F. Documentation of Searches
The authorized school official conducting the search shall be responsible for promptly recording the following information about each search:

> Name, age and grade of student searched.
> Reasons for the search.
> Name of any informant(s).
> Purpose of search (i.e., what item(s) were being sought).
> Type and scope of search.
> Person conducting search and his/her title and position.
> Witnesses, if any to the search. Should have one adult witness.
> Time and location of search.
> Results of search (i.e., what item(s) were found).
> Disposition of items found.
> Time, manner and results of parental notification.

The Principal or his/her designee shall be responsible for the custody, control and disposition of any illegal or dangerous item taken from a student. The Principal or his/her designee shall clearly label each item taken from the student and retain control of the item(s) until the item(s) is turned over to the police. The Principal or his/her designee shall be responsible for personally delivering dangerous or illegal items to police authorities.

NY State Education Department Students with Disabilities
IDEA 2004 Model Forms: Procedural Safeguards Notice (MS Word) (nysed.gov)

19. Discipline- Students with Disabilities
CiTi BOCES follows the NY State Education Department Students with Disabilities and the IDEA 2004 Model Forms: Procedural Safeguards Notice (MS Word) (nysed.gov) guidelines.

In addition to the suspension procedures that appear in Section 12, page 37, which apply to all students in New York State, there are additional procedures and protections that apply to students with disabilities, these can be found in the student code of conduct pages 35-37.

B3. Public Health Emergency Plan

Promulgation

This plan has been developed in accordance with the amended New York State Labor Law section 27‑c and New York State Education Law paragraphs k and l of subdivision 2 of section 2801‑a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable. This plan has been developed with the input of the Supportive Staff Employees, Middle Managers, and Coordinators Associations, as required by the amended New York State Labor Law.

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

Purpose, Scope, Situation Overview, and Assumptions

Purpose

This plan has been developed in accordance with the amended New York State Labor Law section 27‑c and New York State Education Law paragraphs k and l of subdivision 2 of section 2801‑a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable. These laws were amended by the passing of legislation S8617B/A10832 signed by the Governor of New York State on September 7, 2020, requires public employers to adopt a plan for operations in the event of a declared public health emergency involving a communicable disease. The plan includes the identification of essential positions, facilitation of remote work for non-essential positions, provision of personal protective equipment, and protocols for supporting contact tracing.

Scope

This plan was developed exclusively for and is applicable to CiTi. This plan is pertinent to a declared public health emergency in the State of New York which may impact our operations; and it is in the interest of the safety of our employees and contractors, and the continuity of our operations that we have promulgated this plan.

Situation Overview

On March 11, 2020, the World Health Organization declared a pandemic for the novel coronavirus which causes the COVID-19 severe acute respiratory syndrome. This plan has been developed in accordance with amended laws to support continued resilience for a continuation of the spread of this disease or for other infectious diseases which may emerge and cause a declaration of a public health emergency.
The health and safety of our employees and contractors is crucial to maintaining our mission essential operations. We encourage all employees and contractors to use CDC Guidance for Keeping Workplaces, Schools, Homes, and Commercial Establishments Safe. The fundamentals of reducing the spread of infection include:

- Using hand sanitizer and washing hands with soap and water frequently, including:
  - After using the restroom
  - After returning from a public outing
  - After touching/disposing of garbage

  - After using public computers, touching public tables, and countertops, etc.

- Practice social distancing when possible.
- If you are feeling ill or have a fever, notify your supervisor immediately and go home.
- If you start to experience coughing or sneezing, step away from people and food, cough, or sneeze into the crook of your arm or a tissue, the latter of which should be disposed of immediately.
- Clean and disinfect workstations at the beginning, middle, and end of each shift.

Other guidance which may be published by the CDC, the State Department of Health, or County health officials.

Planning Assumptions

This plan was developed based on information, best practices, and guidance available as of the date of publication. The plan was developed to largely reflect the circumstances of the current Coronavirus pandemic but may also be applicable to other infectious disease outbreaks.

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

- The health and safety of our employees and contractors, and their families, is of utmost importance.

- The circumstances of a public health emergency may directly impact our own operations.
- Impacts of a public health emergency will take time for us to respond to, with appropriate safety measures put into place and adjustments made to operations to maximize safety.
- The public and our constituency expect us to maintain a level of mission essential operations.
- Resource support from other jurisdictions may be limited based upon the level of impact the public health emergency has upon them.
- Supply chains, particularly those for personal protective equipment (PPE) and cleaning supplies, may be heavily impacted, resulting in considerable delays in procurement.
- The operations of other entities, including the private sector (vendors, contractors, etc.), non-profit organizations, and other governmental agencies and services may also be impacted due to the public health emergency, causing delays or other disruptions in their services.
- Emergency measures and operational changes may need to be adjusted based upon the specific circumstances and impacts of the public health emergency, as well as guidance and direction from public health officials and the governor.
- Per S8617B/A10832, 'essential employee' is defined as a public employee or contractor that is required to be physically present at a work site to perform their job.
- Per S8617B/A10832, 'non-essential employee' is defined as a public employee or contractor that is not required to be physically present at a work site to perform their job.

Concept of Operations

The District Superintendent or designee, holds the authority to execute and direct the implementation of this plan. Implementation, monitoring of operations, and adjustments to plan implementation may be supported by additional personnel, at the discretion of the District Superintendent.

Upon the determination of implementing this plan, all employees and contractors of CiTi shall be notified through multiple modalities (including phone call, email, and/or web posting) with details provided as possible and necessary, with additional information and updates provided on a regular basis. All stakeholders (faculty, staff, parents, students, and component district personnel) will also be notified of pertinent operational changes by way of multiple modalities (including phone call, email, and/or web posting). Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The District Superintendent will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The District Superintendent or designee, will maintain awareness of information, direction, and guidance from public health officials and the Governor's office, directing the implementation of changes as necessary.

Upon resolution of the public health emergency, the District Superintendent or designee, will direct the resumption of normal operations or operations with modifications as necessary.

Mission Essential Functions

When confronting events that disrupt normal operations, CiTi is committed to ensuring that essential functions will be continued even under the most challenging circumstances.

Essential functions are those functions that enable an organization to:
1. Maintain the safety of employees, contractors, and our constituency.
2. Provide vital services.
3. Provide services required by law.
4. Sustain quality operations.
5. Uphold the core values of CiTi.

CiTi has identified as critical only those priority functions that are required or are necessary to provide vital services. During activation of this plan, all other activities may be suspended to enable the organization to concentrate on providing the critical functions and building the internal capabilities necessary to increase and eventually restore operations. Appropriate communications with employees, contractors, our constituents, and other stakeholders will be an ongoing priority.

Essential functions are prioritized according to:

- Time criticality
- Interdependency
- Recovery sequence of essential functions and their vital processes

The following are the mission essential functions for CiTi that will continue even if the district suspends all other activity. Priority 1 identifies the most essential of on-site functions, with priority 2 identifying functions that are essential, but mostly able to be performed remotely if needed.

Essential Function	Description	Priority
Communications	The District Superintendent or Designee will lead all communications with all stakeholders to keep them informed on a weekly/bi-weekly basis.	1
Health & Safety	The organization will review the number of staff and students allowed to work in-person safely. CiTi will take into consideration factors including CDC and DOH guidance, social distancing, personal protective equipment, safe transportation, hygiene practices, cleaning and disinfectant supplies, and building safety and security.	1
Technology	The organization will provide all hardware and software for students and staff so that they may work in-person or virtually to continue delivery of educational programs in compliance with state and federal regulations.	1
Business Office	The organization will maintain administrative functions including payroll, purchasing, accounts payable, billing, and grant reporting. Printing and courier services will continue as needed.	1
Human Resources	The organization will continue to operate its Human Resources Department so that it can fill faculty and staff positions as needed and ensure that current employees are provided with necessary information and support.	2
Teaching and Learning	The organization will provide all students with educational program that provides all required services to all students, including those with IEPs and 504 plans, through in-person, hybrid, or remote learning models individualized to each student's needs.	2
Student Support	The organization will prioritize social-emotional wellbeing for both students and staff. CiTi will coordinate with component districts to ensure students receive all necessary services while working remotely.	2

Essential Positions

Each essential function identified above requires certain positions on-site to effectively operate. *The table below identifies the positions or titles that are essential to be staffed on-site for the continued operation of each essential function.* Note that while some functions and associated personnel may be essential, some of these can be conducted remotely and do not need to be identified in this section. As circumstances dictate, other staff members may be required to work in-person as determined by program administrators and supervisors.

On-Site Table

Essential Function	Essential Positions/Titles	Justification for Each
Health & Safety	• Director of Facilities • Safety & Risk Coordinator • Custodial Workers • Maintenance Mechanics	Organization buildings will need to be thoroughly cleaned and sanitized. CiTi staff will distribute PPE, care for PPE supplies, and provide training on the proper use of PPE. CiTi properties will need to be maintained. At times, Administrative staff may work remotely.
Business Office Operations	• Coordinator of Business Operations • Principal Account Clerks & Senior Account Clerks • Treasurer • School Purchasing Officer • Printer's Assistant / Messenger • Assistant Print Machine Operator	The Business Office's essential functions will continue without interruption, including: Payroll, Billing, Accounts Payable, Financial Aid, Grants Filing & Reporting, Purchasing, Bid Preparation & Distribution, and Printing and Courier services. At times, these employees may work remotely.
Day-to-Day Operations	• Program Administrators • Clerical Staff	CiTi will staff offices as-needed basis to ensure the organization and buildings are running properly and to facilitate communication with stakeholders. At times, these employees may work remotely.
Technology Coordination	• Director of Instructional Technology • Asst. Director of Technology • Project Manager • LAN Administrator • Assistant LAN Administrators • LAN Technicians • CSA Technicians	The IT Director establishes all priorities for IT tasks and organizes staff. IT staff members provide support in distributing and setting up hardware and software, as well as maintain network management and HelpDesk services. At times, these employees may work remotely.

Reducing Risk Through Remote Work and Staggered Shifts

Through assigning certain staff to work remotely and by staggering work shifts, we can decrease crowding and density at work sites and on public transportation.

Remote Work Protocols

Non-essential employees and contractors able to accomplish their functions remotely will be enabled to do so at the greatest extent possible. Working remotely requires:

1. Identification of staff who will work remotely. All staff members not identified in the Essential Positions chart above can work remotely, subject to approval.

2. Approval and assignment of remote work

a. Under the general direction of the <u>District Superintendent, immediate supervisors and administrators</u> will approve faculty and staff to work remotely.
   b. Faculty and staff may be required to work a select number of days or hours in-district based upon need.
   c. Hours per week for remote work will be determined based on need for in-person / remote work.

3. Equipping staff for remote work, which may include:

   a. Internet capable laptop.
   b. Necessary peripherals.
   c. Access to VPN and/or secure network drives.
   d. Access to software and databases necessary to perform their duties.
   e. A solution for telephone communications
      - Note that phone lines may need to be forwarded to off-site staff.

Staggered Shifts

Implementing staggered shifts may be possible for personnel performing duties which are necessary to be performed on-site but perhaps less sensitive to being accomplished only within core business hours. As possible, management will identify opportunities for staff to work outside core business hours as a strategy of limiting exposure. Staggering shifts requires:

1. Identification of positions for which work hours will be staggered.

Operations & Maintenance	O & M workers may be required to work shifts different than normally assigned.
District Level / Central Office Staff	The district will staff offices as-needed basis to ensure the district and program sites are running properly.
Instructional Technology Staff	The IT offices will be staffed in a way that ensures continuous operation of the network, infrastructure, and systems.

2. Approval and assignment of changed work hours.
   a. The <u>District Superintendent</u> will approve the above departments to work staggered hours.

Personal Protective Equipment

The use of personal protective equipment (PPE) to reduce the spread of infectious disease is important to supporting the health and safety of our employees and contractors. PPE which may be needed can include:
   - Masks
   - Face shields and/or protective eyewear
   - Gloves
   - Disposable gowns and aprons

Note that while cleaning supplies are not PPE, there is a related need for cleaning supplies used to sanitize surfaces, as well as hand soap and hand sanitizer. The Coronavirus pandemic demonstrated that supply chains were not able to keep up with increased demand for these products early in the pandemic. As such, we are including these supplies in this section as they are pertinent to protecting the health and safety of our employees and contractors.

Protocols for providing PPE include the following:

1. Identification of possible need for PPE based upon job duties and work location.

Nurses & staff with health conditions	Face masks, eye protection, face shields, disposable gloves, disposable gowns, and N95, KN95, P100 respirators as needed
All other faculty and staff	Face masks and eye protection, face shields, disposable gloves, and disposable gowns as needed depending on assignment
Contractors	Face masks
Students	Face masks

2. Procurement of PPE
   a. As specified in the amended law, CiTi will provide each required type of PPE to each essential employee and contractor during any given work shift for durations as dictated by local, state and federal agencies.
   b. The CiTi Board of Education will adopt resolutions as needed to facilitate emergency purchases.

3. Storage of, access to, and monitoring of PPE stock
   a. PPE will be stored in a manner which will prevent degradation, as determined by the Director of Facilities.
   b. Employees and contractors must have immediate access to PPE in the event of an emergency
   c. The supply of PPE will be monitored by the Director of Facilities to ensure integrity and to track usage rates.
   d. Additional PPE will be ordered when supplies decrease and/or supply chains are operational.

Staff Exposures, Cleaning, and Disinfection

Staff Exposures

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

A. CiTi may elect to establish a Coordinator position to monitor and track employee exposures, guide and track staff through quarantine and isolation protocols, and perform and track contact tracing.

B. If employees or contractors are exposed to a known case of communicable disease that is the subject of the public health emergency (defined as a 'close contact' with someone who is confirmed infected, which is a prolonged presence within six feet with that person):

1. Employees or contractors who do not have symptoms:

   a. Should remain at home or in a comparable setting and practice social distancing for durations as defined by local, state and federal agencies.

    b. Shall inform their supervisors as soon as possible.

    c. When possible, these employees will be permitted to work remotely during this period.

    d. Supervisors must inform the Coordinator and relevant Directors/Admin. immediately.

    e. The Coordinator will ensure that correct protocols are followed.

    f. See the section titled Documentation of Work Hours and Locations for additional information on contact tracing.

2. If an employee or contractor exhibits symptoms:

    a. If at work, shall be immediately separated from other employees, students, visitors, and be sent home with a recommendation to contact their physician.

    b. If home, shall notify their supervisor and stay home, with a recommendation to contact their physician.

    c. They shall inform the Coordinator to ensure that all required protocols are followed.

    d. Shall not return to work until they have met the criteria to discontinue home isolation per CDC/public health guidance and have consulted with a healthcare provider.

    e. CiTi will not require sick employees to provide test results or a healthcare provider's note to qualify for sick leave or return to work, unless there is a recommendation from the CDC/public health officials and/or a healthcare professional to do so.

    f. Local, State and Federal agencies guidance relative to return to work shall be followed.

3. If an employee or contractor has tested positive:

    a. Apply the steps identified in item B, above, as applicable.

    b. In accordance with Local, State and Federal guidelines areas occupied for prolonged periods of time by the subject employee or contractor will be closed off.
        i. For indicated durations before cleaning, disinfecting, and reoccupation of those spaces. If this timeframe is not feasible, a period as close to the identified duration as possible will be implemented.
        ii. Any common areas entered, surfaces touched, or equipment used shall be cleaned and disinfected immediately.
        iii. See the section on Cleaning and Disinfection for additional information.

    c. Identification of potential employee and contractor exposures will be conducted.
        i. The Coordinator shall inform all contacts, including the local DOH, of their possible exposure. Confidentiality shall be maintained as required by HIPAA regulations.
        ii. Apply the steps identified in item B, as applicable, for all potentially exposed personnel.
        iii. <u>The Coordinator, the Assistant Superintendent of Human Resources, Student Program Directors, and the Assistant Superintendent of Student Programs</u> must be notified in these circumstances to ensure that these protocols are followed.

The organization recognizes there may be nuances or complexities associated with potential exposures, close contacts, symptomatic persons, and those testing positive. CiTi will follow CDC/public health recommendations and requirements and coordinate with the local public health office for additional guidance and support as needed.

Cleaning and Disinfecting

CDC/public health guidelines will be followed for cleaning and disinfection of surfaces/areas. Likely elements for routine cleaning during a public health emergency include:

1. Employees and contractors cleaning their own workspaces at a minimum in the beginning, middle, and end of their shifts.
2. High traffic/high touch areas and areas which are accessible to the public/constituents will be disinfected at least hourly.
3. The Director of Facilities will supervise the cleaning of all common areas and determine the frequency of cleaning these areas.
4. Staff tasked with cleaning and disinfecting areas will be issued and required to wear PPE appropriate to the task.
5. Soiled surfaces will be cleaned with soap and water before being disinfected.
6. Surfaces will be disinfected with products that meet EPA criteria for use against the virus in question and which are appropriate for that surface.
7. Staff will follow instructions of cleaning products to ensure safe and effective use of the products.

Employee and Contractor Leave

Public health emergencies are extenuating and unanticipated circumstances in which CiTi will endeavor to reducing the burden on our employees and contractors. This policy may be altered based upon changes in law or regulation, as applicable. Any mandated leave policies from NY State or the federal government will be communicated and extended to CiTi employees. In applicable circumstances, employees may use their contractual leave time.

Additional provisions may be enacted based upon need and the guidance and requirements in place by federal and state employment laws, FMLA, executive orders, and other potential sources.

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

Documentation of Work Hours and Locations

In a public health emergency, it may be necessary to document work hours and locations of each employee and contractor to support contact tracing efforts. Identification of locations shall include on-site work, off-site visits. This information may be used by CiTi and will be shared with the local DOH as required. Employees are required to use tracking tools provided by CiTi to assist with contact tracing.

Housing for Essential Employees

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

If such a need arises, hotel rooms are expected to be the most viable option. If hotel rooms are for some reason deemed not practical or ideal, or if there are no hotel rooms available, CiTi will coordinate with the Oswego County Department of Health Emergency Management Office to help identify and arrange for these housing needs. The District Superintendent or Designee will communicate with the DOH as needed to arrange for emergency housing.

B4. Radiological Emergency

Note: This response action is detailed in the Building Level Emergency Response Plan.

There are three nuclear reactors within ten miles of the CiTi campus. These guidelines are consistent and made in conjunction with the Oswego County Radiological Emergency Preparedness Plan (REPP). CiTi Administration receives regular updates to the plan from the Oswego County Emergency Management Office. (The Radiological Emergency Distribution plan of Potassium Iodide (KI) Tables is located in all BLERP binders on campus)

In the event of an incident at one of the three reactors at Nine Mile Point, Oswego County Emergency Management Office will notify the <u>District Superintendent or designee</u>. Instructions will be given at that time on the need to shelter in place or evacuate.

1. School in session
   a. Faculty, staff and students should be instructed to go inside or remain indoors. Staff should also be instructed to close any open window, door, and the heating and air conditioning system should be shut down and wait for further instructions.
   b. If it becomes necessary to shelter in place; students, faculty and staff will be notified via an announcement.
   c. A decision may also be made for early dismissal of students, staff and faculty, This notification will also be made via announcement.
   d. If it becomes necessary to evacuate, students will be transported to the Reception Center at the NYS Fairgrounds where family reunification will be coordinated.
   e. All information alerts shall be monitored.
   f. Recommendation to take Potassium Iodide (KI)
      - Recommendation to ingest KI will be given through the <u>District Superintendent or designee</u> who have been advised through the Emergency Alert System or the Oswego County Emergency Management Office (School Liaison Officer in the Emergency Operations Center {EOC}).

Potassium Iodide (KI) Information and Dosage:

Potassium iodide (KI) is a chemical compound that can be used to protect the thyroid gland from possible radiation injury caused by radioactive iodine (radioiodine). A severe accident at a commercial nuclear power plant may result in the release of radioactive isotopes (radioactive materials), including radioiodine. Communities within a 10-mile radius of a nuclear facility, known as the Emergency Planning Zone (EPZ) are at risk for exposure to isotopes that may be present. Since iodine concentrates in the thyroid gland, inhalation or ingestion of food contaminated with radioiodine can lead to radiation injury to the thyroid. This includes the risk of thyroid cancer and other thyroid diseases. Infants and children are the group with the highest risk. Pregnant and lactating women are also at high risk. Adults between 18 and 40 have a slightly lower risk and adults over 40 have the lowest risk.

Potassium iodide should not be administered to those with an allergy to iodine and those students who have been opted out by their parents.

Recommended dosages (NYSDOH) are shown in the table below (on the next page

Recommended Doses of KI for Different Age Groups		
Age Group	KI Dosage	Number of 65-mg tablets
Adults over 18 years	130 mg	2
Over 12 -18 years and over 150 pounds	130 mg	2
Over 12 -18 years and less than 150 pounds	65 mg	1
Over 3 -12 years	65 mg	1
Over 1 month to 3 years	32 mg	1/2
Birth to 1 month	16 mg	1/4

A sufficient amount of KI is stockpiled by CiTi to cover the immediate needs of all students, adult staff and faculty. At the beginning of the school year each student will receive a Potassium Iodide (KI) Form for their parents to fill out. (Recommend this action be completed as students may develop an allergy that they didn't previously have) Students enrolling later in the year will also receive a form. The purpose of this form is to certify whether or not the parent wishes their child to receive potassium iodide in the event of a radiological emergency. If the form is not returned and KI use is recommended by health officials, the student will receive KI.

B5.   Other Hazard-specific Scenarios

Note: Scenarios listed below are not exclusive and response actions for these are detailed in the Building Level Emergency Response Plan.

a. ABDUCTION / LOST STUDENT
b. BOMB THREAT
c. BUS COLLISION
d. CHEMICAL OR BIOHAZARDOUS MATERIAL
e. EARTHQUAKE
f. FIRE / EXPLOSION
g. GAS LEAK
h. HOSTAGE SITUATION
i. MEDICAL EMERGENCIES
j. POWER FAILURE
k. TORNADO/SEVERE THUNDERSTORMS
l. TRESPASSER / INTRUDER (ARMED)
m. WEAPONS
n. SHELTER IN PLACE
o. EARLY DISMISSAL
p. EVACUATION TO RECEPTION CENTER-LOCATED AT NYS FAIRGROUNDS

C. Continuity of Operations Plan (COOP)

Preface

This Continuity of Operations (COOP) Plan (herein referred to as the "COOP" provides approved guidance for personnel of the CiTi to ensure that the District maintains the capability to fulfill all of its assigned essential functions during and after crisis situations.

1.0   INTRODUCTION

   1.1   Purpose

   The purpose of this Continuity of Operations Plan (COOP) is to guide Readiness and Emergency Management Planning Team members and Safety Team members in responding to emergencies through sustaining functions identified as critical for the CiTi.

   1.2   Scope

   This COOP is designed to provide guidance to faculty, staff, and students, focusing on the first 24 hours surrounding a disaster. Those CiTi employees working in alternative locations should follow local school district and building guidelines.

   1.3   Planning Process

   The District-Wide School Safety team has adopted a planning process that addresses an "all hazards" planning approach, through identification of critical functions necessary to sustain the CiTi mission and campus.

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7	Phase 8
Create plans & procedures that address all-hazards assumptions	Identify critical functions and services	Identify key personnel and orders of succession	Provide data support systems/vital records	Identify alternate facilities	Identify communica-tion systems and emergen-cy contact information	Reinforce by education, training and exercise programs	REVIEW COOP ANNUALLY

   1.4   Plan Maintenance

   The following plan review, risk assessment and mitigation processes should be conducted annually to assess threat and develop strategies to prevent and/or mitigate risk.

Activity	Tasks	Frequency
Plan update and certification	Review entire plan for accuracy. Incorporate lessons learned and changes in policy and philosophy. Manage distribution.	Annually

Activity	Tasks	Frequency
Maintain orders of succession and delegations of authority	Identify current incumbents. Update rosters and contact information.	Annually
Maintain alternate location readiness	Check all systems. Verify accessibility. Cycle supplies and equipment, as necessary.	Semiannually
Monitor and maintain vital records program	Monitor volume of materials. Update and remove files.	Ongoing
Revise COOP Checklists and contact information for essential personnel	Update and revise COOP Checklists. Confirm and update essential personnel information.	Ongoing

1.5 Responsibilities

1.5.1 District Superintendent

The District Superintendent is responsible for participating in the planning for major events and supporting the COOP. This includes policy direction, guidance, and objectives during an incident.

1.5.2 District Superintendent's Designee

The designee of the District Superintendent is responsible for the preparation, relevance, and accuracy of the plan. They work closely with internal and external stakeholders to prepare for the activation of the plan. This also includes development, coordination and management of all activities required for CiTi to perform its essential functions during an event or other situation that would disrupt normal operations.

1.5.3 COOP Coordinator

The COOP Coordinator, appointed by the District Superintendent during an event, is responsible for the implementation of the COOP plan and initiating appropriate notifications inside and outside of the institution when the plan is put into affect. The Coordinator provides direction in preparing the alternate site in an effort to provide for the smooth transition of supervision and operations from the primary location(s) to the alternate location. They also coordinate appropriate lodging, food, and other arrangements with the alternate facility location, if appropriate, for faculty, staff and students.

2.0 GOALS AND OBJECTIVES

2.1 This plan is designed to establish guidelines for the continuation of essential functions. Furthermore to identify threats and vulnerabilities to supplement the Mitigation Plan. It is the mitigation plan that will prioritize vulnerabilities and provide a strategy to mitigate risk.

2.2 The objectives to meet this goal are to:

2.2.1 Maintain a current and accurate list of responsible individuals for every critical function and list at least one successor.

2.2.2 Establish redundant systems, when appropriate, to maintain continuity of operations.

2.2.3 Protect essential facilities, equipment, records, and other assets.

2.2.4 Foster employee mitigation efforts to expedite the recovery process and minimize impact and duration of incidents.

3.0 ESSENTIAL FUNCTIONS

3.1 The essential functions section includes a list of the organization's prioritized essential functions and activities that must be continued.

3.2 List of Essential Functions

Responsible Party	Function	Significance
ALL	Accountability	Quickly and accurately accounting for all staff and students.
Administration	Leadership	Provide insight, guidance and approval.
Instructional Technology	Infrastructure & data availability & integrity	Information retention, Data for critical functions such as payroll.
	Hardware replacement	Acquisition of hardware to allow for completion of critical functions
Business Office	Procurement	Allows for the acquisition of needed resources.
	Payroll	Allows for the continuous pay of employees to aid in personal recovery and maintain focus.
	Accounts Receivable	Maintains business continuity and allows for the processing of funds.
	Accounts Payable	Supports procurement in meeting obligations.
Operations and Maintenance	Power distribution	Maintaining critical functions such as potable water supply, telephone and fire detection service.
	Heat and hot water	Critical function required for occupation of the building
	Fire detection system	Critical function required for occupation of the building
	Communications: Telephones	Critical function required for occupation of the building
	Snow Removal	Critical function required to maintain occupation of the building.

4.0   CONCEPT OF OPERATIONS

   4.1   Activation and Relocation

      4.1.1   The COOP may be activated by the <u>District Superintendent</u> when it is deemed necessary. In the absence of the <u>District Superintendent</u>, Authority is expressly delegated by the District Superintendent for decision making relative to the implementation of the COOP in accordance with the District-wide School Safety Plan Line of Succession (8.2.1). Any student or staff member may activate an emergency evacuation by pulling the nearest fire alarm when they deem it necessary to protect lives of others.

Successors to the Superintendent during a crisis.		
1.	1	Asst. Superintendent for Admin. Services
2.	2	Asst. Superintendent for Instruction
3.	3	Asst. Superintendent for Human Resources
4.	4	Director of College and Career Education

      4.1.2   When an evacuation of an area, building or the campus becomes necessary, students and staff will be notified via the fire alarm system or a general announcement. Students, staff, and administrators shall exit their respective spaces in an orderly fashion, assisting anyone who requires additional help as needed. Students and staff shall report to their respective evacuation areas and be counted for the personal accountability report.

   4.2   Relocation and Alternate Facilities Operation

      4.2.1   Depending on which CiTi Campus is affected by an emergency, evacuation locations will differ. Specific evacuation and relocations instructions are in each campus's building-level emergency response plan (BLERP).

      4.2.2   Go – Kits will be created by those personnel identified for critical functions in the COOP operation. These go-kits will be stocked and checked for readiness periodically and in conjunction with changes in the Preparedness Advisory Level,

      4.2.3   Vital records, file and databases must be accessible at the alternate location. The schedule of vital records can be found in appendix 1.2.

      4.2.4   During an activation, the district needs to identify the core functions and processes that must be maintained to ensure the ongoing operation of the organization. Some functions may be placed on hold in the event of a pandemic to sustain a base level of operations. Core functions are listed in figure 3.2a.

   4.3   Reconstitution

      4.3.1   The <u>District Superintendent or other authorized person</u> determines when the emergency has ended, and that reoccupation of the facility is safe and lawful. This may include a certificate of occupancy from local code enforcement officials.

4.3.2 The <u>Assistant Superintendent of Administrative Services, or designee</u>, will serve as the Reconstitution Manager to work with the operations and maintenance and business office staff responsible for the reconstitution process. The Reconstitution Manager will develop a plan and schedule of activities to ensure the orderly transition of all district functions, personnel, equipment, and records from the alterative location back to campus.

4.3.3 The <u>District Superintendent</u> will coordinate with appropriate state and local agencies to ensure continued financial support from the state during a district-wide emergency closure or a school emergency closure.

4.3.4 When personnel, equipment, and documents are in place at the new or restored facility, the remaining staff at the alternate site shall transfer essential functions, cease operations, and deploy to that new or restored facility as directed.

4.4 Communications

4.4.1 The <u>District Superintendent will designate a Communications Manager</u> who will coordinate all internal and external communications and advise the team of communications needs.

4.4.2 Communications with staff will be done face-to-face, via public address or other electronic means to provide guidance, announcements, and direction.

4.4.3 Communications with the media will be handled by the CiTi Public Relations Department and the District Superintendent.

5.0 SCENARIOS

The CiTi campus is vulnerable to a full range of hazards (man-made, natural, and technological disasters). Administration will exercise their authority to implement plans in a timely manner to ensure student and staff safety, and will follow New York State and Oswego County Emergency Management direction and disseminate information as needed to CiTi staff, students and component school districts.

5.1 Loss of service due to a lack of facility access.

5.1.1 In the event that the campus is no longer tenable due to conditions that cannot be mitigated in a reasonable time, it may be necessary to conduct an offsite evacuation.

5.1.2 Offsite evacuation plans for the purposes of reunification are established in the Building Level Emergency Response Plan.

5.1.3 For a large scale occurrence (i.e.: radiological event requiring a wide area evacuation) it may be necessary to use a location different then a designated sister school, such as the New York State Fairgrounds.

5.1.4 Refer to appendix 1.2 COOP Vital Records Schedule for records that may need to be transferred to the alternate location.
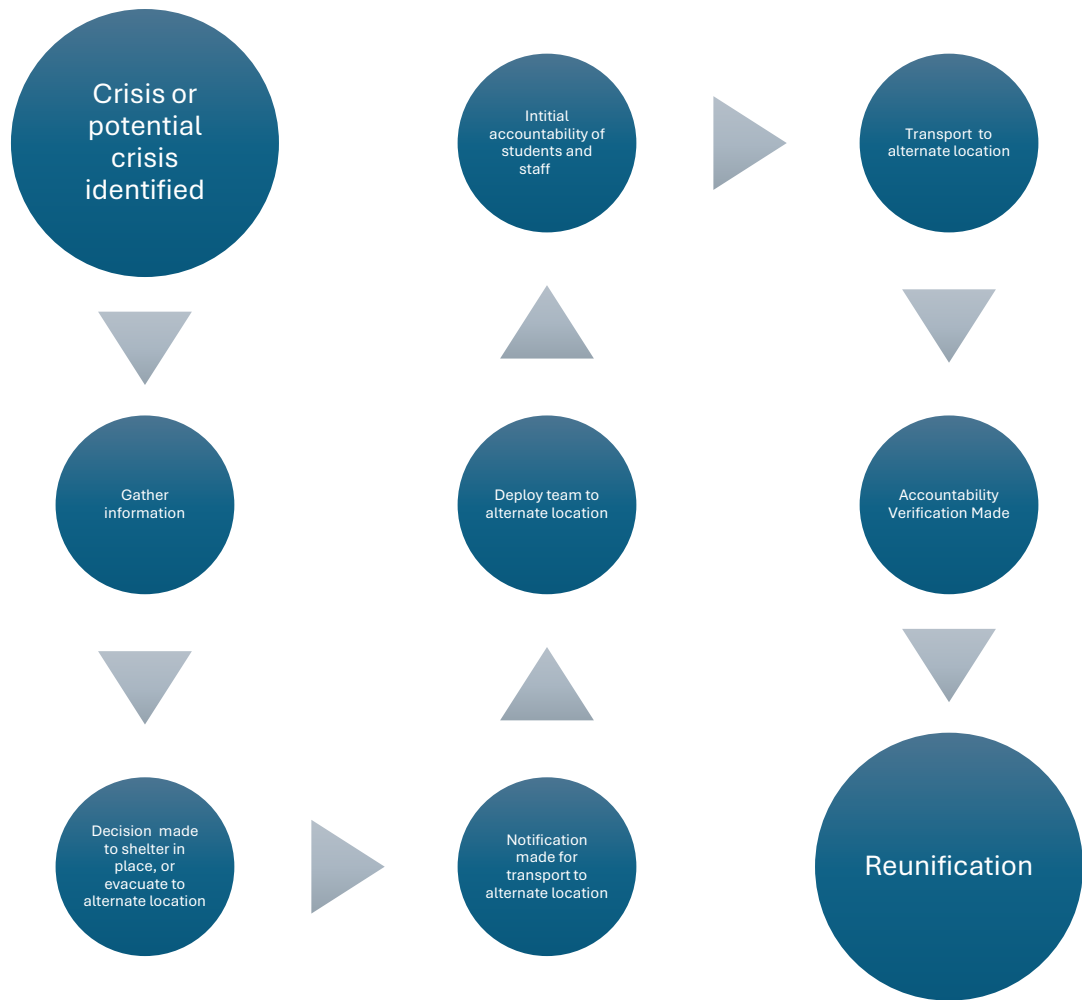
5.2 Loss of service due to failure of critical equipment or systems

5.2.1 The <u>District Superintendent or designee</u> will be required to, with consultation with Operation and Maintenance, Technology and security staff, decide if continued operation of the campus can be done safely. If not, an early dismissal may be necessary.

5.3 Loss of service due to sickness which reduces staff availability .

5.3.1 Consult New York State and Oswego County public health officials, institute their recommendations and facilitate the dissemination of health communications.

5.3.2 Establish efficient and effective communication mechanisms to inform students and staff of actions to take.

5.3.3 Identify a chain of command based on staff availability, utilizing established emergency response and crisis management procedures.

5.3.4 Facilitate communications to component schools from external sources regarding infectious diseases.

5.3.5 Exposure to students and other staff should be limited to reduce the spread of the illness in accordance with local, state and federal guidelines.

5.4 In the event of a long-term closure, teachers may continue to deliver their curriculum remotely.

5.4.1 Following the Public Health Emergency Plan in appendix B3

6.0 TRAINING AND EXERCISES

6.1 Personnel shall be trained in their roles and responsibilities for continuity of operations and remain current.

6.2 Personnel shall also maintain an understanding and capability of fulfilling roles that they may have to assume during and after a crisis.

6.3 An exercise will be conducted at least annually to evaluate the effectiveness and identify gaps or overlaps in the plan. The exercise may focus on specific parts of the plan and should include important components such as communications.

COOP Process

Crisis or potential crisis identified

Gather information

Decision made to shelter in place, or evacuate to alternate location

Intitial accountability of students and staff

Deploy team to alternate location

Notification made for transport to alternate location

Transport to alternate location

Accountability Verification Made

Reunification

Appendix 1.2 COOP Vital Records Schedule

Vital File, Record, or Database	Form of Record	Pre-Positioned at Alternate Location	Hand Carried to Alternate Location	Backed up Offsite
Attendance Record (CTE & PTECH)	Electronic			X
Attendance Records (Ex Ed & Alt Ed)	Electronic			X
Attendance Records (Adult Ed)	Hardcopy/Electronic		X	
DWSSP(3)	Hardcopy/Electronic		X	
KI+ Opt out Forms	Hardcopy/Electronic		X	
Potassium Iodide KI+ Tablets			X	
Staff Contact Information – Phone Trees	Hardcopy/Electronic		X	
Student Contact Record	Hardcopy/Electronic		X	
Student Medical Record	Hardcopy/Electronic		X	
Credit Card - Business Office	Hardcopy/Electronic		X	
Architectural Drawings	Hardcopy/Electronic	X		X
Asset Inventory	Electronic			X

D. Emergency Remote Instruction Plan

Definition of Remote Instruction and Related Terms

The Board of Regents adopted additions to §100.1 of Commissioner's regulations to define the term "remote instruction." This definition identifies various ways in which remote instruction may be delivered, including synchronous and asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified (or, for charter schools, qualified) teacher.

Purpose, Scope, Situation Overview, and Assumptions

Purpose

At the September 2022 meeting of the Board of Regents, the following regulatory amendments were adopted related to remote instruction, including delivery of remote instruction under emergency conditions:

Codification of the "Snow Day Pilot" The Department previously authorized a "snow day pilot" program during the 2020-2021 and 2021-2022 school years. This program allowed school districts to deliver instruction remotely on days in which it would otherwise have closed due to an emergency. To give districts greater predictability, the Board of Regents approved an amendment to §175.5(e) of the Commissioner's regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, but are not required to, remain in session and provide instruction through remote learning and count these instructional days towards the annual hours requirement for State Aid purposes. Questions about remote instructional days counting towards the annual hours requirement for State Aid purposes may be sent to the State Aid Office at OMSSAMS@nysed.gov(link sends e-mail) or (518) 474-2977.Inclusion of an Emergency Remote Instruction Plan in the District's Safety Plan.

Beginning with the 2023-2024 school year, all public schools, boards of cooperative educational services (BOCES), and county vocational education and extension boards must amend their district-wide school safety plans to include plans for remote instruction. The plans must include the methods by which public schools, BOCES and county vocational education and extension boards will ensure the availability of devices, internet access, provision of special education and related services for students with disabilities, and the expectations for time spent in different remote modalities.

The Department has provided further information about the six required components of the plans in the Emergency Remote Instruction Plan Guidance - May 2023.

Scope

This plan was developed exclusively for and is applicable to CiTi. This plan is pertinent to a declared public health emergency in the State of New York which may impact our operations; and it is in the interest of the safety of our employees and contractors, and the continuity of our operations that we have promulgated this plan.

Situation Overview

Experiences during COVID-related school closures emphasized the importance of planning for emergency conditions that might require district- or school-wide remote learning. A recent amendment to Commissioner's Regulation §155.17 requires districts add emergency remote instruction provisions to their annual District-wide School Safety Plan (DWSSP).

Beginning with the 2023-2024 school year, all public school districts and boards of cooperative educational services (BOCES) must develop a plan that addresses six different regulatory components related to how they will provide remote instruction under emergency conditions.

These Emergency Remote Instruction Plans (ERI Plans) will serve to ensure that there is a common understanding about remote instruction amongst district or BOCES staff, teachers, families, and students.

ERI Plans must include the methods by which districts and BOCES will ensure the availability of devices and internet access, provision of special education and related services for students with disabilities, and the expectations for time spent in different remote modalities, should an emergency require the district or BOCES to transition to remote instruction.

Concept of Operations

The <u>District Superintendent or designee</u>, holds the authority to execute and direct the implementation of this plan. Implementation, monitoring of operations, and adjustments to plan implementation may be supported by additional personnel, at the discretion of the <u>District Superintendent</u>.

Upon the determination of implementing this plan, all employees and contractors of CiTi shall be notified through multiple modalities (including phone call, email, and/or web posting) with details provided as possible and necessary, with additional information and updates provided on a regular basis. All stakeholders (faculty, staff, parents, students, and component district personnel) will also be notified of pertinent operational changes by way of multiple modalities (including phone call, email, and/or web posting). Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The <u>District Superintendent</u> will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The <u>District Superintendent or designee</u>, will maintain awareness of information, direction, and guidance from public health officials and the Governor's office, directing the implementation of changes as necessary.

Upon resolution of the "emergency", the <u>District Superintendent or designee</u>, will direct the resumption of normal operations or operations with modifications as necessary.

Mission Essential Functions

Required Component	Suggested Considerations
1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction. §155.17(c)(1)(xxi)(a)	**How will the district ensure that all students have access to a computing device?** • All students are assigned 1:1 deviceBy their program. **.** Students without internet connectivity will be assigned to a hot spot. **How will the district disseminate computing devices to students?** • In the event of an emergency closure, devices for students who do not have them at home will be available for parent pickup or transportation from the Main office.

	How will the district communicate with families about the dissemination of computing devices? • Parent communication will take place through multiple modalities (including phone call, email, and/or web posting). **How will devices be serviced and/or replaced?** • Devices are audited at least once a year to determine functionality and condition. Devices deemed inoperable or in need of repair at the time of the audit are sent to the IT Department and a replacement or loaner device is made available for the student. • If a device needs to be serviced while a student is receiving remote instruction, the family may call the Student & Family Help Desk Line at 315-963-4305 to receive IT assistance. **If not using computing devices, how will students participate in synchronous instruction?** • The district recognizes the importance of considering the unique learning needs of all students when determining the mode of instruction—whether it's in-person, remote, or a hybrid model. The district is committed to providing a free appropriate public education (FAPE) to all students. The district will outline alternative strategies and approaches for providing support in case there are disruptions or changes to the regular mode of instruction. The district will document these plans and communicate them to parents through Prior Written Notice. **Is your plan consistent with the information provided by families in the Student Digital Resources data collection?** • The Student Digital Resources survey required by NYSED is sent to families to complete each fall. If a family indicates that they do not have access to the internet in their place of residence, the district will arrange for the family to receive a hotspot to use for the instructional school year.
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity.	**How will the district determine the need for access to internet in students' places of residence?** The district sends the NYSED "Digital Equity Survey" to parents/guardians from their program (email, phone and/or SMS). If a family does not respond to the survey electronically, a paper survey will be made available to them. The survey

§155.17(c)(1)(xxi)(a)	includes the following question for the Internet Access in Residence indicator, "Is your child able to access the internet in their primary place of residence?" Answer codes for this indicator are: Yes or No. **How will the district ensure that all students have access to internet?** • If a parent/guardian responds "No" to the Access in Residence indicator, the district will arrange for the family to receive a hotspot to use for the instructional school year. **How will the district work with community organizations and local public spaces to ensure students have access to Wi-Fi access points?** • The district has exterior Wi-Fi at the Mexico campus location. • The district provides hotspots with filtration to students when necessary. **Is your plan consistent with the information provided by families in the Student Digital Resources data collection?** • Yes.
3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction. §155.17(c)(1)(xxi)(b)	**How will the district ensure that school staff has the necessary tools, including device and Wi-Fi, to deliver emergency remote instruction from their places of residence?** • All teachers and teaching assistants are assigned 1:1 district devices. Depending on the emergency situation, staff members may have access to a district facility or will have access to public Wi-Fi throughout the community. **What portion of the school day will be spent on synchronous instruction? What portion of the school day will be spent on asynchronous instruction? How will instruction be personalized to support students individualized needs, including supporting ELL/ML students?** Remote instruction will be a combination of synchronous and asynchronous instruction in a Google classroom that is maintained throughout the year, with each content being at minimum 50% synchronous. Students will follow the same daily schedule on remote days.

	- 1:1 service may be arranged for students who are not able to be connected digitally. This can also be arranged for students who are not appropriate for online learning. These services will happen either at a school or a public location. - Special Education and related services will be provided to students virtually as appropriate. For those services that require in person delivery, arrangements will be made with families to ensure services are coordinated at a mutually agreeable location. **What training is provided to teachers in order to help adapt their instruction to the district expectations?** - The district IT Department provides continuous professional development opportunities to instructional staff. They focus on training staff in the utilization of Learning Management Systems such as SchoolTool as well as video conferencing tools like Teams and Zoom . Newly hired staff receive training, and additional assistance is provided.
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate. §155.17(c)(1)(xxi)(c)	**How will the district determine which students for whom remote instruction via digital technology is not appropriate? How will the district provide synchronous instruction for those students for whom remote instruction by digital technology is not appropriate?** - The district recognizes the importance of considering the unique learning needs of all students when determining the mode of instruction—whether it's in-person, remote, or a hybrid model. The district is committed to providing a free appropriate public education (FAPE) to all students, including students with Individualized Education Plans (IEPs). The district will outline alternative strategies and approaches for providing support in case there are disruptions or changes to the regular mode of instruction. The district will document these plans and work collaboratively with the student's home district Committee on Special Education so that they may be communicated to parents through Prior Written Notice. **How will the district provide synchronous instruction for those students who do not have adequate internet access?** - If a parent/guardian responds "No" to the Access in Residence indicator, the district will arrange for the family to receive a hotspot to use for the instructional school year.

5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education. §155.17(c)(1)(xxi)(d)	**How will the district ensure that special education and related services will be provided remotely?** • The district will provide a free appropriate public education (FAPE) to all students with disabilities through in-person, remote and/or a hybrid model consistent with the need to protect the health and safety of students with disabilities and those providing special education program and services. Students with the most significant needs related to their disabilities will be offered in person specially designed instruction four days per week with virtual learning opportunities on the fifth day (based on a one-week closure). Related services and special education programming for students requiring less intensive programs and services will be received in person two days per week and virtually three days per week per the requirements of their Individualized Education Plans. The district will create contingency plans for providing special education services to students with disabilities and work collaboratively with the student's home district so that they may be communicated to parents though Prior Written Notice. **How has the district coordinated with special education teachers, support staff, and service providers in the district to ensure that each student with an IEP is receiving the same quality of services that would occur in an in-person environment?** • The district will provide assistive technology, accommodations, modifications, and supplementary aids and services per the students' Individualized Education Plan to the greatest extend possible and appropriate.
6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter. §155.17(c)(1)(xxi)(e)	**How many hours of instruction will the district plan to claim for each day of an emergency closure?** • Elementary (PK-4): 6.25 hours • Middle School (5-8): 6 hours • High School (9-12): 6 hours • Or equivalent learning time provided according to their program enrollment.