



# Center for Instruction, Technology and Innovation

District-wide Emergency Management Plan

*September 2020*

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## Acknowledgements

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The Center for Instruction, Technology and Innovation (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 Center for Instruction, Technology and Innovation (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 Center for Instruction, Technology and Innovation (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 Center for Instruction, Technology and Innovation (CiTi) Human Resources Department at [mlafountain@oswegoboces.org](mailto:mlafountain@oswegoboces.org). Assistance is also available on the CiTi webpage at [www.CiTiboces.org](http://www.CiTiboces.org).

It is the intention of **Center for Instruction, Technology and Innovation (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 the Center for Instruction, Technology and Innovation (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 **Center for Instruction, Technology and Innovation (CiTi)** Intranet at <http://portal.CiTiboces.org>. Hard copies of the plan exist in the following locations:

- District Office - Safety & Risk Department – Room 112 of Stern Building

## Preface

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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 Readiness and Emergency Management Committee of the Center for Instruction, Technology and Innovation (CiTi). 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.

## Emergency Response Plans Advisory Committee Contact Information

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Contact	Position	Department/Division
Todd, Christopher	District Superintendent	Superintendent's Office
Bayne, Roseann	A/S for Instruction	Instructional Support Services
LaFountain, Mark	A/S for Personnel	Personnel Department
Rafłowski, John	Coordinator of Safety and Risk	Safety & Risk Department
Sheperd, Michael	A/S for Administrative Services	Business Administration Office
Cerio, James	Director of Facilities	Maintenance & Operations
Landy, Julie	Director of Exceptional & Alternative Education	Exceptional & Alternative Ed.
Marla Berlin	Director of College and Career Education	Career & Technical Ed.
Allard, Melissa	Secretary to District Superintendent	Superintendent's Office
Spencer, Lisa	Secretary to A/S for Personnel	Personnel 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	315-963-5262
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 Eric Knuth Transportation Supervisor Nate Metcalf	W= 625-5251 W= 625-5242
Central Square Central Schools Superintendent, Thomas Colabufo Transportation Supervisor John Pierce	W= 668-4220 W= 668-3771
Fulton City School District Superintendent, Brian Pulvino Transportation Supervisor Greg Henrie	W= 593-5510 W= 593-5526
Hannibal Central Schools Superintendent, Christopher Staats Transportation Supervisor Robert Pakish	W= 564-8100 press “8” W= 564-8100 press “6”
Mexico Academy & Central School Superintendent, Michael Shiedo (Interim) Transportation Supervisor Julie Bradish	W= 963-8400, ext.5403 W= 963-8400, ext 4500
Oswego City School District Superintendent, Dean Goewey Transportation Supervisor Thomas Gunn	W= 341-2001 W= 341-2900
Phoenix Central Schools Superintendent, Christopher Byrne Transportation Supervisor Debbie Gerace	W= 695-1555 W= 695-1551
Pulaski Academy and Central School Superintendent, Thomas Jennings Transportation Supervisor Bryan Philips	W= 298-5188 W= 298-7378
Sandy Creek Central School Superintendent Kyle Faulkner Transportation Supervisor Robin Cashel	W= 387-3445, ext 1510 W= 387-3445 ext. 3330

## Base Plan

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### 1.0 PLAN FUNDAMENTALS

#### 1.1 Purpose

The purpose of this District-wide Emergency Management Plan 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 the Center for Instruction, Technology and Innovation (CiTi).

#### 1.2 Scope

This District-wide Emergency Management Plan is designed to provide guidance to faculty, staff, students and visitors to the Center for Instruction, Technology and Innovation (CiTi) campuses located at: 1. 179 County Route 64, Mexico, New York; 2. 80 Dutch Ridge Road; Oswego, New York; 3. Fourth Street Educational Building – 167 S. Fourth Street, Fulton, NY. 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 §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 October 15, 2014, and then for the current school year on or about 9/14/20.

#### 1.5 Periodic plan review

This plan is to be reviewed periodically at least annually by members of the Center for Instruction, Technology and Innovation (CiTi) Readiness and Emergency Management Planning Team (See Table 1).

The annual planning cycle begins with work on the development on the following year's mitigation plan. Gaps identified from the previous year's exercise are used to create a prioritized list of areas for improvement. Also during the year, as gaps are identified they are incorporated into the mitigation plan along with the corrective action taken. Changes identified during the mitigation phase are incorporated into the District-wide Emergency Management Plan and the plan is revised. The CEMP is then reviewed for public and law enforcement comment and then must be approved by the Board. An exercise is created to test the plan in order to identify weakness or areas for refinement. The gaps from the plan are identified and the process begins again.



1.5.1 Public Review and Comment

Pursuant to Commissioner's Regulation, Section 155.17(e)(3), this Plan was made available to law enforcement and to the public for comment for a thirty-day period annually a public hearing is held to allow the Board of Education to address any significant comments regarding the plan. A copy of the District-wide Emergency Management Plan is made publicly available on the BOCES Website by October 1 of each year.

2.0 INTRODUCTION

2.1 Statement of Policy

The District-wide Emergency Management Plan is a basic guide to providing a response system, by the Center for Instruction, Technology and Innovation (CiTi) Administration, to a major crisis or emergency occurring on the CiTi Campus or directly impacting the Center for Instruction, Technology and Innovation (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 an introduction to the Incident Command System (I-100) 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 BOCES campus, along with the training of all personnel in those locations regarding the functional annexes and the hazard-specific annexes (briefly explained in this plan). BOCES personnel working within a client/host school district will follow the emergency planning CiTi BOCES School Building, regular drills and exercises will be conducted. Where gaps are identified, additional training will be done.

2.3 Plan Procedures should be flexible

Circumstances surrounding a crisis differ with every incident. Just as circumstances surrounding incidents are different, response as well may need to be adjusted for a particular need.

2.4 Exceptions to Plan Functions and Responsibilities

It may become 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 be changed to incorporate these changes into future documents.

2.5 Plan Changes and Recommendations

Unless absolutely necessary, changes to plans should be made during the planning review process that occurs annually. As changes are made they will be rolled out in annual training as a revision in attempt to offer staff, faculty and students the latest information.

2.6 Plan Conflicts

During the course of implementing or exercising this plan there may be cases where other plans conflict. Every effort has been made to ensure that this plan is in concert with the Center for Instruction, Technology and Innovation (CiTi) School Board policy. This document is reviewed annually and after major incidents and should be considered the most current and up to date material. This District-wide plan serves as the over-arching policy document regarding emergency preparedness and response, while the Building-level Emergency Response Plans (BLERPs) are the site-specific plans, and the controlling procedural document for each specific CiTi BOCES campus.

2.7 NIMS and the Emergency Operations

The Center for Instruction, Technology and Innovation (CiTi) has made every effort to align its planning and preparedness to Local, State and Federal guidelines. This plan works in concert with the Oswego County Comprehensive Emergency Management Plan. Also, in accordance with Homeland Security Presidential Directive (HSPD) #5 – the Center for Instruction, Technology and Innovation (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 his 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 situation and assign tasks based on the 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.

- 3.2 Assistant Superintendents
  - Act on the behalf of the District Superintendent in his/her absence.
  - May be assigned to fulfill roles of command or general staff during an incident.
  - Shall report to the Command Post or a secondary communications center when an incident is declared.
  
- 3.3 Assistant Superintendent for Personnel
  - Is responsible for the day-to-day maintenance of the Comprehensive Emergency Management Plan.
  - May in conjunction with CiTi Safety and Risk, facilitate meetings to address prevention, mitigation, and preparedness issues.
  - Arranges for exercises to test Plan and identifies areas for improvement.
  - Coordinates training of staff and personnel in preparedness efforts.
  - Shall report to the Command Post or an alternate communications center when an incident is declared.
  
- 3.4 School Monitor/Greeter
  - Monitors the main school entryways for any potential 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 (This post is 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.
  - If necessary, in the event of an evacuation from a school, this individual establishes a medical triage/care area in the new safe location.
  - Shall report to the Incident Commander regarding medical/mental health situations.
  
- 3.6 Director of Facilities
  - May utilize manpower and resources to control traffic flow during and after an event at any CiTi campus.
  - Is responsible for the overall preparedness of the physical plant.
  - Is responsible for the readiness of protective systems and emergency power and water.
  - Shall report to the Command Post when an incident is declared.
  
- 3.7 School Resource Officer and Associated Security Staff
  - School Resource Officer provides a law enforcement presence.
  - Builds and maintains rapport with building staff and student body.
  - Investigates and reports on all violations of security, all rules and laws, and school policy.
  - Advises school administrators of situations which may create a potential harm or exposure.
  - Summons additional law enforcement, fire service, and emergency medical services as needed.
  - Attends and participates in REMS and ICS trainings.

- 3.8 Readiness and Emergency Management Planning 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 CTi Board of Education as the District-wide School safety team.

Readiness and Emergency Management Planning Team		
Christopher J. Todd <i>District Superintendent</i>	Mark LaFountain <i>A/S for Personnel</i>	John Raflowski <i>Safety Coordinator</i>
Erin Simmons <i>Principal, Fourth Street Campus</i>	Gary Brisson <i>Principal, Dutch Ridge Campus</i>	Michael Thurlow <i>Principal, CiTi CTE (Main Campus)</i>
Michael Sheperd <i>A/S for Administrative Services</i>	Randall Griffin <i>Readiness and Emergency Management Planner</i>	James Cerio <i>Director of Facilities</i>
Antwaun Dixon <i>Principal, Alt. Ed.</i>	Julie Landy <i>Director of Exc. and Alt.Ed</i>	Marla Berlin <i>Director of College &amp; Career Education</i>
Guy Linton <i>Principal, Fourth Street Campus</i>	Stephanie Maturo <i>Director of IT Services.</i>	

3.9 Faculty

- Are responsible for the 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.
- Shall review their role and assignment (s) within the plan periodically to maintain readiness.

3.10 Staff and Administrators

- Provide insight into the applicability and accuracy of the plan.
- Staff without student responsibilities or predetermined duties should report to the designated staging area during an incident.
- Shall review their role and assignment within the plan periodically to maintain readiness.

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. 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 ASSUMPTIONS

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, and 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 District-wide Emergency Management Plan 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, therefore town, county, state, and federal emergency services or resources may not be immediately available. In such cases, 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 NOTIFICATION

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

The District Office Administration will be notified and advised via face-to-face communication, radio or via cellular or land line telephone when an incident occurs. Building Administrators will notify the Superintendent's Office of major events (i.e. Lockdown, Evacuation, etc..) since those types of events likely will require use of district resources and personnel outside of the affected campus.

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.

6.1.1 Internal Audits

Classroom Safety  
Crime Prevention through Environmental Design (CPTED) –  
Site Access Control Review -  
Staff Comments and Surveys  
After Action Reports  
Security Assessment  
Safety Audit

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

6.1.3 Identification of Sites of Potential Emergency

The CiTi is within the 10-mile emergency zone for three nuclear power plants (see Appendix on Radiological Emergency, page 54)

6.2 Engineering Controls

Engineering controls eliminate or reduce exposure to hazards through the use or substitution of engineered machinery or equipment.

6.2.1 Limited access

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

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

The Center for Instruction, Technology and Innovation (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 Center for Instruction, Technology and Innovation (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.

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

2. All visitors to the school must report to the main office upon arrival, sign in and receive a visitor's identification badge. This badge must be worn at all times 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. No class time shall be taken to discuss individual matters with visitors by teachers.

6. 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.

7. 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 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 the Board of Education if there are budget implications. A timetable, budget and assignment of responsibilities are made and progress is tracked. Collectively, the hazards or area of improvement and the corresponding actions taken are collected and become the mitigation plan. These efforts are then evaluated in an exercise in an attempt to identify any new weakness or gaps. Those issues identified in the exercise, along with internal and external assessments, are used to begin the cycle 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.

7.1.1 Local Fire Department Accessibility

The Mexico Volunteer Fire Department (MVFD) is one of CiTi's most important community partners. In its efforts to ensure speedy response to fires, disasters and other emergencies, the MVFD has instituted a "Knox Box" program for facilities in its jurisdiction. The Knox Box Rapid Entry System consists of a small wall-mounted safe that holds building keys for the fire department to retrieve in emergency situations. The department holds master keys to all Knox Boxes in its response area. Knox Boxes simplify key control and cut fire losses for building owners by allowing firefighters to enter buildings without breaking doors or windows. As a partner to the MFVD, the Center for Instruction, Technology and Innovation (CiTi) has joined this program and has had a Knox Box installed.

7.2 Sister Schools Agreement

Recognizing the potential need of an offsite evacuation of students and staff, the Center for Instruction, Technology and Innovation (CiTi) in conjunction with its component school districts, has developed a collaborative master memorandum of understanding (MOU) between District Superintendents. This MOU stands as an agreement that should CiTi BOCES need evacuation space or resources in the event of an emergency, CiTi personnel can rely on other area districts to provide aid. As an example; CiTi BOCES has entered into an agreement with Mexico Central Schools to provide shelter, staging and an area for reunification of students and guardians. The agreement (MOU) should be reviewed on an annual basis to ensure continuity and allow for updates of contact information. The latter-mentioned MOU is located in CiTi BOCES Building-level Emergency Response Plan.

7.3 Training

7.3.1 Incident Command Training

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

7.3.2 Safety Training

7.3.2.1 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 (internet) methods.

7.3.2.2 Ongoing Safety Training

7.3.2.2.1 Mandatory Training:

- a. Right to Know and Blood-Borne Pathogens (in-seat or online)  
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. Fire Safety: 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. Emergency Management: All staff, students, and visitors need to know what to do in the case of an emergency situation. This training covers protocols to be followed in the case of human-related crises, or adverse acts of nature.

7.3.2.2.1

Mandatory Training (continued)

- d. Mental Health During/After a Crisis: 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 15<sup>th</sup> of each year.
- e. Dignity for All Students Act (DASA): 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.

Recommended Training (continued):

- a. 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.
- b. 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.

7.4 **Exercises**

7.4.1 Annual Exercise

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.

7.4.2 Early Dismissal

The Center for Instruction, Technology and Innovation (CiTi) will conduct an early dismissal exercise 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."*

7.4.3 Evacuation Drills

The Center for Instruction, Technology and Innovation (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 31<sup>st</sup>. 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.

**It shall be the goal of the Center for Instruction, Technology and Innovation (CiTi) to conduct drills to evacuate the campus buildings and complete a full accounting of staff and students.**

7.5 Annual Start-Up Procedures

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

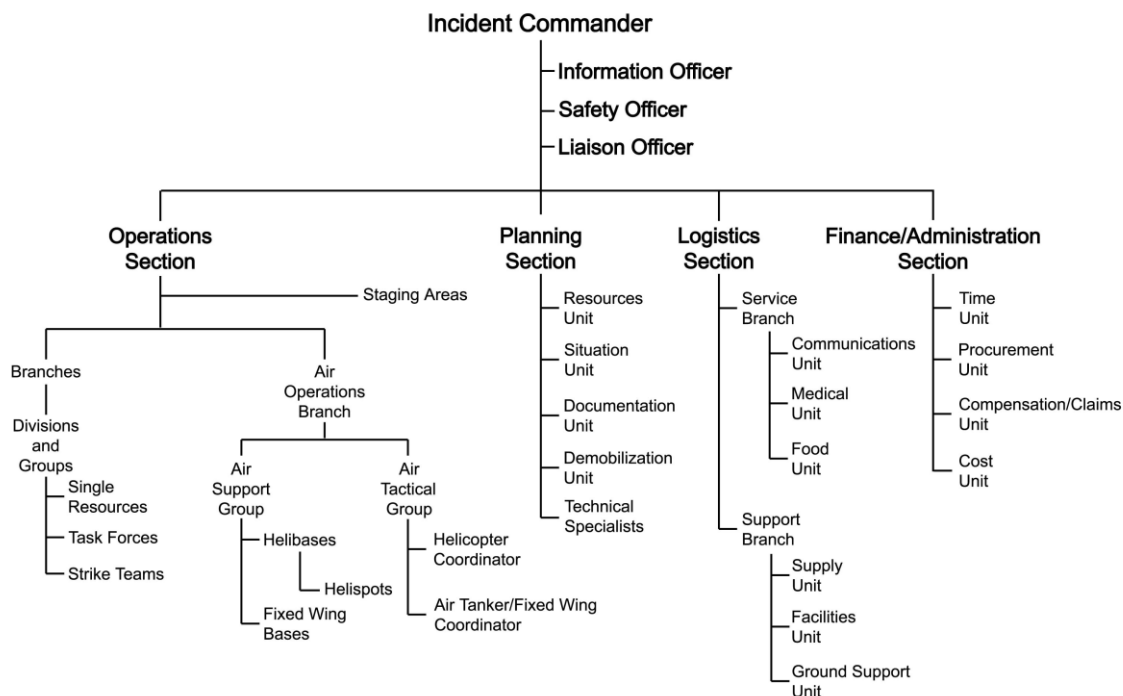
- 7.5.1 Confirm membership of the Readiness and Emergency Management Planning Team and Emergency Response Team (ERT)
- 7.5.2 Ensure all contact information is current and up to date.
- 7.5.3 All teaching staff has been identified for training in crisis response.
- 7.5.4 Evacuation Area Supervisors and two alternates have been identified and a verbal commitment has been made for the upcoming school year.
- 7.5.5 Update and distribute S.H.E.L.L. Procedures during School 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, Center for Instruction, Technology and Innovation (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.



### 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 located 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. **Incident Commander** – The individual who is responsible for overall management of all incident operations.
- i. **Liaison Officer** – Member of the command staff who is the point of contact for assisting or coordinating agencies.
- j. **Logistics Section Chief** – The individual who is responsible for providing facilities, services and materials for the incident.

- k. Operations Section Chief – The individual who is responsible for all tactical operations at the incident.
- l. Planning Section Chief – The individual who is responsible for collecting, evaluating, disseminating, and using information about the development of the incident and the status of resources.
- m. Public Information Officer (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. Safety Officer – 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 a number of 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. Life Safety – 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. Incident Stabilization – the secondary goal when operating at incidents is to bring the incident under control.
- c. Property Conservation – 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:

Mark LaFountain	Asst. Superintendent for Personnel
Roseann Bayne	Asst. Superintendent for Instruction
Michael Sheperd	Asst. Superintendent for Administrative Services

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 report 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 Shelter-In-Place

This action is taken to place and/or keep students indoors in order 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 respective areas during a stay in place.

8.4.2 Hold-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.

8.4.2 Evacuation

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 Lock 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.

8.4.4 Lock-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 until the local authorities have eliminated the threat. Normal school activities (except outdoor ones) are allowed to resume.

#### 8.4.3.2 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 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.

##### 8.4.4.1 Snow Day Closures

Once declared by the District Superintendent, or designee, notification will be made first via local television media and followed up by radio stations. 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 be return to normal operation. The building Program 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 the 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 in order 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 particular 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. Every effort 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 by the use of 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 BOCES 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 utilized 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 (See A.3)

<sup>1</sup>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 will cope fairly well early on and may 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 about 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  
[http://www.nasponine.org/resources/crisis\\_safety/memorials\\_general.aspx](http://www.nasponine.org/resources/crisis_safety/memorials_general.aspx)
- National Center for School Crisis and Bereavement  
<http://www.cincinnatichildrens.org/svc/alpha/s/school-crisis/>

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<sup>1</sup> Tips for Helping Students Recovering from Traumatic Events, U.S. Department of Education, September 2005.

9.5 After Action and Lessons Learned

After drills or exercises, an after-action report (AAR) should be completed. This should also follow actual incidents or close calls. The Safety Coordinator is charged with collecting the information and completing the report. The process should be constructive and aim at identifying areas for improvement in, for example; procedure, training or equipment. 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. States resources, such as the New York National Guard, may be called upon to remove snow or debris caused by a natural disaster. 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 of the eligible public and individual damages have been assessed, and the request for a Presidential Disaster Declaration has been prepared and approved by the President, 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 that 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

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 Permanent

Permanent work involves the restoration of disaster damages to the public infrastructure by repair or replacement of roads and bridges, water control facilities, buildings, contents, and/or equipment, public utility systems, and/or other facilities such as recreational. Certain non-profit facilities that provide governmental type services may also be assisted. Extensions for completion of approved 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

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### A.1 Automated External Defibrillators (AED)

CiTi BOCES has elected to provide Public Access Defibrillation (PAD).

AED units have been placed various locations within each of the CiTi BOCES school buildings.

Location	Number of AED Units
Main Campus	6
Fourth Street Education Center	1
Dutch Ridge Road (Bridges Pgm.)	1
Phoenix Extension	1

#### 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 the use of the AED.

#### 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, AED's 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 and is made possible through a collaborative agreement with an Emergency Health Care Provider (EHCP).

##### A.1.3.1 Reporting of Use

In the event that the AED is deployed on campus and used, 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 1<sup>st</sup> CPR and the 1<sup>st</sup> 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 Center for Instruction, Technology and Innovation (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 Center for Instruction, Technology and Innovation (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 AED's 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.

**BLS for Healthcare Providers**  
Critical Concepts

**Simplified Adult BLS Algorithm**  
for Healthcare Providers



**BLS** for Healthcare Providers  
Quick Reference

**C-A-B** (Not A-B-C)

C

Chest Compressions

A

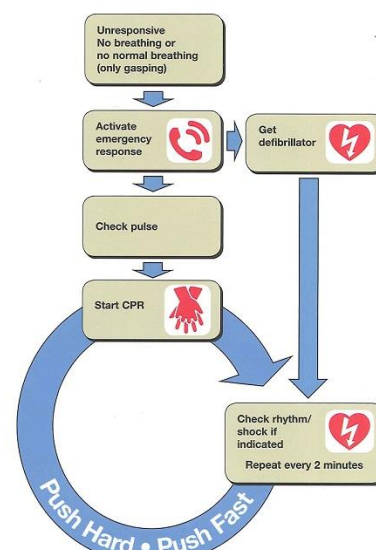
Airway

B

Breathing

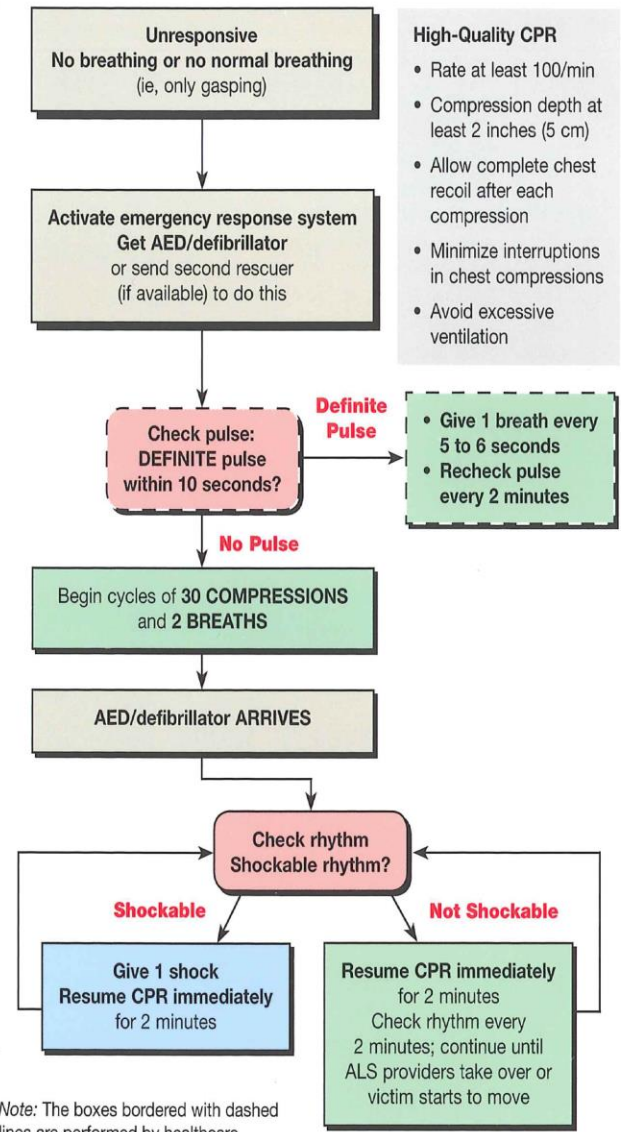
High-quality CPR improves a victim's chances of survival. The critical characteristics of high-quality CPR include

- Start compressions within 10 seconds** of recognition of cardiac arrest.
- Push hard, push fast:** Compress at a rate of at least 100/min with a depth of at least 2 inches (5 cm) for adults, approximately 2 inches (5 cm) for children, and approximately 1½ inches (4 cm) for infants.
- Allow complete chest recoil** after each compression.
- Minimize interruptions** in compressions (try to limit interruptions to <10 seconds).
- Give effective breaths** that make the chest rise.
- Avoid excessive ventilation.**



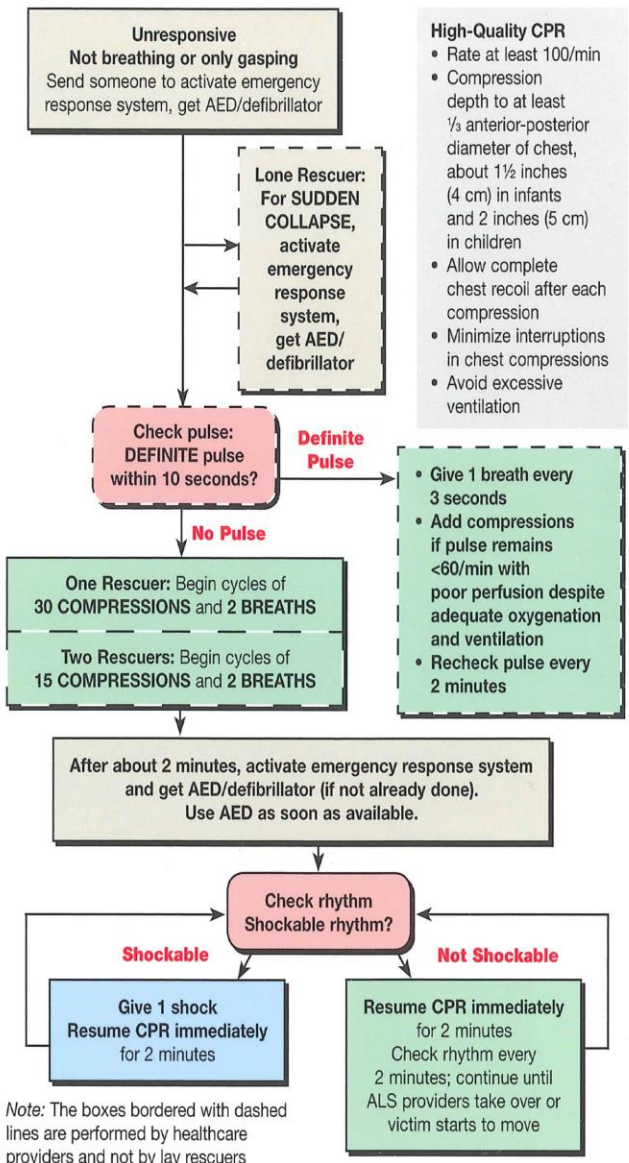
KJ0901 3/11 © 2011 American Heart Association Printed in the USA

**Adult BLS Algorithm for Healthcare Providers**



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

**Pediatric BLS Algorithm for Healthcare Providers**



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 situation. The primary mode of notifying personnel and students of a crisis situation is the overhead public address system of each CiTi Campus. Alerts and addresses are primarily delivered from the main office. Secondly, 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 situation this may not be possible due to geographic location. Portable radios have been issued to key administrative, custodial, and teaching personnel at CiTi campuses, with regard to 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. 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 situation at any campus, they should direct any and all inquiries to the CiTi BOCES Public Relations Office by

Calling: Main – (315) 963-4412 OR (315) 963-4263

b. Parents/Guardians;

It is very likely that when a crisis happens at one of CiTi BOCES 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. It is recommended that a designated line be established at CiTi BOCES that can handle high call volumes and has a voice greeting system capable of hosting a pre-recorded message from the Public Information Officer. This information would be in the form of reassuring words to concerned parties along with prescribed actions for parents/guardians in the wake of a crisis/disaster situation.

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

The Center for Instruction, Technology and Innovation (CiTi) has many students and staff members with access and functional needs who may require assistance during an evacuation. To ensure that these individuals receive the assistance they need to exit during an emergency or a drill, the Center for Instruction, Technology and Innovation (CiTi) has added this Assisted Evacuation Plan (AEP) protocol to its District-wide Emergency Management Plan.

The purpose of an AEP 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.

To create an AEP for a student or employee with access or functional needs, the person directly assigned to supervise that individual shall complete an AEP form located on page 59 of this Plan 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

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 is capable of resuming 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, i.e. 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. For some individuals, children and adults, 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.

Center for  
Instruction,  
Technology and  
Innovation (CiTi)

**Continuity of Operations  
Plan**

Center for Instruction, Technology and Innovation

179 County Route 64  
Mexico, New York 13114

## **Preface**

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

This plan is consistent with the District-wide Emergency Management Plan and does not supersede any part of that plan. Recommended changes to this plan may be made in writing to the Safety Coordinator for potential inclusion during the annual review process.



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 reducing threats from man-made and natural hazards and help sustain the functions identified as critical for the Center for Instruction, Technology and Innovation (CiTi).

1.2 Scope

This COOP is designed to provide guidance to faculty, staff, and students to the Center for Instruction, Technology and Innovation (CiTi) campus located at 179 County Route 64, Mexico, New York. This plan primarily focuses on the first 24 hours surrounding a disaster. Those CiTi employees working in alternative locations should follow local school district and building guidelines. This plan supersedes older planning documents.

1.3 Planning Process

The Readiness and Emergency Management Planning (REMP) team has adopted a planning process that addresses an all hazards planning approach. The Center for Instruction, Technology and Innovation (CiTi) is at risk for natural as well as man-made crisis. The REMP team has identified critical functions that are necessary to the sustainment of 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 communication systems and emergency contact information	Reinforce by education, training and exercise programs	<b>REVIEW COOP ANNUALLY</b>

1.4 Plan Maintenance

Periodic plan review will occur annually in conjunction with the needs assessment for the mitigation plan. The risk assessment and mitigation process should be conducted annually in order to assess threat and develop strategies to prevent and/or mitigate that risk. A more specific maintenance schedule can be found in APPENDIX 1.3.

1.5 Responsibilities

1.5.1 District Superintendent

The District Superintendent is responsible for participating in the planning for major events and supporting the Continuity of Operations Plan (COOP). The Superintendent provides policy direction, guidance and objectives during an incident for the implementation of the COOP.

1.5.2 Assistant Superintendent for Personnel

The Assistant Superintendent for Personnel 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. The Assistant Superintendent is responsible for the 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 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 The primary goal of this COOP is to continue the school mission, minimize damage to school property, and protect the environment from cascading effects of a crisis situation. This plan is designed to establish guidelines for the continuation of essential functions and to identify threats and vulnerabilities to the Center for Instruction, Technology and Innovation (CiTi). The results of these findings will supplement the development of 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 under any and all circumstances.

## 3.2 List of Essential Functions

Figure 3.2a

Function	Process	Significance
<b>ALL</b>	Accountability	Quickly and accurately accounting for all staff and students.
<b>Administration</b>	Leadership	Provide insight, guidance and approval.
<b>Instructional Technology</b>	Server back-up	Information retention, Data for critical functions such as payroll.
	Hardware replacement	Acquisition of hardware to allow for completion of critical functions
<b>Business Office</b>	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.
<b>Operations and Maintenance</b>	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 District Superintendent when it is deemed necessary. In the absence of the Superintendent, the decision for the implementation of the COOP shall be made in accordance with the District-wide Emergency Management Plan Line of Succession (8.2.1). It should be understood that 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.	Mark LaFountain	Assistant Sup't for Personnel
2.	Michael Sheperd	Assistant Sup't for Adm. Services
3.	Roseann Bayne	Assistant Sup't for Instruction

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.

4.1.3 The District Superintendent understands that they may not always be available to manage an incident and has expressly delegated the authority to procure necessary goods and services to provide for the safety and security of students and staff, facilitate emergency operations, provide critical educational and support services, and restore normal operations.

4.2 Relocation and Alternate Facilities Operation

4.2.1 Depending on which CiTi Campus is affected by an emergency situation, evacuation locations will differ. Specific evacuation and relocations instructions are located 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 in order to sustain a base level of operations. Core functions may include:

4.2.4.1 Operations

- 4.2.4.1.1 Notify suppliers and employees of any changes to the work schedule.
- 4.2.4.1.2 Provide support to all ongoing projects.
- 4.2.4.1.3 Run information technology functions.
- 4.2.4.1.4 Review outsourcing contracts to determine if penalties for nonperformance are adequate.

4.2.4.2 Business Office

- 4.2.4.2.1 Make arrangements to pay employees.
- 4.2.4.2.2 Pay expenses in timely fashion.

4.3 Reconstitution

- 4.3.1 Reconstitution procedures will commence when the District Superintendent or other authorized person determines that 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 District Superintendent will designate the Assistant Superintendent of Administrative Services, or designee, 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 alternative location back to campus.
- 4.3.3 The District Superintendent will coordinate with appropriate state agencies to ensure continued financial support from the state during a district-wide emergency closure or a school emergency closure.
- 4.3.3 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 All communications with staff will be done face-to-face when possible. If face-to-face communications are not practical or possible, then public address announcements will be made offering guidance and direction.
- 4.4.2 Weather broadcasts may be monitored via the internet or weather radio.

## 5.0 SCENARIOS

The Center for Instruction, Technology and Innovation (CiTi) campus is vulnerable to a full range of hazards (man-made, natural and technological disasters).

### 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 District Administration and staff will continue to recognize their responsibilities to student and staff safety and exercise their authority to implement this plan in a timely manner when confronted with disasters.

5.1.3 Participate fully with New York State and Oswego County Emergency Management direction and disseminate that information CiTi staff and students as needed, as well as to the component school districts.

5.1.4 Offsite evacuation plans for the purposes of reunification are established in the District-wide Emergency Management Plan. It may also be become necessary to use an alternate location, such as the New York State Fairgrounds in the event of a crisis that also involves the designated sister school, such as in a radiological event requiring the evacuation of central Oswego County.

### 5.2 Loss of service due to failure of critical equipment or systems

5.2.1 In the event of a loss of critical infrastructure, the District Superintendent or designee will be required to, with consultation with Operation and Maintenance and Security staff, decide if continued operation of the campus can be done safely. If this cannot be done, an early dismissal may be necessary either from campus or from an alternate location.

### 5.3 Loss of service due to a reduction in available staff.

5.3.1 Participate fully with both the New York State and Oswego County public health officials to institute their recommendations and facilitate the dissemination of health communications.

5.3.2 Partner closely with the Oswego County Health Department to establish efficient and effective communication mechanisms to inform students and staff of credible threats and actions to take.

5.3.3 Identify a chain of command for the CiTi and each of its program locations, utilizing established emergency response and crisis management procedures, and the District Incident Command Team.

5.3.4 Facilitate link of communications to component schools from external sources regarding infectious diseases. Coordinate the dissemination of information between component schools and Oswego County Health and Oswego County Emergency Management.

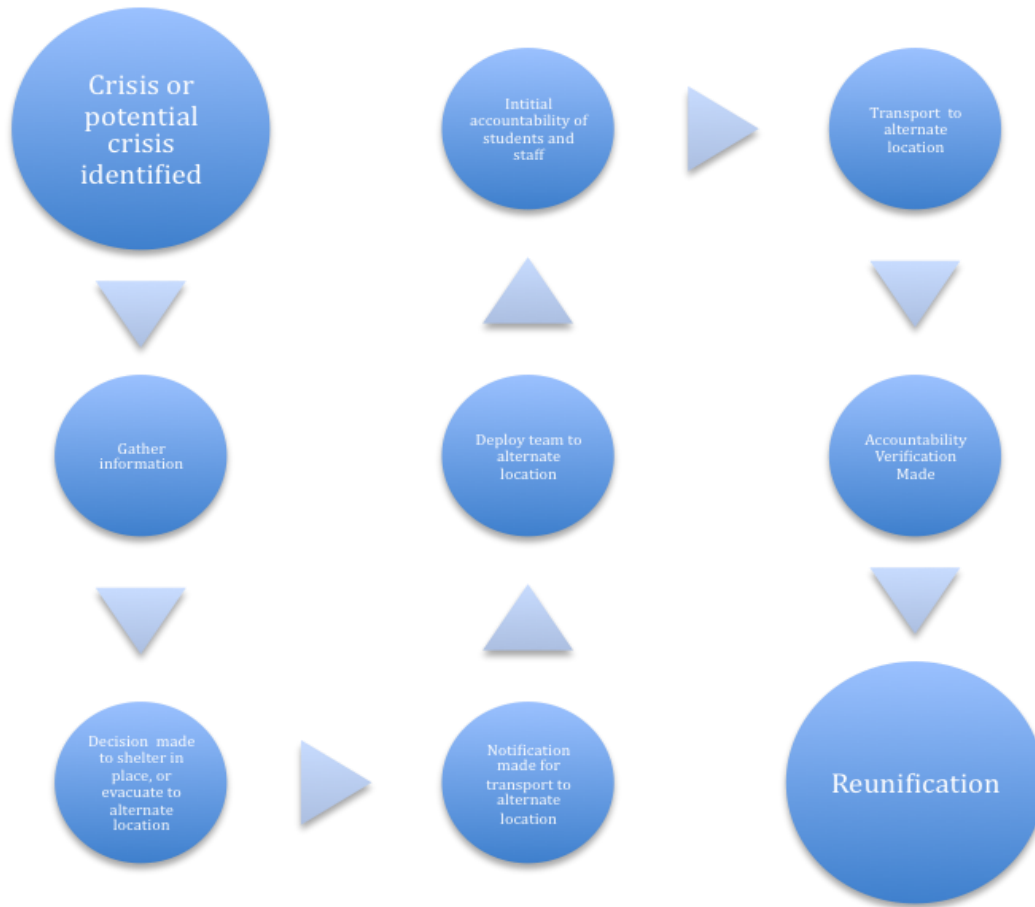
5.3.5 Exposure to students and other staff should be limited in order to reduce the spread of the illness.

5.3.6 In the event of a long-term closure, courses utilizing internet based course content may continue to deliver their curriculum remotely.

6.0 TRAINING AND EXERCISES

- 6.1 Personnel shall be trained in their roles of continuity of operations and remain current in their primary responsibilities, but also maintain an understanding and capability of fulfilling roles that they may have to assume during and after a crisis.
- 6.2 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





## 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)	Electronic			X
Attendance Records (SpEd)	Electronic			X
Attendance Records (Adult Ed)	Hardcopy		X	
District-wide Emergency Management Plan (3)	Hardcopy		X	
KI+ Opt out Forms	Hardcopy		X	
Potassium Iodide KI+ Tablets			X	
Staff Contact Information – Phone Trees	Hardcopy		X	
Student Contact Record	Hardcopy		X	
Student Medical Record	Hardcopy		X	
Credit Card - Business Office	Hardcopy		X	
Architectural Drawings	Hardcopy	X		X
Asset Inventory	Electronic			X

**Appendix 1.3 COOP Plan Maintenance Schedule**

Activity	Tasks	Frequency
Plan update and certification	Review entire plan for accuracy. Incorporate lessons learned and changes in policy and philosophy. Manage distribution.	Annually
Maintain orders of succession and delegations of authority	Identify current incumbents. Update rosters and contact information.	Semiannually
Maintain alternate location readiness	Check all systems. Verify accessibility. Cycle supplies and equipment, as necessary.	Monthly
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.	Annually

## Hazard Specific Appendices

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### **B1. Harassment, Bullying, and Discrimination:**

The Principal, Superintendent, 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, the CiTi's *Code of Conduct*, and applicable CiTi policy and procedure. In the event allegations involve harassment, bullying, and/or discrimination on the basis of race, color, religion, national origin, sex, sexual orientation, or disability, the 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, the 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 the CiTi's *Code of Conduct* and any and all applicable guidelines approved by the Board.

The 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 school 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 Superintendent. This report will be submitted in a manner prescribed by CiTi.

The 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 BEHAVIOUR – [Excerpts from CiTi BOCES Code of Conduct]**

Definition: A disruptive student is defined as any student who is substantially interfering with the educational process, the Teacher's ability to teach, or other students' ability to learn.

A student's behavior can affect a Teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances the classroom Teacher can control a student's behavior and maintain or restore control over the classroom by using good classroom management techniques. These techniques may include practices that involve the Teacher directing a student to briefly leave the classroom to give the student an opportunity to regain his or her composure and self-control in an alternative setting. Such practices may include but are not limited to: (1) short-term "time out" in an elementary classroom or in an administrator's office; (2) sending a student to the Principal's office for the remainder of the class time only; or (3) sending a student to a guidance counselor or other district staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this Code.

On occasion, a student's behavior may become disruptive. For purposes of this Code of conduct, a disruptive student is a student who is substantially disruptive of the educational process, or substantially interferes with the Teacher's authority over the classroom. A substantial disruption of the educational process, or substantial interference with a Teacher's authority, occurs when a student demonstrates a persistent unwillingness to comply with the Teacher's instructions, or repeatedly violates the Teacher's classroom behavior rules.

A classroom Teacher may remove a disruptive student from the disrupted class for up to two instructional days under the following conditions. Failure to comply with reasonable directions of the Teacher, after appropriate warnings, and the student:

- a. Continually makes unreasonable noise.
- b. Argues excessively with the Teacher.
- c. Uses language or gestures that are profane, lewd, vulgar or abusive.
- d. Harasses other students.
- e. Poses a danger to self or others or commits acts of violence.
- f. Throws objects that endanger the safety of others.

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the Teacher must provide the student with an explanation for why he or she is being removed and an opportunity to explain his or her version of the relevant events before the student is removed. Only after the informal discussion may a Teacher remove a student from class.

If the student poses a danger or ongoing threat of disruption, the Teacher may order the student to be removed immediately. The Teacher must, however, explain to the student why he or she was removed from the classroom and give the student a chance to present his or her version of the relevant events within 24 hours.

## **VIOLENT AND DISRUPTIVE BEHAVIOUR** (continued)

The Teacher must complete a district-established disciplinary removal form and meet with the Principal or their designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the Principal or designee is not available by the end of the same school day, the Teacher must leave the form with the secretary and meet with the Principal or designee prior to the beginning of classes on the next school day.

Within 24 hours after the student's removal, the program administrator or coordinator, or another district administrator designated by the program administrator or coordinator, must notify the student's parent(s) in writing, that the student has been removed from class and why. The notice must also inform the parents/guardians that in accordance with The CENTER FOR INSTRUCTION, TECHNOLOGY AND INNOVATION CODE OF CONDUCT they have the right, upon request, to meet informally with the Principal or the Principal's designee to discuss the reasons for the removal.

The notice must be provided by phone, personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours of the student's removal. If notice is provided by telephone, a follow-up written notification will follow. The Principal may require the Teacher who ordered the removal to attend the informal conference.

If at the informal meeting the student denies the charges, the Principal or the Principal's designee must explain why the student was removed and give the student and the student's parents a chance to present the student's version of the relevant events. The informal meeting must be held within 48 hours of the student's removal. The timing of the informal meeting may be extended by mutual agreement of the parent and Principal.

The program administrator or coordinator may overturn the removal of the student from class if the Principal finds any one of the following:

1. The charges against the student are not supported by substantial evidence.
2. The student's removal is otherwise in violation of law.
3. The conduct warrants suspension from school pursuant to Education Law §3214 and a suspension will be imposed.

The program administrator or coordinator may overturn a removal at any point between receiving the referral form issued by the Teacher and the close of business on the day following the 48-hour period for the informal conference, if a conference is requested. No student removed from the classroom by the classroom Teacher will be permitted to return to the classroom until the Principal makes a final determination, or the period of removal expires, whichever is less.

## **VIOLENT AND DISRUPTIVE BEHAVIOUR (continued)**

Any disruptive student removed from the classroom by the classroom Teacher shall be offered continued educational programming and activities until permitted to return to the classroom. Each Teacher must keep a complete log (on a district provided form) for all cases of removal of students from their class.

The program administrator or coordinator must keep a log of all removals of students from class. More on Student Minimum Suspensions: A student will be suspended for a minimum of three (3) school days if they: Suspensions <http://www.p12.nysed.gov/sss/lawsregs/3214.html> 1. Are repeatedly and/or substantially disruptive. This is defined as being removed from a classroom by a Teacher(s) more than four (4) times during a semester or three (3) times during a trimester. 2. Commit acts that would qualify the student as a "violent pupil" under the law

## **Other Hazard-specific Scenarios [Abduction/Lost Student - Weapons]**

**B.3 ABDUCTION / LOST STUDENT** - This response action is detailed in the Building Level Emergency Response Plan.

**B.4 BOMB THREAT** - This response action is detailed in the Building Level Emergency Response Plan.

**B.5 BUS COLLISION** - This response action is detailed in the Building Level Emergency Response Plan.

**B.6 CHEMICAL OR BIOHAZARDOUS MATERIAL INCIDENT** - This response action is detailed in the Building Level Emergency Response Plan.

**B.7 DISEASE OUTBREAK (Pandemic Potential)** - This response action is detailed in the Building Level Emergency Response Plan *OR located in the **CiTi 2020 Re-Open Plan in case of COVID-19** which is posted on the district's website.*

**B.8 EARTHQUAKE** - This response action is detailed in the Building Level Emergency Response Plan.

**B.9 FIRE / EXPLOSION** - This response action is detailed in the Building Level Emergency Response Plan.

**B.10 GAS LEAK** - This response action is detailed in the Building Level Emergency Response Plan.

**B.11 HOSTAGE SITUATION** - This response action is detailed in the Building Level Emergency Response Plan.

**B.12 MEDICAL EMERGENCIES** - This response action is detailed in the Building Level Emergency Response Plan.

**B.13 POWER FAILURE** - This response action is detailed in the Building Level Emergency Response Plan.

**B.14 Tornado/Severe Thunderstorms** - This response action is detailed in the Building Level Emergency Response Plan.

**B.15 TRESSPASSER / INTRUDER (ARMED)** - This response action is detailed in the Building Level Emergency Response Plan.

**B.16 WEAPONS** - This response action is detailed in the Building Level Emergency Response Plan.

Possessing a weapon in school or on school property is a violation of the Center for Instruction, Technology and Innovation (CiTi) Code of Conduct. Persons possessing a weapon(s) will be subject to school disciplinary action and criminal prosecution under applicable laws

**B.17 RADIOLOGICAL EMERGENCY** - This response action is detailed in the Building Level Emergency Response Plan.

There are three nuclear reactors within ten miles of the Center for Instruction, Technology and Innovation (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.

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

1. School in session
  - a. In the event that it becomes necessary to shelter in place; students, faculty and staff will be notified via an announcement.
  - b. Staff should be instructed to close any open window, door, and the heating and air conditioning system should be shut down.
  - c. Information alerts shall be monitored
  - d. Potassium Iodide (KI)
    - i. When the District Superintendent or designee has been advised via the Emergency Alert System or Oswego County Emergency Management Office through the School Liaison Officer have been advised to distribute

**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). Some radiological emergency may release large amounts of radioiodine into the environment. 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 or shellfish and those students who have been opted out by their parents.

Recommended dosages (NYSDOH) are shown in the table below:

<b>Recommended Doses of KI for Different Risk Groups</b>				
<b>Age Group</b>	<b>KI Dosage</b>	<b>Number of ml liquid (65 mg/ml)</b>	<b>Number of 65-mg tablets</b>	<b>Number of 130-mg tablets</b>
Adults over 18 years	130 mg	2	2	1
Over 12 -18 years and over 150 pounds	130 mg	2	2	1
Over 12 -18 years and less than 150 pounds	65 mg	1	1	1/2
Over 3 -12 years	65 mg	1	1	1/2
Over 1 month to 3 years	32 mg	0.5	1/2	1/4
Birth to 1 month	16 mg	0.25	1/4	1/8

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. 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.



## Supplemental Appendices

### **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.*

	<p style="text-align: center;"> New York State Department of Health Bureau of Emergency Medical Services</p> <p style="text-align: center;"><b>POLICY STATEMENT</b></p> <p style="text-align: center;"><i>Supersedes/Updates:</i> 98-10, 06-03, 07-04</p>	<p><b>No.</b> 09-03</p> <p><b>Date:</b> March 6, 2009</p> <p><b>Re:</b> Public Access Defibrillation</p> <p><b>Page 1 of 5</b></p>
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The purpose of this policy is to assist a person, firm, organization or other entity in understanding the notification process for operating an automated external defibrillator pursuant to a collaborative agreement under the provisions of Chapter 552 of the Laws of 1998 authorizing Public Access Defibrillation. A Public Access Defibrillation (PAD) program is designed to encourage greater acquisition, deployment and use of automatic external defibrillators (AED) in communities around the state in an effort to reduce the numbers of deaths associated with sudden cardiac arrest. Since the enabling legislation's inception, there have been 4,889 PAD programs established, with over 156,167 people trained and 21,692 AED machines in public sites across the state. This program has been successful in saving many lives all across New York State.

At present, the following facilities or organizations must have trained providers and an AED on site:

- Public schools (§ 1 of the Education Law);
- State owned public buildings (Title 9 of Executive Law Subtitle G§ 303.1);
- Health clubs with a membership of greater than 500 people (General Business Law § 627-A);
- Public gathering locations (PHL § 225-5(b)), and
- Public surf beaches with lifeguards (PHL § 225-5(c)).

To be authorized to use an AED under this statute an individual or organization needs to make specific notification of intent to establish a PAD program to the appropriate Regional Emergency Medical Services Council (REMSCO) and the New York State Department of Health (DOH).

*There are no approvals or certifications required.*

### Public Access Defibrillation Program Requirements

#### **Original Notification Process**

To be authorized to have a PAD program and utilize an AED, the following steps must be completed:

- Identify a New York State licensed physician or New York State based hospital knowledgeable and experienced in emergency cardiac care to serve as Emergency Health Care Provider (EHCP) to participate in a collaborative agreement;
- Select an AED that is in compliance with the Article 30, section 3000-B (1)(A). The AED must be programmed to the current Emergency Cardiovascular Care (ECC) Guidelines, capable of defibrillating both adult and pediatric patients. Please check the shaded box on the Notice of Intent to Provide PAD (DOH-4135) if the machine is approved for pediatric use;
- Select and use a SEMAC/DOH approved PAD training course for AED users. At present, the 12 approved programs are as follows:

American Heart Association	Emergency University
American Red Cross	Medic First Aid International
American Safety & Health Institute	National Safety Council
Emergency Care and Safety Institute	REMSCO of NYC, Inc
Emergency First Response	State University of NY
Emergency Services Institute	Wilderness Medical Associates
EMS Safety Service, Inc	

- Develop with the EHCP, a written collaborative agreement which shall include, but not be limited to the following items:
  - Written practice protocols for the use of the AED;
  - Written policies and procedures which include:
    - Training requirements for AED users;
    - A process for the immediate notification of EMS by calling of 911;
    - A process for identification of the location of the AED units;
    - A process for routine inspection of the AED unit(s) as well as regular maintenance and which meet or exceed manufacturers recommendations;
    - Incident documentation requirements, and
    - Participation in a regionally approved quality improvement program.
- Provide written notice to the 911 and/or the community equivalent ambulance dispatch entity of the availability of AED service at the organization's location;
- File the Notice of Intent (NOI) to Provide PAD (DOH 4135) and a signed Collaborative Agreement with the appropriate Regional Emergency Medical Services Council (REMSCO), and
- File a new NOI and Collaborative Agreement with the REMSCO if the EHCP changes.

#### **Reporting a PAD AED Use**

In the event that the PAD program uses the AED to defibrillate a person, the program must report the incident to the appropriate REMSCO. The REMSCO may request additional information regarding the incident, but the PAD must report, at a minimum, the following information:

- Provide written notification of AED usage to the REMSCO within 48 hours of the incident;
- The name of the PAD program;
- Location of the incident;
- The date and time of the incident;
- The age and gender of the patient;
- Estimated time from arrest to CPR and the 1st AED shock;
- The number of shocks administered to the patient;
- The name of the EMS agency that responded, and
- The hospital to which the patient was transported.

A copy of the usage report should also be provided to the EHCP.

#### **Regional EMS Council Responsibility in Public Access Defibrillation**

Each REMSCO is responsible for receiving and maintaining notification and utilization documentation. The REMSCOs must develop and implement the following policies and procedures:

- Insure that a copy of each new or updated Notice of Intent (DOH 4135) is forwarded to the Bureau of EMS;
- Maintain a copy of the Notice of Intent and the Collaborative Agreement;
- Collect utilization documentation and information;
- Provide detailed quarterly reports to the DOH on PAD programs in the region, and
- Develop Quality Assurance participation, data submission and documentation requirements for participating organizations.

#### **Data Collection Requirements**

REMSCO quality improvement programs are encouraged to use the data elements from the Utstein Guidelines for Prehospital Cardiac Arrest Research (Cumming RO, Chamberlain DA, Abramson NS, et al, Circulation 1991; 84:960-975).

The following minimum data set is to be developed and collected as a part of the regional PAD QI process. A copy of the data set is to be provided by each region to the DOH Bureau of EMS quarterly:

- Name of organization providing PAD;
- Date of incident;
- Time of Incident;
- Patient age;
- Patient gender;
- Estimated time from arrest to 1st AED shock;
- Estimated Time from arrest to CPR;
- Number of shocks administered to the patient;
- Transport ambulance service, and
- Patient outcome at incident site (remained unresponsive, became responsive, etc).

### **Ambulance and ALS First Response Services**

Ambulance or ALSFR services may not participate in PAD programs for emergency response. Certified EMS agencies must apply for authority to equip and utilize AEDs through their local Regional Emergency Medical Advisory Committee (REMAC).

Please note that the Prehospital Care Report (PCR) has a check box for EMS providers to indicate that a patient has been defibrillated prior to EMS arrival by a community or by-stander PAD provider. Documenting this information is required so that the DOH may monitor the effectiveness of these community based programs

### **Attachments**

1. Notice of Intent to Provide Public Access Defibrillation
2. Regional EMS Council Listing

New York State Department of Health  
Bureau of Emergency Medical Services

**Notice of Intent to Provide  
Public Access Defibrillation**

Original Notification  Update

**Entity Providing PAD**

Name of Organization	( ) Telephone Number
Name of Primary Contact Person	E-Mail Address
Address	( ) Fax Number
City State Zip	

**Type of Entity** (please check the appropriate boxes)

<input type="checkbox"/> Business	<input type="checkbox"/> Fire Department/District	<input type="checkbox"/> Private School
<input type="checkbox"/> Construction Company	<input type="checkbox"/> Police Department	<input type="checkbox"/> College/University
<input type="checkbox"/> Health Club/ Gym	<input type="checkbox"/> Local Municipal Government	<input type="checkbox"/> Physician's Office
<input type="checkbox"/> Recreational Facility	<input type="checkbox"/> County Government	<input type="checkbox"/> Dental Office or Clinic
<input type="checkbox"/> Industrial Setting	<input type="checkbox"/> State Government	<input type="checkbox"/> Adult Care Facility
<input type="checkbox"/> Retail Setting	<input type="checkbox"/> Public Utilities	<input type="checkbox"/> Mental Health Office or Clinic
<input type="checkbox"/> Transportation Hub	<input type="checkbox"/> Public School K - 6	<input type="checkbox"/> Other Medical Facility (specify)
<input type="checkbox"/> Restaurant	<input type="checkbox"/> Public School 6 - 12	<input type="checkbox"/> Other (specify)

**PAD Training Program** (Indicate the training program chosen. Only the approved programs may be used. Please see Policy Statement 09-03 [<http://www.health.state.ny.us/nysdoh/ems/policy/09-03.htm>])

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**Automated External Defibrillator**

Manufacturer of AED Unit	Model of AED Pediatric Capable <input type="checkbox"/>	Number of Trained PAD Providers	Number of AEDs
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**Emergency Health Care Provider**

Name of Emergency Health Care Provider (Hospital or Physician)	Telephone Number
Address	( ) Fax Number
City State Zip	

**Name of Ambulance Service and 911 Dispatch Center**

Name of Ambulance Service and Contact Person	Telephone Number
Name of 911 Dispatch Center and Contact Person	County

**Authorization Names and Signatures**

CEO or Designee (Please print)	Signature	Date
Physician or Hospital Representative (Please print)	Signature	Date

DOH-4135(4/09) Complete this form and send it with your completed Collaborative Agreement to the REMSCO for your area

## REGIONAL EMS COUNCIL LISTING

Adirondack-Appalachian REMSCO  
Main St. PO Box 212  
Speculator, NY 12164  
(518) 548-5911  
(518) 548-7605 fax

Counties: Delaware, Fulton,  
Hamilton, Montgomery, Otsego,  
Schoharie

Big Lakes Regional EMS Council  
534 Main Street - Suite 19  
Medina, NY 14103  
(585) 798-1620

Counties: Genesee, Niagara,  
Orleans

Central NY Regional EMS Council  
Jefferson Tower - Suite LL1  
50 Presidential Plaza  
Syracuse, NY 13202  
(315) 701-5707  
(315) 701-5709 – fax

Counties: Cayuga, Cortland,  
Onondaga, Oswego, Tompkins

Finger Lakes Regional EMS Council  
FLCC Geneva Ext. Ctr.  
63 Putney Street  
Geneva, NY 14456  
(315) 789-0108  
(315) 789-5638 fax

Counties: Ontario, Seneca, Wayne,  
 Yates

Hudson-Mohawk Regional EMS  
Council  
C/O REMO  
1653 Central Avenue  
Albany, NY 12205  
(518) 464-5097  
(518) 464-5099 fax

Counties: Albany, Columbia,  
Greene, Rensselaer, Saratoga,  
Schenectady

Hudson Valley Regional EMS Council  
259 Route 17K - 1st Floor  
Newburgh, NY 12550  
(845) 567-6740  
(845) 567-6730 fax

Counties: Dutchess, Orange,  
Putnam, Rockland, Sullivan, Ulster,

Mid-State Regional EMS Council  
2521 Sunset Avenue  
Utica, NY 13502  
(315) 738- 8351  
(315) 738- 8981 fax  
(888) 225-6642

Counties: Herkimer, Madison,  
Onesida

Monroe-Livingston Reg EMS Council  
Office of Prehospital Care  
Strong Memorial Hospital  
601 Elmwood Ave. Box 4-9200  
Rochester, NY 14692  
585-275-3098 or  
585-273-3961

Counties: Livingston, Monroe

Mountain Lakes Regional EMS  
Council  
365 Aviation Road  
Queensbury, NY 12804  
(518) 793-6200  
(518) 793-6647 fax

Counties: Clinton, Essex, Franklin,  
Warren, Washington

Nassau Regional EMS Council  
2201 Hempstead Turnpike  
Bldg. A - 4th Floor  
Box 78  
East Meadow, NY 11554  
(516) 542-0025  
(516) 542-0049 fax

Counties: Nassau

North Country Regional EMS Council  
SUNY Canton College of Technology  
34 Cornell Drive  
Canton, NY 13617  
866-475-3977  
315-379-3977  
(315) 379-3979 fax

Counties: Jefferson, Lewis,  
St. Lawrence

Regional EMS Council of NYC  
475 Riverside Drive, Suite 1929  
New York, NY 10115  
(212) 670-2301  
(212) 870-2302 fax

Counties: Bronx, Kings, New York,  
Queens, Richmond

Southern Tier Regional EMS Council  
PO Box 3492  
Elmira, NY 14905-0492  
(607) 732- 2354  
(607) 732-2661 fax  
800-343-1311

Counties: Chemung, Schuyler,  
Steuben

Southwestern Regional EMS Council  
PO Box 544  
Olean, NY 14760  
(716) 373-2612

Counties: Allegany, Cattaraugus,  
Chautauqua

Suffolk Regional EMS Council  
Suffolk County Dept. of Hlth. Svcs.  
Div. of Emergency Medical Services  
Dennison Building, 1<sup>st</sup> Floor  
100 Veterans Memorial Highway  
Hauppauge, NY 11788-5401  
(631) 853-5800  
(631) 853-8307 fax

Counties: Suffolk

Susquehanna Regional EMS Council  
Public Safety Building  
153 Lt. Van Winkle Drive  
Binghamton, NY 13905-1559  
(607) 778-1178

Counties: Broome, Chenango,  
Tioga

Westchester Regional EMS Council  
4 Dana Road  
Valhalla, NY 10595  
(914) 231-1616  
(914) 813-4161 fax

Counties: Westchester

Wyoming-Erie Regional EMS Council  
PO Box 630  
Clarence, NY 14031  
(716) 668-9184  
(716) 668-2754 fax

Counties: Erie, Wyoming

Listing Revised: March 12, 2009

PUBLIC ACCESS DEFIBRILLATION  
REPORT OF USE

Name of PAD Site \_\_\_\_\_

Location of Incident \_\_\_\_\_

Date of Incident \_\_\_\_\_ Time \_\_\_\_\_

Patient's Age \_\_\_\_\_ Gender: Male Female

Witnessed Arrest: Yes/No Number of Shocks Delivered \_\_\_\_\_

CPR initiated prior to application of AED: Yes No

Time elapsed between arrest & CPR: \_\_\_\_\_ minutes Unknown

Time elapsed between arrest & first shock \_\_\_\_\_ minutes Unknown

CPR initiated by: Bystander Staff EMS Other \_\_\_\_\_

Name of transporting service \_\_\_\_\_

Hospital destination \_\_\_\_\_

Patient outcome on scene:

Regain of Pulse Remained Pulseless      Became Responsive Remained unresponsive

Please mail this form to: (within 48 hrs of incident)  
Central New York EMS  
Jefferson Tower, Suite LL1  
50 Presidential Plaza  
Syracuse, NY 13202