Warsaw Central School District Level School Emergency Response Plan

2023-24 School Year

Table of Contents

THE BASIC PLAN

1. Introductory Material

Plan Development and Maintenance

8 NYCRR Section 155.17 (b) and 155.17 (c)(11) - requires that each school shall have a Building Level School Safety Team that consists of representatives from the following groups: teacher, administrator, and parent organizations, school safety personnel and other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate.

The District Level School Safety Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating, training and exercising the School ERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

District Level

Name	Title	Agency	Contact Information
Matthew Wilkins	Superintendent	WCSD	585-786-8000
Kari Grisewood	Business Administrator	WCSD	585-786-8000
Kimberly Monahan	Dir. of Ins. Services	WCSD	585-786-8000
Coley Webb	Elementary Principal	WCSD	585-786-8000
Scott Hoornbeck	Elem. Asst. Principal	WCSD	585-786-8000
Richard Ellis	High School Principal	WCSD	585-786-8000
Kimberly D'Amico	Middle School Principal	WCSD	585-786-8000
TBD	Asst. Principal MHS	WCSD	585-786-8000
Amy Burnham	Director of Special Education	WCSD	585-786-8000
Ed Papke	Director of Facilities	WCSD	585-786-8000
Tawnnee Conley	District Clerk	WCSD	585-786-8000
Chelsea Wolcott	School Nurse	WCSD	585-786-8000
Heather Glosser	School Nurse	WCSD	585-786-8000
Val Lunger	Health, Safety, Risk	GV BOCES	
Scott Kelly	School Resource Officer MHS	WCSD/Warsaw PD	585-786-8000
Lorne Harding	School Resource Officer Elem.	WCSD/Warsaw PD	585-786-8000
Pete Hoffmeister	Warsaw PD Chief	Warsaw PD	585-786-2000
Dave Linder	WyCo Sheriff	WyCo Sheriff's Office	585-786-2255
Megan Winter	Public Relations	WCSD/GV BOCES	585-786-8000
Mike Wombles	Transportation Director	C & F Transportation	585-786-0305
Tammy Scaccia	Transportation Assistant	C & F Transportation	585-786-0305

School Resource Officer Roles and Responsibilities

The role and responsibilities of the SRO shall be as follows:

<u>Safety Related Responsibilities</u>

● Provide for the security and safety of all students, staff, and visitors on and in the vicinity of school grounds.

● Protect school property and maintain order in and around the school grounds.

● Attend Superintendent's hearings with students as requested by the School District for the purpose of ensuring and maintaining order at said hearings.

● Provide intervention between students and / or staff using appropriate techniques to de-escalate, calm, and control situations.

● Upon notice to the Police Department, and under the supervision of the Chief of Police or their designee, investigate crimes and incidents occurring on and in the vicinity of school grounds in coordination with the School District's administration.

● Enforce governing New York State and Federal laws, rules, and regulations or policies.

● Remain at a designated post in the School District building. SRO may leave the designated post to respond to school related incidents and / or to respond to priority calls where SRO is the closest available unit.

● Screen persons entering the School District building or other School District grounds when necessary, appropriate, and legally permissible. The level of invasiveness of the screening procedure shall be determined with respect to the SRO's trained discretion. However, the screenings shall at all times be conducted in a manner compliant with, and warranted under, New York State Law.

● Ascertain the identity of and, when necessary, question any individual on School District grounds that SRO or School District staff is unable to identify.

● Become familiar with, and periodically check and inspect, all hidden recesses in the School District's buildings.

● Seize and store / dispose of illegal substances or contraband seized by school officials as required / not required for preservation of evidence.

<u>Reporting Responsibilities</u>

● Report directly to the Chief of Police or their designee.

● Report violations of law, school rules, and regulations or policies directly to the School District's administration, Chief of Police, and District Attorney as necessary or required by New York State Law.

● Report to the School District any circumstances or situation that may create a potential health or safety hazard to persons or property to the extent permitted by New York State Law.

<u>Community Relations Responsibilities</u>

- Remain highly visible and accessible to School District students and staff.

- Act as liaison between police and other emergency personnel, as well as between the Police Department and the School District.

- Develop and maintain a positive and open relationship with students, administrators, faculty, staff, and parents of the School District.

- Properly secure and maintain all Villageissued equipment used for SRO purposes when such equipment is on or around School District grounds.

<u>Educational Responsibilities</u>

- Assist the District in meeting requirements mandated by New York State Law.

- Participate in meetings with school officials, parents, or the School Board when requested. SRO may assist with dispute resolution, policy development, and formation of procedures regarding school safety.

- Provide students and staff with educational information regarding DWIs, weapons, sale of illegal drugs, etc.

- Educate potential school-age victims in crime prevention and safety.

- Develop and expand crime prevention efforts for students.

Distribution of the Plan

8 NYCRR Section 155.17 (e)(3) mandates that a copy of the ERP and any amendments shall be filed with the appropriate local law enforcement agency **and** with the New York State Police within thirty days of adoption.

> **Send Building Level Safety Plans to:**
>
> **New York State Police**
> **Headquarters – Field Command**
> **Attn: Safe Schools NY**
> **1220 Washington Avenue, Building 22**
> **Albany, NY 12226**
>
> **Or by email to:**
> **info@safeschools.ny.gov**

School ERPs are confidential and shall not be subject to disclosure under Article VI of the Public Officers Law or any other provision of law.

Record of Distribution

Copies of the emergency response plan, including appendices and annexes, are recommended to be distributed to your School Safety Team, local fire department, area law enforcement (including village, town, county and state police), local and county emergency management, the district superintendent and any other persons deemed appropriate by the School Safety Team.

Distribution of the ERP shall be recorded in the following table.

Agency	Name of Receiving Party	Date

Plan Review and Updates
8 NYCRR Section 155.17 (b) requires the School Safety Team to review its ERP annually and update it by October 1st as needed.

Each update or change to the plan shall be recorded in the following table.

Revision/Update/ Amendment	Name	Date

2. Purpose and Situation Overview

Schools are exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, exposing students/staff to injury, and causing damage to public or private property.

The School Safety Team has completed a thorough threat assessment to identify circumstances in the school or near campus that may present unique problems and/or potential risk to people or property.

Threat, Hazard Types, and Examples

Threat and Hazard Type	Examples
Natural Hazards:	- Earthquakes - Tornadoes - Lightning - Severe wind - Hurricanes - Floods - Wildfires - Extreme temperatures - Landslides or mudslides - Winter precipitation - Wildlife
Technological Hazards:	- Explosions or accidental release of toxins from industrial plants including: - Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills including: - Agricultural and Technology Room – Room 338 and 340 - Chemistry (chemical storage) - Room 228, Second floor - Physics (chemical storage) – Room 230, Second floor - Biology (chemical storage) Room 226, Second floor - Boiler Room – Elementary School- Next to Aud. - Boiler Room – MH School- Near Art Wing - Transformers – in front of both buildings - Generator Switch – HS boiler room and elementary school basement - Hazardous materials releases from roadways & railroads - Power failure - Water failure

Biological Hazards:	● Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, *Staphylococcus aureus*, and meningitis ● Contaminated food outbreaks, including *Salmonella*, botulism, and *E. coli* ● Toxic materials present in school laboratories as listed above
Adversarial, Incidental, and Human-caused Threats:	● Fire ● Active shooters ● Criminal threats or actions ● Gang violence ● Bomb threats ● Domestic violence and abuse ● Cyber attacks ● Suicide ● Medical

Planning Assumptions and Limitations

Stating the planning assumptions allows the school to deviate from the plan if certain assumptions prove not to be true during operations. The School ERP is established under the following assumptions:

● The school community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazards Assessments Annex, as well as lesser threats/hazards that may develop in the future.

● A major disaster could occur at any time and at any place. In many cases, dissemination of warning to the public and implementation of increased readiness measures may be possible; however, most emergency situations occur with little or no warning.

● A single site incident could occur at any time without warning and the employees of the school affected cannot and should not wait for direction from local response agencies. Action is required immediately to save lives and protect school property.

● There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response can reduce the number and severity of injuries.

● Outside assistance from local fire, law enforcement and emergency services will be available in most serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until emergency responders arrive at the incident scene.

● Actions taken before an incident can stop or reduce incident-related losses.

● Maintaining the School ERP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school's readiness to respond to incidents.

3. Concept of Operations

The overall strategy of a School ERP is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

Implementation of the Incident Command System (ICS)

The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. The Incident Commander at the school will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified Incident Commander. 8 NYCRR Section 155.17 (e)(2)(v) requires a definition of a chain of command consistent with the Incident Command System. This chain of command is documented in the table included in Appendix B.

Initial Response

School personnel are likely to be the first on the scene of an incident in a school setting. Staff and faculty are expected to respond as appropriate and notify the Principal, or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (Police, Fire or EMS dependent upon the nature of the incident). Staff will seek guidance and direction from the school district and emergency responders.

Any staff person or faculty in a building that sees or is aware of an emergency shall activate the ERP.

4. Organization and Assignment of Responsibilities

This section establishes the operational organization that will be relied on to manage an incident and includes examples of the types of tasks that may be performed by different positions.

The Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

Superintendent

The Superintendent (or their designee) will serve as the **Incident Commander** and designates the Business Official (Safety Officer) and the Building Principal as alternates in the event that the Superintendent is unable to serve in that role. At all times, the Superintendent still retains the ultimate responsibility for the overall safety of students and staff.

Responsibilities include:
- Provide direction over all incident management actions based on procedures outlined in this ERP
- Take steps necessary to ensure the safety of students, staff and others
- Determine which emergency protocols to implement, as described in the functional annexes of this ERP
- Coordinate/cooperate with emergency responders
- Keep the Superintendent informed of the situation in the Superintendent's absence

Teachers / Substitute Teacher / Student Teachers

Teachers shall be responsible for the supervision of students and shall remain with students unless directed to do otherwise.

Responsibilities include:
- Supervise students under their charge
- Take steps to ensure the safety of students, staff, and other individuals.
- Take attendance when class relocates to an inside or outside designated area or to an evacuation site
- Report missing students to the appropriate Emergency Response Team Member
- Execute assignments as directed by the Incident Commander
- Render first aid or CPR, if certified and deemed necessary
- Obtain first aid services for injured students from the school nurse or person trained in first aid
- Arrange for first aid for those who are unable to be moved

Teaching Assistants and School Monitors

Responsibilities include assisting teachers as directed and actions to ensure the safety of students.

Guidance Counselors and School Psychologists

Responsibilities include:
- Take steps to ensure the safety of students, staff and other individuals during the implementation of the ERP
- Provide appropriate direction to students as described in this ERP for the incident type
- Render first aid or CPR and/or psychological aid if trained to do so
- Assist in the transfer of students, staff and others when their safety is threatened by an emergency
- Administer counseling services as deemed necessary during or after an incident
- Execute assignments as directed by the Incident Commander

School Nurses

Responsibilities include:
- Administer first aid or emergency treatment as needed
- Supervise administration of first aid by those trained to provide it

- Organize first aid and medical supplies
- Execute assignments as directed by the Incident Commander

Custodians/Maintenance Staff

Responsibilities include:
- Survey and report building damage to the Incident Commander
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines
- Provide damage control as needed
- Assist in the conservation, use and disbursement of supplies and equipment
- Control locks and physical security as directed by the Incident Commander
- Keep Incident Commander informed of the condition of the school
- Execute assignments as directed by the Incident Commander

Informational Technology Staff

Responsibilities include:
- Support response team and administrative team with appropriate technology needs.
- Provide appropriate technology support to the evacuation site.
- Execute assignments as directed by the Incident Commander

Principal's Secretary/Office Secretaries

Responsibilities include:
- Answer phones and assist in receiving and providing consistent information to callers
- Provide for the safety of essential school records and documents
- Provide assistance to the Incident Commander/Principal
- Monitor radio emergency broadcasts
- Execute assignments as directed by the Incident Commander

Food Service/Cafeteria Workers

Responsibilities include:
- Prepare and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident
- Execute assignments as directed by the Incident Commander

Bus Drivers

Responsibilities include:
- Supervise the care of students if disaster occurs while students are on the bus
- Transfer students to new location when directed
- Execute assignments as directed by the Incident Commander

Other Staff

Responsibilities include:
- Execute assignments as directed by the Incident Commander

Students

Responsibilities include:
- Cooperate during emergency drills, exercises and during an incident
- Follow directions given by faculty and staff.
- Know student emergency actions and assist fellow students in an incident
- Report situations of concern (e.g. "If you see something, say something.")
- Develop an awareness of the high priority threats/hazards and how to take measures to protect against and mitigate those threats/hazards

Parents/Guardians

Responsibilities include:
- Encourage and support school safety, violence prevention and incident preparedness programs within the school
- Participate in volunteer service projects for promoting school incident preparedness
- Provide the school with requested information concerning the incident, early/late dismissals and other related release information
- Listen to and follow directions as provided by the School District.

5. Direction, Control, and Coordination

School Incident Command System

To provide for effective direction, control and coordination of an incident, the School ERP will be activated through the implementation of the Incident Command System (ICS).

Staff are assigned to serve within the ICS structure based on their expertise, training and the needs of the incident. Roles should be pre-assigned based on training and qualifications. The School ICS is organized as follows:

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                    ┌─────────────────────────────────────┐
                    │         Incident Commander          │
                    │  Directs incident management        │
                    │         activities                  │
                    │          Alternate IC               │
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Incident Commander
Directs incident management activities
Alternate IC

Public Information Officer (PIO)
Acts as liaison between school and public as assigned by the IC

Safety Officer
Responsible for overall safety of all persons involved

Liaison Officer
Responsible for coordinating with outside/emergency agencies

Planning
Responsible for collection, evaluation, dissemination, and use of information

Operations
Carries out response activities, universal procedures, etc.

Logistics
Responsible for organizing resources and personnel

Finance & Administration
Responsible for incident accounting, costs and reimbursement

COMMAND STAFF

Incident Commander

	Name	Title	Phone number
Primary	Matthew Wilkins	Superintendent of Schools	(585) 786-8000
Alternate	Kari Grisewood	Business Administrator	(585) 786-8000

Safety Officer

	Name	Title	Phone number
Primary	Ed Papke	Director of Facilities	(585) 786-8000
Alternate	Scott Kelly	SRO	(585) 786-8000

Liaison Officer

	Name	Title	Phone number
Primary	Scott Kelly	SRO	(585) 786-8000

Alternate	Chief Pete Hoffmeister	Warsaw PD Chief	(585) 786-2000

Public Information Officer

	Name	Title	Phone number
Primary	Megan Winter	Public Relations Coordinator	(585) 786-8000
Alternate	Kimberly Monahan	Director of Instructional Services	(585) 786-8000

School Incident Command System (ICS) Roles Defined

The Incident Command System is organized into the following functional areas:

Incident Command

Directs the incident management activities using strategic guidance provided by the Superintendent or his designee.

Responsibilities and duties include:
- Establish and manage the Command Post, establish the incident organization and determine strategies to implement protocols (adapt as needed)
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants
- Coordinate media relations and information dissemination with the Superintendent/Principal/ Incident Commander
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises
- Document all significant activities

Operations Section

Directs all tactical operations (actions) of an incident including the implementation of response/recovery activities according to ICS, care of students, first aid, psychological first aid, search and rescue, site security, damage assessment, evacuations and the release of students to parents.

Responsibilities and duties include:
- Monitor site utilities (i.e. electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by the Incident Commander and assist in securing the facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies and request additional supplies from the Logistics Section.
- Provide and access psychological first aid services for those in need and access local/regional providers for ongoing crisis counseling for students, staff and parents/guardians.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure and request needed supplies from Logistics Section.
- Document all activities

As needed, Emergency Response Teams may be activated within the Operations Section. 8 NYCRR Section 155.17 (e)(2)(ii) requires the designation of individuals assigned to emergency response teams. Appendix C includes tables for documenting those designated individuals.

Planning Section

Collects, evaluates and disseminates information needed to measure the size, scope and seriousness of an incident and to plan appropriate incident management activities.

Responsibilities and duties include:
- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map), assist with ongoing planning efforts and maintain incident log
- Document all activities

Logistics Section

Supports ICS by securing and providing needed personnel, equipment, facilities, resources and services required for incident resolution. Coordinates personnel, assembling and developing volunteer teams and facilitates communication among incident responders. This function may involve a major role in an extended incident.

Responsibilities and duties include:
- Establish and oversee communications and activities during an incident (two-way radio, written updates, etc.) and develop telephone tree for after-hours communication
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment
- Document all activities

Finance/Administration Section

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement and recovering school records following an incident.

Responsibilities and duties include:
- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph and videotape damage to property
- Develop a system to monitor and track expenses.
- Account for financial losses in accordance with district policy and secure all records

Coordination with Responders

The School ERP may have a set of interagency agreements with various agencies to aid in timely communication. Agreements with these agencies and services (including, but not limited to, mental health, law enforcement and fire departments) could help coordinate services between the agencies and the school. The agreements could specify the type of communication and services provided by one agency to another

In the event of an incident involving outside agencies, a transfer of command from the school Incident Commander to a responding agency will occur.

Source and Use of Resources

The school will use its own resources and equipment to respond to incidents until emergency responders arrive.

It is suggested that the school establish memoranda of understanding with local organizations and businesses to provide necessities in the event of an emergency. Examples include local grocery stores for food and water or county health departments for counseling services.

See Appendix-D: Memoranda of Understanding, include copies of all MOU's.

6. Information Collection, Analysis and Dissemination

The School will collect, analyze, and disseminate information during and after an incident.

Types of Information

During an incident, the school will assign administrative staff to monitor weather and local law enforcement alerts. This information will be analyzed and shared with the Incident Commander.

After an incident, the school will assign staff to monitor websites and hotlines of mental health, emergency management and relief agencies. The school will also monitor the school district information portal, to determine any information pertinent or critical to the school's recovery effort.

Information Documentation

The assigned staff member will document the information gathered including:

- Source of information
- Staff member who collected and analyzed the information
- Staff member to receive and use the information
- Format for providing the information
- Date and time the information was collected and shared

7. Training and Exercises

The school understands the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school personnel and community responders are aware of their responsibilities under the School ERP, the following training and exercise actions should occur.

Training

All school staff, students, and others deemed appropriate by the school should receive training during the school year to better prepare them for an incident.

- Roles and Responsibilities – Deliver at start of school year
- Incident Command System (ICS) Training – Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at www.training.fema.gov. ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at www.dhses.ny.gov. Or by contacting your local emergency management agency.
- Annual training
  - Review ERP with staff
  - Conduct full staff briefings on roles to perform during an emergency
  - Ensure all staff have been briefed in the communications and notifications requirements set forth in the ERP
  - Conduct student briefings on roles they perform during an emergency

Drills & Exercises

At a minimum, the school will conduct the following exercises/drills annually:

- Section 807 of the Education Law mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic. The instruction must be in the form of drills or rapid dismissals and must include a minimum of 12 drills each school year.
- 8 NYCRR Section 155.17 (e)(3) - each building level emergency response plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal).

The following is recommended:

- 1 - Lockdown drill – Announced (first marking period)
- 3 - Lockdown drills – Unannounced (quarterly - following first announced drill)

Lockdown drills will be conducted internally to ensure that school staff have the ability to secure the facility and students against an immediate threat to life and safety. Such drills will cause minimal interruption to academic activities and will involve the clearance of hallways, locking of classrooms and positioning of students and staff in pre-designated "safe areas" within each room. Where possible, the school should seek out opportunities to conduct full-scale response exercises with law enforcement.

Whenever a lockdown drill will be conducted, whether announced or unannounced, the school will notify local law enforcement and/or the regional 911 Emergency Dispatch Center prior to **and at the conclusion of the drill**. This will be done to ensure that law enforcement does not receive a false report that the school is in actual lockdown. Any announcements made during a drill will be preceded and ended with the phrase "this is a drill". This will ensure that all involved recognize that this is a drill and not a real incident (i.e. "may I have

your attention, this is a drill – LOCKDOWN – this is a drill"). Additionally, a sign or notice will also be placed at all public entrances indicating that a drill is in progress and to wait for service "**SAFETY DRILL IN PROGRESS - PLEASE WAIT**." This will serve to notify any uninformed parents or visitors and prevent unwarranted panic.

Type of Training/Drill	Date of Training/Drill	Agencies Involved

8. Administration, Finance and Logistics

Agreements and Contracts

If school resources prove to be inadequate during an incident, the school will request assistance from local emergency agencies, other agencies and industry in accordance with existing Memoranda of Understanding. Such assistance includes equipment, supplies and/or personnel. All agreements are entered into by authorized school district and school officials. Copies of these agreements are located in Appendix D.

Documentation

The ICS Section Chiefs will maintain accurate logs recording key incident management activities including:
● Activation or deactivation of incident facilities
● Significant changes in the incident situation
● Major commitments of resources or requests for additional resources from external sources
● Issuance of protective action recommendations to staff and students
● Evacuations
● Casualties
● Containment or termination of the incident

Incident Costs

The ICS Finance/Administration Section is responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of incident response costs that can be used in preparing future school budgets and to share these costs with the Superintendent and District Business Office. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

Preservation of Records

In order to continue normal school operations following an incident, records such as legal documents and student files must be protected (i.e. in the event of a fire and flood).

9. Authorities and References

The following are State and Federal authorizations upon which this School ERP is based. These authorities and references provide a legal basis for emergency management operations and activities.

- The New York State Safe Schools Against Violence in Education (Project SAVE) and 8 NYCRR Section 155.17 require that school emergency plans define the chain of command in a manner consistent with the Incident Command System (ICS). Refer to Appendix B for the defined chain of command.

- New York State Executive Order 26.1 (2006), established ICS as the state's standard command and control system that will be utilized during emergency operations.

- Homeland Security Presidential Directive (HSPD) – 5 required the development of National Incident Management System (NIMS), of which ICS is a critical component.

FUNCTIONAL ANNEXES

The information in this section was developed utilizing the Federal Emergency Management Administrator's Guide for Developing High Quality School Emergency Operations Plans.

The Functional Annexes within this section, should provide schools with a comprehensive set of guides for responding to and functioning during an emergency. Each School Building Level School Safety Team should assess and develop annexes to meet the unique needs of each school building.

- Hold (Hold in Place)
- Secure (Lockout)
- Lockdown
- Evacuate (Evacuation) (required per 8 NYCRR Section 155.17 (e)(2)(i)
- Shelter (Shelter in Place)

These annexes contain elements required by 8 NYCRR Section 155.17. Completion of these annexes utilizing the recommended actions will help the school comply with State law.

- Crime Scene Management
- Communications
- Medical Emergency and Mental Health

The School Safety Improvement Team also recommends that schools complete the following annexes utilizing the recommended actions.

- Accounting for All Persons
- Reunification
- Continuity of Operations
- Recovery
- Security

Hold (Hold-in-Place)

Purpose

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

Actions

Initiate Hold

- **Hold** will be announced by intercom, Public Address (P.A.) System, or otherwise with instructions on how to proceed. **(DO NOT USE CODES, COLORS OR CARDS)**

  An announcement similar to the following will be read:

  > ➢ **YOUR ATTENTION PLEASE.**
  > ➢ **THERE IS A SITUATION REQUIRING YOU TO enter into a HOLD**
  > ➢ **PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS.**
  > ➢ *Provide specific incident instructions*

Instructions

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

Execute Hold

- Students in hallways, bathrooms or other common areas will return to their classroom. If a Hold is announced between class periods, students will continue to their next class to await instructions. If the route is blocked, students will go to the nearest classroom and advise the teacher that they are unable to get to their class and await instructions. Classroom teacher will report extra students to the appropriate office,
- All available staff members will assist in maintaining order and accounting for students. Remain in position until further instruction is given or remaining in place compromises safety.

Secure (Lockout)

Purpose

This annex describes the courses of action the school will execute to secure school buildings and grounds

during incidents that pose an imminent concern <u>outside</u> of the school. The primary objective of a secure (lockout) is to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger.

Actions

Initiate Secure (Lockout)

- **Secure** will be announced by intercom, Public Address (P.A.) System, or otherwise.
  (DO NOT USE CODES, COLORS OR CARDS)

  An announcement similar to the following will be read:

  - ➢ **YOUR ATTENTION PLEASE.**
  - ➢ **THERE IS A SITUATION REQUIRING THE SCHOOL TO <u>SECURE</u>.**
  - ➢ **ALL OUTDOOR ACTIVITIES ARE CANCELED.**
  - ➢ **PLEASE CONTINUE REGULARLY SCHEDULED <u>INDOOR</u> ACTIVITIES.**

Execute Secure (Lockout)

- All outdoor activities shall cease and be immediately moved indoors (i.e., gym classes, playground, etc.).
- As soon as all students and staff are in the building all exterior doors shall be locked.
- Normal activity will continue within the building (unless directed otherwise).
- It is not necessary to turn the lights off or to close blinds (unless directed).
- Do not respond to the fire alarm unless actual signs of fire are observed, or an announcement is made.
- Report any suspicious activity observed either indoors or outdoors to the main office.
- A secure will be lifted when notification is made by administration. Activate Annex(es) appropriate to respond to the situation.

Lockdown

Purpose

This annex describes the courses of action schools will execute to secure school buildings and grounds during incidents that pose an <u>immediate threat of violence</u> in or around the school. The primary objective of a lockdown is to quickly ensure all school staff, students and visitors are secured in rooms away from immediate danger.

A Lockdown is the initial physical response to provide a time barrier during an active shooter/intruder event. Lockdown is not a stand-alone defensive strategy. Executing a Lockdown should involve barricading the door, hiding from view, remaining silent and readying a plan of evacuation as a last resort.

Actions

Initiate Lockdown

- Where possible a **Lockdown** will be announced by intercom, Public Address (P.A.) System, or otherwise. **(DO NOT USE CODE WORDS, COLORS OR CARDS)**

- Contact 911
- In events where an <u>immediate</u> threat to life safety is recognized (such as a person armed with a gun in the hallway) any faculty or staff shall raise the alarm and initiate a lockdown.
    - o all call code will be provided
    - o contact main office to initiate lockdown

Lockdown must be immediate and deliberate, the announcement of a lockdown shall be as follows:

<div align="center">

LOCKDOWN! - LOCKDOWN! - LOCKDOWN!

</div>

Execute Lockdown

- **IF SAFE**, immediately gather students from hallways and areas near your room into classroom or office. This includes common areas and restrooms immediately adjacent to your classroom.
- Lock your door(s) and have students/staff move to the designated safe area of the room, ****REMAIN SILENT****
- **Turn lights off if safe to do so. If not, leave the lights on.**
- Do not cover the door window.
- Teachers should position themselves in a location that gives them an advantage to <u>manage</u> their classroom effectively, and take the following action during a lockdown:
    - o Do not allow anyone, under any circumstances, to leave your secured area.
    - o Do not answer or communicate through your door or classroom phone.
    - o Silence cell phones and limit use to only relay pertinent information to 911, (i.e., description/location of active shooter/victim injuries).
    - o Do not respond to fire alarm unless actual signs of fire are observed. Doing so could compromise the safety of those already secured.
    - o Document and attend to any injuries to the best of your ability.
    - o Take attendance and include additions and missing students' last known location.
    - o Do not respond to Public Address (P.A.) system or other announcements.
    - o If an intruder enters the classroom, use WHATEVER means necessary to protect yourself and the students. You must be prepared to fight for your life and use physical force or possibly deadly force to stop the intruder.
    - o Potential tactics include:
        - ▪ Moving about the room to lessen accuracy.
        - ▪ Throwing items (books, computers, phones, etc.) to create confusion.
        - ▪ Assaulting the shooter/intruder – use whatever objects you have in the classroom as a weapon such as blunt force objects (fire extinguishers, chairs, etc.) to incapacitate the intruder – FIGHT!
        - ▪ Tell students to get out anyway possible – RUN!
- Staff/students participating in any outdoor activity upon the initiation of a lockdown should seek a safe location away from the building. Call 911 and report your situation including location and number of students.
- Procedures should be in place to re-direct buses in the event of a lockdown.

LOCKDOWN WILL ONLY END WHEN YOU ARE PHYSICALLY RELEASED FROM YOUR ROOM OR SECURED AREA BY LAW ENFORCEMENT.

Evacuate (Evacuation)

Purpose

This annex focuses on the courses of action that the school will execute to evacuate school buildings and grounds. Included are school policies and procedures for on-site and off-site evacuation including evacuation routes, transportation needs, and sheltering sites, required per 8 NYCRR Section 155.17 (e)(2)(i).

Evacuate should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.

Actions

Initiate Evacuate

- Communicate the need to evacuate the building or a specific area of the building to the building staff and other occupants by activating the fire alarm and/or by a Public Address (P.A.) System or bullhorn.

  An announcement similar to the following will be read:

  ➢ **YOUR ATTENTION PLEASE.**
  ➢ **WE NEED TO EVACUATE THE BUILDING.**
  ➢ **TEACHERS ARE TO TAKE THEIR STUDENTS TO THEIR DESIGNATED ASSEMBLY AREA.**
  ➢ **TEACHERS TAKE YOUR CLASS ROSTER**
  ➢ **TAKE ATTENDANCE WHEN SAFE TO DO SO**

    - Call or designate another to immediately call public safety (911) (police, fire and emergency responders) to give notice that the school has been evacuated.
    - Notify appropriate district staff that an evacuation of the school has occurred.
    - Communicate changes in evacuation routes if primary routes are unusable.
    - Activate Annex(es) appropriate to respond to the situation.
    - Designate staff with assigned radios and/or cell phones to assist in evacuation procedures.

Staff with radios or cell phones

NAME	Radio or Cell Phone Number
Matthew Wilkins	
Kari Grisewood	
Kim Monahan	
Coley Webb	
TBD	
Richard Ellis	
Ryan Winchip	
Amy Burnham	
Kim D'Amico	
Ed Papke	
Doug Hilts	
Tawnnee Conley	
Chelsey Wolcott	
Heather Glosser	
Mark Speccio	
Scott Kelly	
TBD	
Jessica Bodine	
Deanna Flint	
Denise Samardak	
Mike Wombles	
Tammy Scaccia	
Megan Winter	

- Communicate when it is safe to re-enter the building or re-occupy a section of the school by bell system, radio transmission, public address system, designated staff, or bull horn.

Evacuate – Building Only

- Determine evacuation routes based on the location of the incident and type of emergency.
- Ensure all locations have designated secondary escape routes.
  - Designate alternate routes
  - Identify escape windows or other means of escape
- Evacuate Students/Staff with special needs
  - Disabled/wheelchair accessible routes
  - Address the needs of other disabilities: autism, blind, hearing impaired, etc.
- Student Self-Evacuation: In the event that students find themselves out of the supervision of faculty or staff.
  - Students self-evacuate through the nearest evacuation route or exit.

- o   Students report to the nearest assembly area and nearest teacher/staff.
- Do not stop for student or staff belongings.
- Take class roster, phone lists, first-aid kit and other emergency supplies with you, list of student medical needs, evacuation route (sub plans) (Gotta Go Bags).
- Personnel (Administration, SRO, Maintenance) will be assigned to check the bathrooms, hallways and common areas for visitors, staff or students while exiting.
- Go to the designated evacuation assembly area.

Designated Evacuation Assembly Areas (On School Grounds)

Building, Wing or Location	Assembly Area

- Account for all students. Immediately report any missing or injured students to the School Incident Commander.
- Main office staff: Take visitor log and student sign out sheet to evacuation assembly area.

Evacuate – (Off School Grounds)

In the event that the situation poses a significant enough risk that evacuation of the building and remaining on school grounds is determined to not be adequate, students and staff will be evacuated to an off-site location. The Building Level School Safety Team determines appropriate off-site evacuation areas prior to an actual incident. Pre-plan for off-site locations that offer adequate protection from the elements and communications abilities.

- Perform all evacuation steps as indicated for a building evacuation.
- Proceed to off-site locations.

Off Site Location		Address	Facility Contact Name and Number
Grade 7-12			
Grade PK - 6			
Any or all schools as			

needed			
Any or all schools as needed (Backup Location)			
Media Staging Area			
Incident Command Center			

- Notify all assembly areas to evacuate to an offsite location.
- Method of Travel - When possible, students will walk to the off-site locations (transported if needed).

Evacuate – Return to Buildings or Grounds

No students or staff shall return to school buildings or grounds until advised to do so by the Incident Commander or appropriate officials.

- The Incident Commander will make the decision when it is safe to return to the building.
- In the event that emergency response services (Police, Fire, EMS) are called, the Incident Commander may transfer incident command to the appropriate authority, who will then make the decision to allow students and staff to return to the building or grounds.

Shelter (Shelter in Place)

Purpose

A Shelter (Shelter-in-Place) annex describes courses of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado).

Actions

Initiate Shelter

1. **Shelter** will be announced by intercom, Public Address (P.A.) System, or otherwise with instructions on how to proceed. **(DO NOT USE CODES, CARDS or COLORS)**

   An announcement similar to the following will be read:

➢ **YOUR ATTENTION PLEASE.**
➢ **THERE IS A SITUATION REQUIRING YOU TO enter into a <u>SHELTER</u>.**
➢ **PLEASE STOP WHAT YOU ARE DOING AND FOLLOW THESE INSTRUCTIONS.**
➢ *Provide specific incident instructions*

Instructions

2. Use clear, concise language to provide direction to the school based on the situation.
3. If there is a situation requiring students and staff to move away from windows and doors (such as a weather emergency), they should be instructed to move to the interior of the room or relocate to an interior hallway or room. Students in temporary classrooms or outside of the main building for any reason should be instructed to move into the main school building.
4. If the situation is not a threat to the exterior of the building, student's in-between classes or outside of their classroom for other reasons should be instructed to continue to their next class.

Additional Considerations for Shelter

The Building Level Safety Team should consider the following when reviewing the current plan or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response.

Procedures for the following should be included:
5. Turn off utilities and ventilation systems (heating, ventilation and air conditioning) if appropriate.
6. Prepare to shelter for extended periods including arrangements for food/water, sleeping, hygiene, medical needs, etc. Activate Annex (es) appropriate to respond to the situation.
7. Notify all concerned parties when the Shelter is lifted.

Crime Scene Management

<u>Purpose</u>

This annex outlines procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property as required in 8 NYCRR Section 155.17 (e)(2)(viii).

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. Before those professionals arrive, it is important that the crime scene remain as uncontaminated as possible. There are things that can be done by people who arrive at the scene first to help protect the evidence. These procedures were developed around the RESPOND acronym, which was designed to aid in remembering the steps to securing crime scenes and evidence.

<u>Actions</u>

Respond
● Ensure your personal safety first, then if possible, formulate a plan and make mental notes.

Evaluate
● Evaluate the severity of the situation, call 911 if appropriate.
● Identify involved parties.

- Be aware of weapons, hazards, and potential evidence.
- Don't touch anything unless absolutely necessary to preserve safety.

Secure
- Clear away uninvolved people.
- Establish a perimeter that prevents people from entering the potential crime scene.

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

Observe
- Write down your observations as soon as is safe to do so.
- Record detailed information – don't rely on your memory.
- Notes will aid first responders upon arrival and could be utilized in court.

Notify
- Call 911 if not already called or police are not on scene.

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

8. Communications

Purpose

This annex includes communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders, required under 8 NYCRR Section 155.17 (e)(2) (iv), as well as the communication of emergency protocols before an emergency and communication after an emergency.   Additionally, procedures shall be included for emergency notification of persons in parental relation (8 NYCRR Section 155.17 (e)(2)(i).

The School ERP must include policies and procedures governing school incident communications with law enforcement and emergency responders, as well as with students, parents, staff, the school community and the media. Templates for statements/press releases to the media, a detailed communications plan, including standard procedures and protocols, should be developed and made available in advance of an incident.

Templates for statements/press releases, the communication plan and media contacts at the major television, Internet, and radio stations are maintained by the District Clerk and located in the Superintendent's Office.

Types of Communications

Communication between School and Emergency Responders

The school will contact and maintain communications with emergency responders during an incident. The School Incident Commander will transfer command to the appropriate emergency responder who arrives on

the scene to assume management of the incident, including coordination of internal and external communications. The Incident Commander will use the communication platform described in the School ERP to notify the principal/designee of the school's status and needs. The school and emergency responders will coordinate the release of information to ensure that information is consistent, accurate and timely.

Internal Communications

The school has identified a school spokesperson or public information officer (PIO) who will be responsible to:

- Help create the policies and plans for communicating emergency information internally and to the public.
- Follow the communications policies and procedures established by the school.
- Help establish alternative means to provide information in the event of a failure of power, phone or other lines of communication.
- Develop materials for use in media briefings.
- Act as the contact for emergency responders and assist in the coordination of media communications.

Communication between School Officials and Staff Members

School personnel will be notified when an incident occurs and kept informed as additional information becomes available. They will also be informed as plans for management of the incident evolve (keep staff informed to the greatest degree possible). The following methods of communication may be utilized to disseminate information internally when appropriate:
- Parent Square, Text-Messaging System/E-mail System: A text-messaging or email system is available to provide those who are registered to receive messages with updates during an incident.
- Mobile Device Applications.
- Morning Faculty Meeting: As appropriate, updated information about an incident will be presented at the morning faculty meeting. Any new procedures for the day will also be reviewed at this time.
- End-of-Day Faculty Meeting: As appropriate, updated information and a review of the day's events will be presented at the end-of-day meeting. Staff will also have the opportunity to address any misinformation or rumors.

Communication between School Officials and Students

Communication of emergency information between school officials will primarily take place through the school's public address system, campus notification system or face-to-face between faculty and students. Other methods of communication with students may include the following:

- Parent Square/Messaging System: A text-messaging or email system is available to provide those who are registered to receive messages with updates during an incident.
- Mobile Device Applications.

External Communications

School officials must communicate with the larger school community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media and the community at large will require clear and concise messages from the school about the incident. This will include what is being done and the safety of the children and staff.

Communication with Parents

- Before an incident occurs, the school will:
  o Inform parents on how to access alerts and incident information.
  o Inform parents that the school has developed an ERP, its purpose and its objectives. **Detailed response tactics should not be shared if they will impede the safe response to an incident**.
  o Information will be included in the school newsletter and website.
  o Be prepared with translation services for non-English-speaking families and students with limited English proficiency.
- In the event of an incident, the school will:
  o Disseminate information via Parent Square, school website and other means to inform parents about what is known to have happened.
  o Implement a plan to manage phone calls and parents who arrive at the school.
  o Describe how the school and school district are handling the situation.
  o Provide a phone number, website address or recorded hotline where parents can receive updated incident information.
  o Inform parents and students when and where school will resume.
- After an incident, school administrators will schedule and attend an open question- and-answer meeting for parents/guardians as soon as possible.

Communication with the Media

In the event of an incident, the School Incident Commander or the emergency responder Incident Commander (in the event command has been transferred), will coordinate with the public information officer and/or participate in a joint information effort to:

- Establish a media site and reception area away from the school and any established Incident Command Post, Evacuation site or Reunification site.
  o Determine a media location for low impact events (such as a water main break) and high impact events (such as an active shooter incident) when media interviews at the school would be deemed impracticable due to the nature and severity of the incident.
  o Low Impact events can be handled at the School District Central Offices or similar type facilities as the number of media outlets and duration of media coverage can be expected to be low.
  o High Impact events can be handled at a community center, park or other facility that is of appropriate size to accommodate a large number of media outlets for an extended duration. DO NOT use government facilities (fire stations, etc.) as this will interfere with government administration and operations.

Pre-designated Media sites

	Alternate Location	Address and description
LOW IMPACT		
HIGH IMPACT		

- Provide regular updates to the media and school community.
- Once Incident Command is transferred to emergency response authorities, so too will PIO functions be transferred to the ICS PIO.
- **Provide only information that has been approved to be released by the Incident Commander in charge of the scene.**

- Monitor the release of information and correct misinformation. Coordinate messages with the Incident Commander or PIO.

9. Medical and Mental Health Emergency Annex

Purpose

This annex describes the courses of action that the school will implement to address emergency medical (e.g. first aid) and mental health counseling issues. Schools should coordinate these efforts with appropriate emergency medical services, law enforcement, fire department and emergency management representatives. 8 NYCRR Section 155.17 (e)(2)(vi) requires the coordination of the ERP with the statewide plan for disaster mental health services. The details of how this coordination is accomplished should be documented within this annex. Schools should consider contacting their county Director of Mental Health and Community Services for information on services available for addressing mental health issues in an emergency.

Actions

The Building Level School Safety Team should consider the following when reviewing current or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response. Procedures for the following should be included:

- Instructions on where emergency medical supplies (e.g. first aid kits, AEDs) are located and who is responsible for purchasing and maintaining these materials.
- Assessment of staff skills for responding to a medical emergency, such as first aid or CPR. Complete the Post Incident Response Team table in Appendix C with appropriate staff.
- Procedures on sharing and reporting information about unusual situations, if warranted.
- Addressing the immediate, short, and long-term counseling needs of students, staff and families.
- Location where counseling and psychological first aid will be provided.
- A plan to have counselors available to assist students if necessary.

10. Accounting for All Persons

Purpose

This annex focuses on developing courses of action to account for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

Actions

The Building level Safety Team should consider the following when reviewing current or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response. Procedures for the following should be included:

- Taking attendance and reporting to the Incident Commander when class relocates inside the building or an evacuation takes place.
- Reporting to the Incident Commander when a student, staff member, or guest cannot be located.

- Dismissal of students if they have been relocated in the building.

11. Reunification

Purpose

The Reunification Annex details a safe and secure means of reuniting parents/guardians with their children in the event of an emergency.

Actions

Designate Reunification Site
The Building Level School Safety Team should consider the following when reviewing current or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response. Procedures for the following should be included:

- Transporting students following an evacuation to the reunification site(s) (See Evacuation Annex).
- Notifying a contact person at the relocation site(s) to prepare for the arrival of students.
- Designating a Reunification Coordinator.
- Activating Annex(es) appropriate to respond to the situation.
- Designating a holding area for arriving students and staff away from waiting family members.
- Designating an adult report area for parents/guardians to sign-in and to check identification.
- Establishing a student release area. Students will be escorted to meet their parent/guardian and sign out.
- Establishing a mental health area and direct staff to escort parent/guardian of any injured, missing or deceased student to the area for staff to provide notification in private and away from other parents. The School Psychologist or other designee, will coordinate this activity with emergency response personnel.
- Staging media area away from the reunification site and notify the PIO of the location.
- Keeping evacuees on buses or in a holding area separate from parents until they can be signed out to waiting parents/guardians.
- Releasing students to authorized persons after checking proof of identity and signing a student release form.
- Instructing parents/guardians to leave the site to make room for others once they have signed out their student.
- Arriving faculty and staff will provide a list of evacuated students to the reunification site staff immediately upon arrival.
- Providing for the special needs students who may be significantly impacted by the stress of the incident and additional support staff may be required to support these students.
- Following the instructions of the Reunification Coordinator or designated staff and/or assist in staffing the site.
- Maintaining current student and staff emergency information that details special needs, such as medical or custody issues.

	Reunification Location	Address	Facility Contact Name and Number
Backup Location			
Primary Location (weather permitting)			

11. Continuity of Operations Plan (COOP)

Purpose

This annex describes how the school and school district will help ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning.

Actions

The Building Level School Safety Team should consider the following when reviewing current or developing new policies and procedures. This is not an exhaustive list. Please add necessary actions appropriate for your response. Procedures for the following should be included:

- Selecting primary and secondary relocation sites that meet the needs of school.
- Activating the COOP any time and sustaining it for up to 30 days.
- Re-establishing essential functions, such as restoration of school operations, and maintaining the safety and well-being of students and the learning environment.
- Ensuring students receive applicable related services in the event of a prolonged closure.
- Protecting vital documents and making them available at alternate sites.
- Identifying personnel to assist in developing COOP and training them in activating COOP procedures.

THREAT AND HAZARD SPECIFIC ANNEXES

The threat and hazard specific annexes provide unique procedures, roles, and responsibilities that apply to a specific hazard. They often include provisions and applications for warning the public and disseminating emergency public information.

Threat and hazard specific annexes do not repeat content, but build on information in the functional annexes and basic plan. Repeating information is not advisable for the following reasons:

- School staff and students should learn and exercise simple procedures that apply to all hazards.
- The hazard specific annexes should present only hazard-unique information.
- Repeating procedures increases the possibility that there will be inconsistencies in procedures that could lead to confusion during an incident.
- The plan becomes larger and more difficult for users to comprehend.

The school should customize threat and hazard specific protocols to fit their unique circumstances. Planning, training, drills and table-top exercises conducted with local emergency and safety officials will assist in the development of effective procedures and protocols. These activities will also help a school evaluate the appropriateness of the procedures in the plan. They assist with modifications or updating as necessary to ensure that the procedures are sufficient to provide a safe environment for students, staff and visitors.

1. Active Shooter Threat

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school property in the event of an active shooter on school grounds or in the school building.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to an active shooter on school grounds or in the school building.

An active shooter or armed assailant on school property involves one or more individuals acting with the intent to cause physical harm and/or death to students and staff. Such intruders may possess a gun, a knife, a bomb or other harmful device. An active shooter will result in law enforcement responding to the scene.

Once law enforcement arrives, it is critical to follow the instructions of and cooperate with law enforcement. The school is a crime scene and will require a thorough search and processing.

Core Functions

In the event of an active shooter, schools will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm, to avoid provoking aggression and to keep students safe.

Functional Annexes That May Be Activated

Functional annexes that may be activated in the event of an active shooter on campus may include the following:
- Lockdown
- Evacuate
- Accounting for All Persons
- Reunification
- Communications
- Medical Emergency

Activating the Emergency Response Plan

The first individual(s) to hear or witness shots fired or recognize the potential for an active shooter should activate the ERP immediately, taking the necessary response actions to keep everyone safe. Notifications to the main office and to 911 should be made if possible.

Appropriate announcements shall be made and the Incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Determine what procedures should be activated depending on the location and nature of the shooter.
- Issue instructions, e.g. lockdown or evacuation depending on the situation.
- Notify law enforcement, provide location and description of the shooter if possible.
- Notify schools buses to not enter the school grounds.
- Activate Communications Annex.
- Coordinate with emergency responders at the command post; provide site map and keys.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes.

Staff Actions

- Use Extreme Caution
- Implement the appropriate response procedure to keep students safe, including taking cover for protection from bullets.
- Make appropriate notifications, provide description and location of the shooter if possible.
- When law enforcement arrives, ensure everyone puts items down, raises their hands and spreads their fingers, keeps hands visible at all times, avoids making quick movements and avoids pointing, screaming or yelling.
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes.

2. Bomb Threat

Purpose

The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school property in the event of a bomb threat.

Scope

The annex outlines responsibilities and duties, as well as procedures for staff responding to a bomb threat against school buildings or grounds.

A bomb threat, even if later determined to be a hoax, is a criminal action. No bomb threat should be treated as a hoax when it is first received. The decision whether or not to evacuate is dependent upon information received in the threat, and how credible that information is.

Core Functions

In the event of a bomb threat, schools will contact law enforcement agencies for their assistance. Practiced procedures will be put into action to alert and protect students and staff.

Precautionary measures are outlined below to keep school personnel and students from undue exposure to danger. Efforts should be made to remain calm to keep students and staff safe.

Functional Annexes That May Be Activated

Functional Annexes that may be activated in the event of a bomb threat on campus may include the following:
- Shelter (Shelter-in-Place)
- Evacuate (Evacuation)
- Lockdown
- Accounting for All Persons
- Reunification
- Communications

Activating the Emergency Response Plan

Individual(s) receiving bomb threats should notify the Incident Commander as soon as possible. Appropriate announcements shall be made and the incident Commander shall implement the procedures specified in this annex.

Incident Commander Actions

- Determine what procedures should be activated depending on the nature of the threat.
- Issue instructions, e.g. shelter (shelter-in-place) or evacuate (evacuation) depending on the situation.
- Notify law enforcement, provide threat details.
- Activate communications annex.
- Coordinate with emergency responders at the command post; provide a site map and keys.
- Be available to deal with the media and bystanders and keep site clear of visitors.
- When it is safe to do so, implement Accounting for All Persons and Reunification Annexes.
- Determine whether school will be closed or remain open.

Staff Actions

- Implement the appropriate response procedures to keep students safe.
- Police may enlist the assistance of school staff who are familiar with the building and can recognize objects that do not belong or are out of place.
- Do not touch or handle any suspicious object, bag or container.
- When safe to do so and instructed by the Incident Commander implement Accounting for All Persons and Reunification Annexes.

Actions of Individual Receiving Bomb Threat

- Immediately notify the Incident Commander
- Keep handling of written threats to a minimum, it may be used as evidence in a criminal investigation and may be processed for fingerprints or DNA.
- A written threat on a wall, mirror, bathroom stall, etc. should not be removed until law enforcement authorizes.
- The NYSP Bomb Threat Instruction Card should be placed next to telephones that are most likely to receive threats by phone.

Promulgation

This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraphs k and l of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable.
This plan has been developed with the input of Warsaw Educators Association and Warsaw Support Staff Association, as required by the amended New York State Labor Law.
No content of this plan is intended to impede, infringe, diminish, or impair the rights of us or our valued employees under any law, rule, regulation, or collectively negotiated agreement, or the rights and benefits which accrue to employees through collective bargaining agreements, or otherwise diminish the integrity of the existing collective bargaining relationship.
This plan has been approved in accordance with requirements applicable to the agency, jurisdiction, authority, or district, as represented by the signature of the authorized individual below.

--
As the authorized official of Warsaw Central School District, I hereby attest that this plan has been developed, approved, and placed in full effect in accordance with S8617B/A10832 which amends New York State Labor Law section 27-c and New York State Education Law paragraphs k and l of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable, to address public health emergency planning requirements.

Signed on this day: 4/13/2021

Signature:

_____

By: Matthew J. Wilkins
Title: Superintendent of Schools

Record of Changes

Date of Change	Description of Change	Implemented by

<u>Purpose, Scope, Situation Overview, and Assumptions</u>

<u>Purpose</u>

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

<u>Scope</u>

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

<u>Situation Overview</u>

On March 11, 2020 the World Health Organization declared a pandemic for the novel coronavirus which causes the COVID-19 severe acute respiratory syndrome. This plan has been developed in accordance with amended laws to support continued resilience for a continuation of the spread of this disease or for other infectious diseases which may emerge and cause a declaration of a public health emergency.
The health and safety of our employees and contractors is crucial to maintaining our mission essential operations. We encourage all employees and contractors to use CDC Guidance for Keeping Workplaces, Schools, Homes, and Commercial Establishments Safe. The fundamentals of reducing the spread of infection include:
- Using hand sanitizer and washing hands with soap and water frequently, including:
  o After using the restroom
  o After returning from a public outing
  o After touching/disposing of garbage
  o After using public computers, touching public tables, and countertops, etc.
- Practice social distancing when possible
- If you are feeling ill or have a fever, notify your supervisor immediately and go home
- If you start to experience coughing or sneezing, step away from people and food, cough or sneeze into the crook of your arm or a tissue, the latter of which should be disposed of immediately
- Clean and disinfect workstations at the beginning, middle, and end of each shift
- Other guidance which may be published by the CDC, the State Department of Health, or County health officials.

<u>Planning Assumptions</u>

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

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

Concept of Operations

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

Upon the determination of implementing this plan, all employees and contractors of Warsaw Central School District shall be notified in writing, with details provided as possible and necessary, with additional information and updates provided on a regular basis. Warsaw Educators Association and NYSUT will be notified of pertinent operational changes by way of writing or electronic communication. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The Superintendent will maintain communications with the public and constituents as needed throughout the implementation of this plan.

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

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

Mission Essential Functions

When confronting events that disrupt normal operations, Warsaw Central School District is committed to ensuring that essential functions will be continued even under the most challenging circumstances.
Essential functions are those functions that enable an organization to:
1. Maintain the safety of employees, contractors, and our constituency
2. Provide vital services
3. Provide services required by law
4. Sustain quality operations
5. Uphold the core values of the District

The Warsaw Central School District has identified as critical only those priority functions that are required or

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

Essential functions are prioritized according to:
- The time criticality of each essential function
- Interdependency of a one function to others
- The recovery sequence of essential functions and their vital processes

Priority 1 identifies the most essential of functions, with priority 4 identifying functions that are essential, but least among them.

The mission essential functions for Warsaw Central School District have been identified as:

Essential Function	Description	Priority
Information Technology	Provides all hardware and software for the District in addition to needed technical support. Maintains the District's network and phone system.	1
Operations and Maintenance	Provides support for the District's physical plant and operating systems.	1
Business Office	Provides continuity of financial and personnel services.	2
Administration	Plans and coordinates continuity of operations and education.	1
Food Service	Plans and executes the District's food security plan.	1
Instruction	Provides required UPK – 12 instruction for students as required by Commissioner's regulations.	2
Instructional Support	Provides interventions and supports for students in the learning environment under the supervision of certified professionals.	3
Transportation	Provides support for delivery of meals and instructional materials as needed.	1
Health Office Staff and Mental Health Professionals	Serve as a liaison between community health organizations and the school district. Provides student physical and mental health services.	2
General Office Support	Provides general office support as needed.	2

<div align="center">Essential Positions</div>

Each essential function identified above requires certain positions on-site to effectively operate. The table below identifies the positions or titles that are essential to be staffed on-site for the continued operation of each essential function. Note that while some functions and associated personnel may be essential, some of these can be conducted remotely and do not need to be identified in this section.

Essential Function	Essential Positions/Titles	Justification for Each
Information Technology	● Senior Computer Services Assistant	The SCSA works collaboratively with district administration to identify priorities for IT tasks. IT staff members provide support in setting up hardware and software, network management, and help desk support.
Operations and Maintenance	● Director of Facilities, II ● Maintenance Worker	The Operations and Maintenance administration and staff ensure physical plant maintenance and adherence to the District's prioritized periodic maintenance schedule.

	● Groundskeeper ● Senior Custodial Worker ● Custodian ● Cleaners	
Business Office	● District Clerk/Executive Secretary ● District Treasurer ● Administrative Secretary	District Office administration and staff ensure the continuity of District governance and the District's fiscal stability. District Office Administration and Staff are responsible for preparing the Board of Education meeting agendas and supporting documentation, facilitating payroll and accounts payable, and act as the center for communications and information for the District.
Administration	● Superintendent of Schools ● School Business Administrator ● Director of Special Services ● Director of Instructional Services ● Senior Computer Services Assistant ● Director of Facilities, II ● High School Principal ● Middle School Principal ● Elementary School Principal ● MHS Assistant Principal ● Elementary School Assistant Principal	The team is responsible for planning and implementing the District's detailed emergency response. The team prepares District communications, activates its respective teams, and facilitates the response. The team must adjust and adapt to changing circumstances at a moment's notice. The team is responsible for supporting staff/faculty and monitoring overall operations during a public health crisis. The team is responsible for maintaining records for all aspects of a public health crisis response.
Food Service	● Food Service Director ● Cook ● Food Service Helper	Responsible for implementing the District's Food Security Plan. The Department purchases menu items that may be bagged and delivered. Menus must still comply with nutritional guidelines and ensure portability. The Department is responsible for the preparation of meals and tracking and keeping records of all meals served.
Instruction	● General Education Teachers ● Content Area Teachers	Responsible for implementing the District's continuity of education plan including adherence to student Individualized Education Plans (IEP). Educators must provide instruction in adherence with Commissioner's regulations in-person or in a remote environment

	● Special Education Teachers ● Special Area Teachers ● Student Support Services ● ELL Teachers	depending on the circumstances of the public health crisis. Instructional faculty are responsible for tracking student attendance and establishing contact with their students.
Instructional Support	● Teaching Assistants ● School Monitors	Teaching Assistants may provide instruction under the supervision of a certified professional. Teaching Assistants and School Monitors provide whole class and individual support for students in the instructional setting.
Health Office Staff and Mental Health Professionals	● School Nurses ● School Counselor ● School Social Worker ● School Psychologist	Serve as a liaison between community health organizations and the school district. Provides student and staff physical and mental health services. Regularly distributes social emotional self assessment to students, faculty and staff.
General Office Support	● School Secretaries ● Keyboard Specialists I and II	Support regular operations of the school as needed.

<u>Reducing Risk Through Remote Work and Staggered Shifts</u>

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

<u>Remote Work Protocols</u>

Depending on the public health emergency, non-essential employees and contractors able to accomplish their functions remotely will be enabled to do so at the greatest extent possible. Working remotely requires:
1. Identification of staff who will work remotely
    a. Priority 1 staff/faculty/administration will be required to report to the District.
    b. Priority 2 staff/faculty/administration will be notified whether they are working remotely or must report to work.
    c. Priority 3 staff/faculty/administration will not be required to report to the District and will work remotely.
2. Approval and assignment of remote work
    a. Direct supervisors will authorize remote work on a case-by-case basis.
    b. The Superintendent of Schools or his/her designee have final approval of all work schedules.
3. Equipping staff for remote work, which may include:
    a. Internet capable laptop
    b. Necessary peripherals
    c. Access to VPN and/or secure network drives
    d. Access to software and databases necessary to perform their duties
    e. A solution for telephone communications
        i. Note that phone lines may need to be forwarded to off-site staff
        ii. All staff members who are working remotely will be required to check email and phone messages two times daily.

<div align="center"><u>Staggered Shifts</u></div>

Implementing staggered shifts may be possible for personnel performing duties which are necessary to be performed on-site but perhaps less sensitive to being accomplished only within core business hours. As possible, management will identify opportunities for staff to work outside core business hours as a strategy of limiting exposure. Regardless of changes in start and end times of shifts, the Warsaw Central School District will ensure that employees are provided with their typical or contracted minimum work hours per week. Staggering shifts requires:

1. Identification of positions for which work hours will be staggered
    a. Direct supervisors will authorize remote work on a case-by-case basis.
2. Approval and assignment of changed work hours
    a. The Superintendent of Schools or his/her designee have final approval of all work schedules.

<div align="center"><u>Personal Protective Equipment</u></div>

A surplus of PPE items and medical supplies will be maintained by the district as follows:
- Facemasks: cloth and disposable
- Hand sanitizer
- Disposable alcohol wipes
- Eye protection
- Face shields
- Cleaning supplies, disinfectant
- Microfiber cloth
- Disposable gloves
- Electrostatic Disinfectant machine and appropriate cleaning chemicals
- Tyvek Gowns
- Thermometers

<div align="center"><u>Staff Exposures, Cleaning, and Disinfection</u></div>

Staff exposures are organized under several categories based upon the type of exposure and presence of symptoms. Following CDC guidelines, we have established the following protocols (the Superintendent of Schools or his/her designee is responsible for ensuring these protocols are followed):

A. If employees or contractors are exposed to a known case of communicable disease that is the subject of the public health emergency (defined as a 'close contact' with someone who is confirmed infected, which is a prolonged presence within six feet with that person):
    1. Potentially exposed employees or contractors who do not have symptoms should remain at home or in a comparable setting and practice social distancing for current CDC/public health guidance for the communicable disease in question.
        a. As possible, these employees may be permitted to work remotely during this period of time.
        b. See the section titled Documentation of Work Hours and Locations for additional information on contact tracing.

    2. CDC guidelines provide that critical essential employees may be permitted to continue work following potential exposure, provided they remain symptom-free and additional precautions are taken to protect them, other employees and contractors, and our constituency/public.

    a. Additional precautions will include the requirement of the subject employee or contractor, as well as others working in their proximity, to wear appropriate PPE at all times to limit the potential of transmission.
    b. In-person interactions with the subject employee or contractor will be limited as much as possible.
    c. Work areas in which the subject employee or contractor are present will be disinfected according to current CDC/public health protocol. See the section on Cleaning and Disinfection for additional information on that subject.
    d. If at any time they exhibit symptoms, refer to item B below.

B. If an employee or contractor exhibits symptoms of the communicable disease that is the subject of the public health emergency:
    1. Employees and contractors who exhibit symptoms in the workplace should be immediately separated from other employees, customers, and visitors. They should immediately be sent home with a recommendation to contact their physician.
    2. Employees and contractors who exhibit symptoms outside of work should notify their supervisor and stay home, with a recommendation to contact their physician.
    3. Employees should not return to work until they have met the criteria to discontinue home isolation per CDC/public health guidance and have consulted with a healthcare provider.

C. If an employee or contractor has tested positive for the communicable disease that is the subject of the public health emergency:
    1. Apply the steps identified in item B, above, as applicable.
    2. Areas occupied for prolonged periods of time by the subject employee or contractor will be cleaned and disinfected per CDC guidance (see the section on Cleaning and Disinfection for additional information on that subject).

    3. Identification of potential employee and contractor exposures will be conducted (confidentiality shall be maintained as required by the Americans with Disabilities Act (ADA)). If an employee or contractor is confirmed to have the disease in question, district personnel will inform all contacts of their possible exposure. Apply the steps identified in item A, above, as applicable, for all potentially exposed personnel.

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

<u>Cleaning and Disinfecting</u>

CDC/public health guidelines will be followed for cleaning and disinfection of surfaces/areas. Present guidance for routine cleaning during a public health emergency includes:

<u>Procedures</u>

The District will:
- Create and retain logs stating:
  o Date
  o Time
  o Scope of cleaning and disinfection
- Schedule (at least daily) cleaning and disinfecting of touched surfaces during the regular school day. Cleaning and disinfecting will include frequently touched surfaces (PE equipment, door handles, sink handles, drinking fountains) and shared objects (toys, games, art supplies) between uses.
- Ensure safe and correct application of disinfectants ensuring adequate contact times.

- Keep products away from children.
- Ensure ventilation systems operate properly and increase circulation of outdoor air as much as possible by opening windows and doors, or other methods.
- Not open windows and doors if they pose a safety or health risk (e.g., allowing pollen in or exacerbating asthma symptoms) risk to children using the facility.
- Take steps to ensure all water systems and features (for example, bottle fillers) are safe to use.
- Soft Surfaces - Clean the surface using soap and water or with cleaners appropriate for use on these surfaces.
- Electronics
  - Follow manufacturer's instructions for cleaning and disinfecting. If there are no instructions, use alcohol-based wipes or sprays containing at least 70% isopropyl alcohol. Dry surfaces thoroughly.

Cleaning/Disinfecting Procedure

Appropriate cleaners
- Surface cleaner
  - Spray bottle
  - Bucket
- Soap & water
  - Spray bottle
  - Bucket

Step 1. Clean
- Wear disposable gloves or any other required PPE to clean and disinfect
- Clean surfaces using an appropriate cleaner making sure you produce friction on the surface
- Read all labels and follow instructions (PPE may be required)
- Cleaning reduces the number of germs, dirt and impurities on the surface. Friction action breaks biofilm on any virus allowing disinfectant to contact the area
- Change out cleaning cloths (microfiber) often or use disposable products
- Clean surfaces prior to disinfecting
- Practice routine cleaning of frequently-touched surfaces

Step 2. Disinfect
- Disinfecting kills germs on surfaces
- Ensure the area or item is cleaned with a cleaning agent before disinfecting
- Then disinfectant can be used
- Take all precautions on the label such as PPE, and safe handling procedures
- Change out cleaning cloths (microfiber) often or use disposable products
- Use EPA-registered disinfectant. Follow the instructions on the label to ensure safe and effective use of the product. Many products recommend:
  - Keeping the surface wet for the entire contact/dwell time (see product label)
  - Precautions such as wearing gloves and making sure you have good ventilation during use of the product
- Diluted bleach solutions may also be used if appropriate for the surface
  - ⅓ cup bleach per gallon of water - highly concentrated solutions may result in adverse health effects, discoloration and residue
  - Bleach solutions should be made fresh and not kept for more than 24 hours
  - Check the label to see if your bleach is intended for disinfection, and ensure the product is not past its expiration date. Some bleaches, such as those designed for safe use on colored clothing or for whitening may not be suitable for disinfection
  - Unexpired bleach will be effective against coronaviruses when properly diluted. Follow manufacturer's instructions for application and proper ventilation
  - Never mix bleach with ammonia or any other cleanser
  - Leave solution on the surface for at least 1 minute

Launder items (if possible) according to the manufacturer's instructions. Use the warmest appropriate water setting and dry items completely or disinfect with an EPA-registered disinfectant

- o Washing face coverings in a washing machine and drying in a dryer is recommended to properly clean a face covering
- o If masks are hand washed, prepare a bleach solution of 4 teaspoons household bleach per quart of room temperature water. Soak the face covering for 5 minutes. Rinse the face covering thoroughly with cool water. Air dry, in direct sunlight, when possible. Wash hands for 30 seconds after washing the mask
- o Face coverings must be completely dry before wearing
- Wear disposable gloves when handling dirty laundry from a person who is sick
- Dirty laundry from a person who is sick can be washed with other people's items
- Do not shake dirty laundry
- Clean and disinfect clothes hampers according to guidance above for surfaces
- Remove gloves and wash hands right away

Classrooms

- Faculty and support staff may be responsible for general cleaning within the classrooms and will be provided with appropriate cleaning supplies as needed.
- Keep cleaning supplies out of reach of children
- Schedule (at least daily) cleaning and disinfecting of touched surfaces during the regular school day. Cleaning and disinfecting should include frequently touched surfaces (PE equipment, door handles, sink handles, drinking fountains) and shared objects (toys, games, art supplies) between uses. Consider scheduling this task late morning and early afternoon, ensuring adequate contact time for the disinfection
- In order to facilitate cleaning and disinfection, classroom materials should be removed to the greatest extent possible
- Trained Custodial staff should be responsible for heavier cleaning and disinfecting within classrooms.

Suggested Cleanliness and Disinfection Standards

This section outlines the process and expectations following an extended school closure for the continued levels of cleanliness and disinfection required to meet federal and state mandates.

Classroom

- Clean and disinfect high touch surfaces (but not limited to):
  - o Classroom desks and chairs
  - o Door handles and push plates
  - o Bathroom faucets
  - o Light switches
  - o Shared telephones
  - o Shared desktops
  - o Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room
- Floors swept and dust mopped
- Floors spot mopped or full mopped
- Wipe clean: Tables, furniture and countertops
- Window in the classroom door is cleaned at minimum once per week
- Walls are spot cleaned
- Carpets are spot cleaned
- Make sure all windows are locked
- Clean/Disinfect classroom sink and toilet area (if applicable)
- Vacuum carpet daily if applicable
- Re-stock all paper and soap products

- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian or Maintenance)

Restrooms and Locker Rooms

- Clean and disinfect toilets, sinks and shower areas
- Clean and disinfect high touch surfaces (but not limited to):
    - Bottle fillers
    - Door handles and push plates
    - Light switches
    - Handrails
- All trash receptacles emptied and trash removed from the room
- Floors full mopped
- Clean Doors and Partitions in Restrooms and Locker Rooms
- Walls are spot cleaned
- Check that toilets, faucets, and drains are working
- Check Sanitary Napkin Boxes
- Clean Exterior of Dispensers
- Make sure all windows are locked
- Restock all toilet paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian or Maintenance)

Common Areas (Hallways)

- Clean and disinfect high touch surfaces (but not limited to):
    - Bottle Fillers
    - Door handles and push plates
    - Bathroom faucets
    - Light switches
    - Handrails
    - Buttons on vending machines
- All trash receptacles emptied and trash removed
- Floors swept and dust mopped
- Floors spot mopped or full mopped
- Walls are spot cleaned, when soiled
- Carpets are spot cleaned
- Make sure all windows are locked
- Make sure all unoccupied classrooms are locked

Medical Office

- Clean and disinfect health cots regularly (after each student use)
- Discard or launder coverings after each use
- Cover treatment tables and use pillow protectors
- Clean and disinfect high touch surfaces (but not limited to):
    - Classroom desks and chairs
    - Door handles and push plates
    - Bathroom faucets
    - Light switches
    - Shared telephones
    - Shared desktops

- o   Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room
- Floors swept and dust mopped
- Floors full mopped
- Wipe clean: Tables, furniture and countertops
- Window in the door is cleaned at minimum once per week
- Walls are spot cleaned
- Carpets are spot cleaned
- Make sure all windows are locked
- Clean/Disinfect classroom sink and toilet area if applicable
- Vacuum carpet daily if applicable
- Re-stock all paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures – Weekly
- Replace Lights (Notify Custodian or Maintenance)

Clerical/Admin Offices

- Clean and disinfect high touch surfaces:
  - o   Door handles and push plates
  - o   Bathroom faucets
  - o   Light switches
  - o   Shared telephones
  - o   Shared desktops
  - o   Shared computer keyboards and mice
- All trash receptacles emptied and trash removed from the room
- Floors swept and dust mopped
- Floors spot mopped or full mopped
- Wipe clean: Tables, furniture and countertops
- Window in the door is cleaned at minimum once per week
- Walls are spot cleaned
- Carpets are spot cleaned
- Make sure all windows are locked
- Clean/Disinfect shared sink and toilet area if applicable
- Vacuum carpet daily if applicable
- Restock all paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian or Maintenance)

Athletic Areas

- Establish a regular cleaning schedule for shared environmental surfaces such as wrestling mats or strength training equipment
- Disinfect mats and other high-use equipment at least daily
- Clean and disinfect high touch surfaces:
  - o   Handles on equipment (e.g., athletic equipment)
  - o   Bottle fillers
  - o   Ice Machines
  - o   Door handles and push plates
  - o   Light switches
  - o   Shared telephones
  - o   Shared desktops
- All trash receptacles emptied and trash removed from the room

- Floors swept and dust mopped
- Floors spot mopped or full mopped
- Wipe clean: Tables, furniture and countertops
- Window in the door is cleaned at minimum once per week
- Walls are spot cleaned
- Make sure all windows are locked
- Re-stock all paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures - Weekly
- Replace Lights (Notify Custodian or Maintenance)

Restrooms

- Clean and disinfect toilets, sinks and shower areas
- Wear proper PPE, avoid splashes
- Clean and disinfect high touch surfaces:
    o Sinks
    o Faucets
    o Soap dispensers
    o Bottle fillers
    o Door handles and push plates
    o Light switches
    o Handrails
- All trash receptacles emptied and trash removed from room
- Floors full mopped
- Clean Doors and Partitions in Restrooms and Locker Rooms
- Walls are spot cleaned
- Check that toilets, faucets, and drains are working
- Check Sanitary Napkin Boxes
- Clean Exterior of Dispensers
- Make sure all windows are locked
- Re-stock all paper and soap products
- Clean Baseboards - Weekly
- Clean Light Fixtures – Weekly
- Replace Lights (Notify Custodian or Maintenance)

Employee and Contractor Leave

Public health emergencies are extenuating and unanticipated circumstances in which the Warsaw Central School District is committed to reducing the burden on our employees and contractors. The Warsaw Central School District will comply with all federal and New York State laws to support its employees during a public health crisis.

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

Contractors, either independent or affiliated with a contracted firm, are not classified as employees of the Warsaw Central School District, and as such are not provided with paid leave time by the Warsaw Central School District, unless required by law.

Documentation of Work Hours and Locations

In a public health emergency, it may be necessary to document work hours and locations of each employee

and contractor to support contact tracing efforts. Contact tracing is a public health function performed by local public health departments to trace all persons who had contact with a confirmed communicable disease. This allows public health officials to put in place isolation or other measures to limit the spread of the disease. The District will cooperate with state and local health department contact tracing. The District will assist the Department of Health in knowing who may have had contact at school with a confirmed case by:

- keeping accurate attendance records of students and staff members;
- ensuring student schedules are up to date;
- keeping a log of any visitors which includes date, time and where in the school they visited; and
- Assist the Department of Health in tracing all contacts of the individual at school in accordance with the protocol, training, and tools provided through the New York State Contact Tracing Program.

Confidentiality will be maintained as required by federal and state laws and regulations. School staff will not determine who is to be excluded from school based on contact without guidance and direction from the Department of Health.

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<u>Housing for Essential Employees</u>

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

If such a need arises, hotel rooms are expected to be the most viable option. If hotel rooms are for some reason deemed not practical or ideal, or if there are no hotel rooms available, the Warsaw Central School District will coordinate with the Wyoming County Emergency Management Services to help identify and arrange for these housing needs. The Superintendent of Schools is responsible for coordinating this.

ADDENDUM: Remote Learning Plan

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Warsaw Central School District
<u>Remote Learning Plan</u>

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In the event of a closure due to an emergency the district will utilize the following instructional plan and will include the following items:

- Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction and policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity
- expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction
- a description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate
- a description of how special education and related services will be provided to students with disabilities
- for school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions (Through a combination of synchronous and asynchronous instruction, students

in Grades Prek-5 will receive approximately 5.32 hours of instruction each day, students 6-12 will receive 5.95 hours of instruction each day.)

<u>Communication to Families:</u>

In the event of an emergency closure and remote instruction must occur the district will communicate to families by sending out communication within 24 hours of shutting down. The communication will include the plan for connectivity, devices, and how instruction will be delivered. This communication will be delivered through a variety of ways such as our mass communication system and social media platforms.

<u>Connectivity and Device Plan</u>

Technology Assistance/Plan
- 100% of students (UPK-12) have 1:1 access to devices.
- 100% of faculty have access to 1:1 devices.
- In the event of extended remote learning, data from the annual Digital Access Survey, along with locally developed surveys will be utilized to assess internet accessibility.
- Hotspots/Jetpacks will be made available to those in need of stronger internet connectivity.
- Technology support is available through the district helpdesk or by calling a designated phone number.
  - Contact: helpdesk@warsawcsd.org
- In preparation for a known period of extended remote learning,
  - Students begin transporting their devices nightly from school to home and back again the next day. (Grades UPK-12)

  AND/OR
  - Teachers ensure that all devices are located in a central location in their classrooms, on a charging station at the end of the day for ease of gathering the materials for distribution should that be necessary.
- In the event that students are without their devices when remote learning goes into effect, a pick-up plan will be developed with communication to families via student emails, social-media, and mass communication system.

<u>Instructional Plan</u>

<u>All Students Expectations:</u>

Students are expected to participate, to the best of their abilities and circumstances, in distance learning. The following can be considered participation:
- Daily attendance
- The Learning Management System will be predominantly Google Classroom.
- Paper packets may be provided along with other resources.
- Engage in learning tasks some examples:
  - responding to teacher feedback
  - interacting in video chats
  - digitally collaborating with peers
  - submitting written reflections
- Obtain assistance via email with your teacher(s).

- For technical assistance email helpdesk@warsawcsd.org

<u>All Family Expectations:</u>

Families are expected to assist their child:
- Ensure that your child is ready to attend virtual school each day.
- Establish a learning area for your child to complete school work.
- Ensure that your child is completing all activities and assignments.
- Communicate with teacher(s) regarding questions about remote learning expectations and assignments.

<u>Elementary School Remote Plan (students in grades UPK - 5)</u>

Classroom teachers will:
- Make substantial (ie. phone call/zoom call) contact with students to:
    - Provide Remote Instruction
    - Review Information
    - Continue to Build Social Connections
- Provide instructional materials via learning management systems or packets.
- Assign and grade school work and provide feedback.
- Respond to emails.
- Monitor students' social emotional well-being and communicate any concerns to counseling and/or administration.
- Remind families of expectations and pick up information
- Provide asynchronous learning opportunities
- Hold office hours

Special Education Services/Related Services
- Special education teachers and related service providers will reach out to each student/family to schedule 1:1 time
- Modify, adapt lessons or instructional materials as needed

<u>Special Class teachers</u>
- Zoom lessons individually and daily
- Provide instructional materials through a variety of methods

<u>Packet Pick-Up</u>
Packet pick-up will be set for a weekly time per grade
Packets that are not picked up will be delivered

<u>Recommended Daily Work Load</u>

Grade	Time
UPK	20 - 60 minutes per day
Kindergarten	45 - 90 minutes per day

First	45 - 90 minutes per day
Second	60 - 120 minutes per day
Third	90 - 120 minutes per day
Fourth	90 - 120 minutes per day
Fifth	120-180 minutes per day

<u>Middle School Remote Plan (students in grades 6-8)</u>

Attendance

- Students *will be required* to check in with all their teachers on their schedule.
    - First period check-in will occur from 8:00-8:30 every day Monday- Friday.
    - First period will consist of 30 minutes and the remaining periods will consist of 20 minutes.
        - First period check-in will rotate between Math Lab and Physical Education class, depending on the odd or even day schedule.
    - On Tuesday and Wednesday students will meet with their first period teacher in addition to their English, science, math, social studies, and reading teachers.
    - On Thursday and Friday, students will meet with their first period teacher in addition to their art, music, keyboarding, writing lab, band, PE, LOTE, technology, health, FACS and/or chorus teachers.
    - On Monday, students will check-in with their first period teacher and the remaining portion of the day will be an opportunity for students to schedule individual meetings with their teachers.

Office Hours

- All middle school teachers have predetermined office hours where they are available to assist students.
    - *On Monday office hours are by appointment only.*

Instruction
- During daily check-in times, students will engage in a variety of activities, dependent on the class and teacher. Examples below are:
        - Live instruction
        - Independent work
        - Pre- Recorded Video lessons
- Teachers would participate in asynchronous instruction with pre recorded lessons using the districts new conference software
- All faculty would utilize Google Classroom as a means on instruction

Daily Assignment Log
- Teachers complete a daily assignment log from 7:50-8:30AM.
- At 9:00AM MS team leader sends out an email including daily assignments to students and parents.

Material Pick-up and Drop off
- 1 time a month families would be able to come to campus to pick up or drop off materials.

- Art, FACS, Tech, English materials would need to be distributed and collected.

Special Education
- Students with an IEP will meet with their Special Education teachers daily Monday-Friday. An individual meeting time will be scheduled between the student and their teacher.

Related Services
Related service providers will reach out to each student/family to schedule 1:1 time to meet the requirements of the IEP

High School Remote Plan(students in grades 9-12)

Attendance:
- First period attendance will be taken at 8:05 AM via google meets/ Zoom by classroom teacher
- First period study hall attendance taken by a support staff
- BOCES student attendance will be taken by a support staff

Instruction:
- Students will follow a daily bell schedule on Monday's
  - Teachers will be able to provide live instruction during that time along with setting up the expectations for the rest of the week.
- Tuesday - Friday
  - Students will be engaging in a variety of activities dependent on the class & teacher. Examples below are:
    - Live instruction
    - Independent work
    - Pre- Recorded Video lessons
  - If live instruction is not occurring, teachers will be available to assist during their normal class times by appointment.
  - Special education teachers will meet with their caseload 1 per day with the exception of Monday's.
  - Related service providers will reach out to each student/family to schedule 1:1 time to meet the requirements of the IEP

Communication:
- Continue with the weekly summary to parents & students. With a minimum to show when live instruction is occurring and any additional information teachers would like to inform students/parents of.

Special Services:
- Counseling services will continue to be provided via Google Meets/Zoom. Counselors will also provide Office Hours daily.
- Students must regularly check email for information on college visits, SAT, PSAT, AP, financial aid, scholarships, etc. Students are encouraged to email or visit counselors during office hours if they have any questions or need help with any of the above.
- Working papers will still be available through the counseling office by email.

Through a combination of synchronous and asynchronous instruction, students in Grades Prek-5 will receive approximately 5.32 hours of instruction each day, students 6-12 will receive 5.95 hours of instruction each day.