

**JAMESVILLE-DEWITT
CENTRAL SCHOOL DISTRICT**

**COMPREHENSIVE
DISTRICT-WIDE SAFETY PLAN**

DISTRICT EMERGENCY MANAGEMENT

2023-2024

Public Document

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INTRODUCTION

Providing an orderly plan for dealing with an emergency is part of the responsibility of school officials for the management and overseeing of the District. Situations range from man-made problems such as fires and bomb threats to nature-made blizzards or floods. Emergencies range from highly dangerous, life-threatening situations to problems that are a mere inconvenience. Through careful planning, however, the effects of an emergency are mitigated, property damage is minimized and, most importantly, injury and death are avoided. Small problems remain small and do not escalate into catastrophes. Finally, situations are addressed in a way that results in a return to a safe school environment conducive to teaching and learning.

This manual is an aid to planning for contingencies. The word “contingency” is used here to cover all situations ranging from a disaster such as a raging fire or severe flood to an annoying problem such as a broken water line in a building. It is broader in meaning than either the words “disaster” or “emergency.” A contingency is a situation that occurs unexpectedly, has negative consequences, and must be dealt with. The guiding principle for contingency planning is protection of life first, then preservation of property, including restoration to normal activities. When appropriate, mandates which influence planning and decision making are included.

While an emergency situation may require on-the-spot decisions to respond to fast-changing developments during the emergency, there is a set of six procedures that are standard responses to any emergency situation in schools. These six procedures are: Administer first aid, summon expert help, follow the instructions of the expert, evacuate to a safe place, and take shelter inside the building and early dismissal. Obviously, all six procedures will not work for every emergency. Indeed, some of the procedures are part of the planned response to any school emergency.

Let us define each of these six procedures:

Administering First Aid:

First aid is usually defined as treatment that will protect the life and comfort of the victim until more expert help is secured.

Summoning Expert Help:

Clearly, in most emergency situations, the need for expert help is evident. Fires are fought by firefighters, heart attack victims must be under proper medical care, etc.

Follow Instructions:

Once the expert help has arrived, those experts are usually “in charge.” At that time, the emergency procedure is to follow the instructions.

Evacuation to a Safe Place:

Many, but certainly not all, emergencies will require that the inhabitants of a building get out and

go somewhere else. Evacuating students from the school may mean only going outside, away from the building and waiting until the danger has passed. In some circumstances, however, the nature of the emergency may demand that the students be transported and housed temporarily in some other building.

Early Dismissal:

Similar to evacuation, early dismissal or “go home” is merely a procedure for getting students out of the building and united with their families or with some responsible surrogates who have been designated by the parents/guardians/caregivers to care for the child.

The time it takes to activate an evacuation and/or Early Dismissal Plan, of not only public schools, but non-public schools is vital information in the coordination of emergency local, county and state planning.

These plans need to be accessible in all buildings to the Building Administrator, secretary and alternate persons who could take charge.

Take Shelter Inside the Building

This is the emergency response in situations where it is necessary to have students/staff remain in their classrooms or work areas temporarily during an emergency or medical emergency until things can be returned to normal or early dismissal can be arranged.

Section 1: General Considerations and Planning

ADMINISTRATIVE PROCEDURES

Specific response plans which identify persons authorized to take immediate action, persons to be notified, sequential response actions, persons responsible for taking action, and resources necessary for response have been prepared for various emergencies, e.g., civil disturbance, environmental disruptions, explosion, fire, medical concerns, and physical system failures. A copy of the plan shall be located in the office of each Building Administrator, Building Nurse, and Building Head Custodian, as well as the office of the Superintendent, each Central Office Administrator, Superintendent of Building & Grounds, and the Transportation Supervisor.

Each staff member who has a responsibility in an emergency shall become familiar with that responsibility so as to expedite the appropriate response process.

The Superintendent is the District's Chief Emergency Officer (CEO).

The Assistant Superintendent for Educational Services is the District's alternate Chief Emergency Officer.

The District Office serves as the Emergency Command Post.

The High School Office shall serve as the alternate Command Post; the transportation office can also serve this function, if necessary.

When an emergency is declared by the Superintendent, the members of the response team may be alerted to report to the Command Post.

When the Superintendent declares an emergency or the Superintendent is notified that an emergency/disaster exists, either by the County Emergency Director or other authority, (s)he will begin implementing the emergency plan by activating the chain of communication as follows:

- Superintendent
- Assistant Superintendent for Educational Services
- Business Administrator
- Assistant Superintendent for Curriculum, Instruction, and Equity
- Director of Facilities
- Transportation Supervisor

The degree of the emergency and subsequent actions will be determined based upon information supplied by the Building Administrator, County Emergency Coordinator, Civil Defense Officials and other authorities. One or more of the following responses may be utilized: **Evacuation, Shelter-in-place, Hold-in-place, Lockdown, Lockout, Early Dismissal, and School**

Cancellation.

The decision to close school remains exclusively with the Superintendent. In case of absence or unavailability, the chain of command for emergency decisions is:

- Superintendent
- Assistant Superintendent for Educational Services
- Business Administrator
- Assistant Superintendent for Curriculum, Instruction, and Equity

The Superintendent shall provide these administrators with a list of websites and access codes to notify media in the event of an emergency.

The Superintendent of Schools, during a local or state emergency, shall act as the chief communication liaison for all agencies within the district and shall address all news media. The Superintendent will also be responsible for notifying the District Superintendent of the Onondaga-Cortland-Madison Board of Cooperative Educational Services (BOCES) as soon as possible whenever the emergency plan results in the closing of a school building within the district (exception: routine snow days).

In an emergency, all employees have responsibility to protect and maintain the health, safety, and welfare of the District's students. Staff members may be assigned to accompany and supervise students.

In an emergency, ordinary rules of work hours, work sites, job descriptions and any other contractual provisions are subject to State, County, or School District directives.

Transportation staff members are expected to report to work when alerted of an emergency.

The Superintendent shall provide written information by September 15th of each school year to all students and staff about emergency procedures.

The Superintendent shall review and revise, as necessary, the Emergency Management Plan at least once each year.

EMERGENCY MANAGEMENT GENERAL PROCEDURES

A. General

A specific response or set of responses exists for all foreseeable emergencies. Each Teacher and Non-Instructional Staff Member should know which events and occurrences are categorized as emergencies and should know which require notification and/or involvement of other persons. If uncertainty exists, the Building Administrator should be

notified.

A copy of the Emergency Management Plan is located in the office of each Building Administrator, each Building Nurse, each Building Head Custodian, each Central Office Administrator and the Director of Facilities and Transportation. Members of the Emergency Management team are required to provide acknowledgement that they have reviewed the plan within fifteen days of approval by the Board of Education. The Plan includes the response or set of responses for each emergency and should be referenced if any uncertainty exists as to appropriate response.

If the Superintendent, or in his/her absence a designee, as the District's Chief Emergency Officer, declares an emergency and requests assistance from other staff members, those staff members should report immediately to the designated Command Post.

Each Command Post shall also be equipped with a telephone, emergency lighting, and emergency telephone numbers.

Staff members involved in the response shall continue their response actions until the emergencies have ended.

The Superintendent shall provide for at least twelve fire and emergency drills, four of which will be lockdown drills, and at least one early dismissal shall be held in each school building during each school year. Transportation and communication procedures shall be included in the drills. The sheltering drill and lockdown drill may occur at any time during the school day and should include participation by first responders such as the police department and the fire department. The early dismissal drill will begin fifteen (15) minutes prior to the end of the regular school day. Parents shall be notified from the Superintendent's office at least one week prior to an early dismissal.

B. Buildings

Each Building Administrator is responsible to provide internal directions to all staff should any emergency or disaster occur. Since the safety and health of the students and staff are of prime importance the Emergency Plan should be reviewed with the building staff. The following components should be building specific and supplement the district Emergency Plan.

1. Identification of key people, meeting points and assembly areas.
2. Review of key people in each emergency and the proper sequence of action.
3. Identification of sites of potential emergencies (inside and outside sources).
4. Identification of resources available (equipment, manpower, etc.).

5. Diagrams of all buildings/wings by floor.
6. Identification of exit routes and shelter areas.

The Building Administrator is responsible for monitoring the conditions of any school facility which may affect the welfare of students and staff. Each Building Administrator will be familiar with the necessary emergency procedures. In the event the safety of students and staff can no longer be ensured within the building, then appropriate evacuation procedures will begin.

C. Transportation Department

If the emergency situation dictates the emergency evacuation or early dismissal of the students and staff, normal Bus Driver assignments and routes will be suspended.

The Transportation supervisor will maintain a current list of regular and substitute Bus Drivers, an up-to-date file of bus routes, student bus lists, and an updated copy of the emergency evacuation plan.

Members of the transportation staff will be oriented to the emergency evacuation plan by the Director of Transportation.

D. Transportation Plan Details

1. All available drivers needed, will be notified by the Dispatcher and Supervisor to report in case of emergency, and to report to the Transportation Office. This will usually take approximately 1/2 to 3/4 of an hour.
2. Drivers reporting to the Transportation Office will be assigned a route. The Supervisor will notify the school Principals of the geographic area/school which should be dismissed first.
3. The Supervisor will assist in loading the students and giving the drivers last minute instructions before they depart on their routes.
4. Students who are outside the School District under District authorization, i.e., field trips, athletic events. BOCES will not be returned to the school. They will be transported home or to a designated reception center as the emergency dictates.

CONTACTING LAW ENFORCEMENT IN AN EMERGENCY - 155.17 (e)(1)(vi)

New York State requires that this Plan contain procedures for reporting actions that constitute a crime to law enforcement authorities. The District continually works with law enforcement to develop a mutually satisfactory protocol for such reporting. Generally, the following procedures shall be followed by District personnel:

SEQUENCE OF ACTIONS-LIFE THREATENING EMERGENCY

1. The first person who becomes aware of a life threatening emergency should call 9-1-1.
2. If available, a second person shall notify the building administrator and the school nurse.
3. The Building Administrator shall maintain thorough communication links within the school and with outside agencies and personnel and the Superintendent.
4. Further responses that are set forth in the Building Safety Plans should be implemented depending on the nature of the Emergency.

SEQUENCE OF ACTIONS-NON LIFE THREATENING EMERGENCY

5. The first person who becomes aware of a non life threatening emergency should notify the Building Administrator's Office.
6. The Building Administrator shall obtain the necessary information including what, where, when, how and the location of any hazard areas and shall cause the appropriate alert notification/evacuation signal(s) to be given.
7. The Building Administrator shall maintain thorough communication links within the school and with outside agencies and personnel:
 - A. Call 9-1-1
 - B. Call the Superintendent
8. The Reporting Guidelines that are set forth in the Building Safety Plans should be implemented depending on the nature of the Emergency.

PUBLIC INFORMATION

In any situation where normal school activities are disrupted, it is crucial to recognize the obligation to inform the public of the problem and how the District is responding to it. The District will use public information procedures on a regular basis to announce school emergencies, cancellations and dismissals. The Superintendent or designee shall serve as District Spokesperson.

The Spokesperson will be responsible for organizing information that is transmitted to the media and to parents during emergencies.

The overall functions of the Spokesperson will be:

1. To provide correct information to the public, by telephone, electronic communication, media, or letter as appropriate, as to what is occurring and District response;
2. To coordinate with other agencies that may be responding to the situation to ensure that the public is receiving a clear and consistent report of official information;

3. To act as a liaison between the media, the public and District administration who are involved in decision making and the operational response to the emergency; and
4. To organize the District response to parents.

All news releases and public statements on behalf of the District shall be made by the Spokesperson, or with his or her prior approval. Other persons should not submit to interviews or make statements without first conferring with the Spokesperson.

The Spokesperson shall NOT provide speculative information or offer opinions with regards to:

1. Causes or motives for the incident
2. Extent of casualties or damage
3. Expected duration of the operation
4. Liability or responsibility for the incident
5. Tactical responses, operations or considerations

All information released to the public must be factual or confirmed by the Incident Commander. The Spokesperson shall relay specific inquiries to the Command Post, which will respond to the media through the Spokesperson.

The Spokesperson should request that the media direct all parents to the person(s) specified in the School Building Safety Plan for information about, and reunification with, their children.

PLAN DISTRIBUTION AND REVIEW

A copy of this Plan shall be kept in the office of the Superintendent, Assistant Superintendent for Educational Services, School Business Administrator, Assistant Superintendent for Curriculum, Instruction, and Equity, Director of Facilities, Building Administrators, Building Nurses, and building Head Custodians. The public portion will be available on the district website.

Section 2: Prevention and Intervention Strategies

DISTRICT-WIDE AND SCHOOL SPECIFIC PREVENTION AND INTERVENTION MEASURES

In each building there are professional staff who spend substantial time working with students to support their social, emotional, and mental well-being. These service providers may include school counselors, social workers, psychologists, student assistance counselors, school nurses, and administrators. A goal of the district is to have all counselors and support staff trained on cultural responsiveness and trauma-informed approaches.

These professionals utilize the Behavior Intervention Monitoring Assessment System (BiMAS) universal screening tool to identify students who might be at risk or in need of further assessment and Progress Monitoring to monitor the effectiveness of system wide interventions.

Threat assessment processes and plans are utilized at each level when a student poses a threat, makes a threat, or if there is concern that a student may be about to act out violently. This document does not need to be completed for every threat made between students in the heat-of-the-moment” such as during a fight. The Threat Assessment Process addresses the cases in which there is a concern about specific targeted violence.

Key personnel such as administrators, counselors, and other staff working with high needs students, are trained in Crisis Prevention Intervention Training (CPI). CPI Training is a nonviolent crisis intervention training. CPI is designed to teach best practices for managing difficult situations and disruptive behaviors. Staff are trained by certified instructors in CPI. Certifications are valid for two years. The focus of the training is on the development of verbal interventions as a means to de-escalate difficult situations and behaviors. Training is provided by two in-house staff members, currently an elementary counselor and a high school social worker. Trainers are trained and certified by the Crisis Prevention Institute. Every two years these certified instructors must recertify by taking a recertification course and provide a minimum of two trainings per year. Each year, staff from each building including school psychologists, special education teachers, teaching assistants, and aides receive training. The goal is to maintain a continuous level of new and renewal certifications. Moving forward, a limited number of individuals will be trained in the physical intervention component. These individuals include; building leaders, school psychologists, elementary student supervisors, assistant principals, 12:1:1 and 12:1 (3+1) teachers.

The partnership between the District and the Town of DeWitt Police Department provides a full-time School Resource Officer (SRO) in each school building who is actively involved in both prevention and intervention. The SRO helps to train and educate school staff members and students on best safety practices during emergencies such as evacuation drills and lockdowns. The SRO assists with the development of building safety plans, serves as a liaison between schools and outside agencies, assists families who have general questions about public safety, and completes regular building safety checks internally and externally.

In addition, there are programs and activities which help foster connections and communication between staff and students, including CPR training for high school students.

High School

The high school has a staff of five school counselors, a school psychologist and a School Social Worker/ADAPEP counselor (Alcohol Drug Awareness Prevention Education Program) all of whom see students and can respond to a crisis when necessary. Beginning with the 2022-23 school year the high school will house a school based mental health clinic for students. This clinic is staffed by our partners at Helio Health. The school has three school monitors to assist with supervision during the school day and a guard for supervision of evening activities.

Freshmen are introduced to concepts of non-violent conflict resolution during their freshman seminar program. Individuals can receive separate and personal attention with one of the school counselors, the school psychologist, or the student assistant counselor. Freshman seminar covers a number of other topics such as adjustment to high school, communication skills, and stress management. It also serves as a forum in which counselors form relationships with students from which they can address potential student issues.

During Sophomore year students typically take Health Class in which there are units on Mental Health (Anxiety, Depression, Suicide Prevention) and Substance Abuse. The ADAPEP counselor is part of delivering information in both of these units.

Students in each class year meet at least annually (frequently more often!) to discuss a range of adolescent issues. Students can initiate meetings in many ways, including an online appointment scheduler, email, and in-person in the counseling office. Counselors also initiate student meetings as a result of the counselor's knowledge of the student, counselor observations of students, and as a result of teacher or parent concerns about a student. Social and emotional health is a part of every meeting with school counselors, social workers and psychologists. The Counselors and Social Worker and Psychologist regularly address many concerns with students, including:

- Drug and alcohol use
- Interpersonal Relationships (with other students, teachers, parents, coaches)
- Conflict mediation
- Suicidal ideation and crises
- Family issues, including conflict within the family
- Disordered eating
- Self-harm
- Motivation
- Depression

- Trauma
- Anxiety
- Academic struggles and progress
- Organizational skills
- Time management
- Sexual identity
- Personal Choices
- Fostering a community that appreciates diversity and inclusion
- Referrals to outside agencies

The School Counseling Team works with administrators, teachers and the School Resource Officer as needed to support students in their high school experience. The Team consults with other counselors, school psychologists, administrators about students. The Team members act as liaisons with Child Protective Services, Booth House, and other outside agencies. The District shall not rely on the SRO to provide counseling or other functions performed by a trained mental health provider, such as a school counselor, social worker, or psychologist.

Mediation to resolve conflict can be done by any of the counseling staff. The high school will be partnering with the Onondaga County School-based Initiatives program titled “Promise Zone.” The Promise Zone provides restorative justice alternatives for the school. In appropriate circumstances students involved in the legal system may be assigned to Youth Courts through the DeWitt Town Court. Training is provided under the Dignity for All Students Act to foster positive and respectful behavior.

Open student forums are offered at which administrators and counselors are present and where students can voice concerns about the school community.

Middle School

The middle school has a staff of four school counselors, two school psychologists and one Alcohol Drug Awareness-Prevention Education Program (ADA-PEP) counselor. Beginning in the 2021-22 school year the middle school opened a school based mental health clinic for students. This clinic is staffed by our partners at Helio Health. The middle school will partner with the Onondaga County School-based Initiatives program titled “Promise Zone.” The Promise Zone provides restorative justice alternatives for the school.

The school currently sponsors numerous programs for prevention and intervention. Among them are individual and group counseling, mediation services, Project Adventure, lunch groups, social skill groups, grade level seminars, Project SAVE provided by the Town of DeWitt Police Department, and Student Government. There are grade level initiatives throughout the middle school that involve all students. Grades five and six use the *Five Keys* and the *Positivity Project*,

while seventh and eighth grade initiatives include social and emotional initiatives offered through clubs and afterschool groups.

Elementary Schools

Each elementary school has a school counselor or social worker and a school psychologist. The elementary schools partner with the Onondaga County School-based Initiatives program titled “Promise Zone.” The Promise Zone provides restorative justice alternatives for each elementary school.

The elementary schools use many strategies to enhance students’ emotional experiences. These include: social skills training, the Second Step Program, individual and group counseling, Responsive Classroom, and character education initiatives. Each school partners with the McMahon-Ryan Child Advocacy Center to include their High Five program. High Five! is a unique, child abuse prevention program, specifically designed to meet the needs of children in grades Pre-K through 5.

PREVENTION AND INTERVENTION OF POTENTIALLY VIOLENT BEHAVIOR

In each building the transfer of information regarding potentially violent behavior, including threats by students against themselves and information provided via the BiMAS, takes a specific path depending on the structure of the faculty and the building’s safety plan. In any building, if a threat were serious the building administrator would begin a Lockdown or evacuation, and other building specific plans would be followed. With a less serious threat, an administrator would be consulted who, along with the counseling staff, would decide if other members of the school community needed to be notified.

High School and Middle School

Potentially violent behavior in students is usually detected by a faculty member observing behavioral change in a student or by another student reporting information to a faculty member. Often a student who is in an emotional state (considering a violent act) will approach a counselor or favorite teacher on his or her own.

In most cases the student’s counselor will be contacted and a meeting with the student will follow. The counselor will assess the student's mental state and decide if there is an appropriate intervention possible. Depending on the seriousness of the situation, an administrator, the student’s parents, and the police could be contacted. The counseling staff could also make appropriate referrals to outside agencies.

The superintendent and building administrators will decide if the situation is such that other members of the school community need to be made aware of and take steps to do so.

Elementary Schools

If a student demonstrates potentially violent behavior, he or she would be referred to the school counselor and/or building administrator. The building administrator could access the Pupil Services Team, school psychologist, classroom teachers, the school nurse, and/or the student's family. Information about students who demonstrate potentially violent behavior would be given to appropriate middle school staff when the child enters middle school.

EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS, 155.17 (e)(1)(xiii & v)

In order to prevent violence before it begins, staff and students should look for certain warning signs of potentially violent behavior. This information is presented to staff and students in September and is reviewed periodically throughout the school year. The following list was adapted from the International Association of Chiefs of Police, Guide for Prevention of School Violence. Students and staff who notice these signs should notify a teacher or administrator and may reach out to previous teachers or teachers of siblings. After group consultation, school personnel should contact parents, counselors, and or law enforcement officials.

Indications of potential violent behavior include the following:

- Has engaged in violent behavior in the past. Violent behavior as defined by the District's Code of Conduct.
- Has tantrums or uncontrollable angry outbursts.
- Continues exhibiting antisocial behaviors that began at an early age.
- Forms and/or maintains friendships with others who have repeatedly engaged in problem behaviors.
- Often engages in name-calling, cursing, or abusive language.
- Has brought a weapon or threatened to bring a weapon to school.
- Consistently makes violent threats when angry.
- Has a substance abuse problem.
- Is frequently truant or has been suspended from school multiple times.
- Seems preoccupied with weapons or violence, especially associated with killing humans rather than with target practice or hunting.
- Has few or no close friends despite having lived in the area for some time.
- Is abusive to animals.
- Has too little familial supervision given the student's age and maturity level.
- Has been a victim of abuse or been neglected by parents/ guardians.
- Has repeatedly witnessed domestic abuse or other forms of violence.
- Has experienced trauma or loss in his/her home or community.
- Pays no attention to the feelings or rights of others.
- Dwells on perceived slights, rejection, or mistreatment by others; blames others for his/her problems and appears vengeful.

- Intimidates others, or is a victim of intimidation by others.
- Seems preoccupied with TV shows, movies, video games, reading materials, or music that expresses violence.
- Reflects excessive anger in writing projects.
- Is involved in a gang or antisocial group.
- Seems depressed/withdrawn or has exhibited severe mood or behavioral swings, greater in magnitude than peers.
- Expresses sadistic, violent, prejudicial, or intolerant attitudes.
- Has threatened or actually attempted suicide or acts of self-mutilation.
- Uses social media to express thoughts of violence.

The fact that a student exhibits the behaviors above does not necessarily mean that student is violent. Therefore everyone concerned must take precautions that students are not needlessly stigmatized.

IMPLEMENTATION OF SCHOOL SECURITY – 155.17(e)(1)(xii)

Certain procedures minimize or provide early warning of problems when unwanted persons are in a school building. The following procedures shall be implemented to improve security in the buildings:

A. BASIC PROCEDURES

General access to buildings shall be limited to a clearly identified central access. All entrances shall be locked and secured while classes are in session.

B. VISITOR PROCEDURES

Families and the community should feel welcomed in our schools. Since schools are a place of work and learning, however, certain limits must be set for such visits. The Building Administrator, or designee, is responsible for all persons in the building and on school grounds. In light of today's security concerns, building accessibility needs to be balanced with the safety of our students and staff.

As such, the following rules apply to visitors to the schools:

1. Signs shall clearly designate public entrances and sign-in procedures.
2. Anyone who is not a regular staff member or student of the school will be considered a visitor.
3. All visitors must present themselves at the main door camera, ring the doorbell, state their reason for visiting the school, prior to being granted access by school personnel.
4. Protocols specifically designed for deliveries will be followed at all times.

5. All visitors are required to report to the main entrance or office and sign a guest book and obtain a visitor's pass to be worn at all times while in the building or on school grounds. Visitors must state their destination. Guest books shall be maintained for two years.
6. If a staff member observes a visitor, including a vendor, who is not known to them, the staff member shall request that person to identify themselves. If such a request is ignored, the staff member shall report to the Building Administrator, or designee, that an unauthorized person is in the building or immediately call law enforcement based upon a threat assessment.
7. Visitors attending school functions after school hours that are open to the public, such as parent-teacher organization meetings or after school public events are not required to register or sign-in the building.
8. All visitors are expected to abide by the rules for public conduct while on school property as outlined in the District Code of Conduct. Inappropriate conduct shall be reported to the Building Administrator or event supervisor immediately.
9. The Building Administrator is responsible to enforce the District Code of Conduct as applied to visitors.

C. STAFF RESPONSIBILITIES

1. All staff wear photo identification.
2. All staff should be aware of conditions in and around the building and report anything unusual to supervisors.
3. Staff should scan their areas before leaving at night and upon entering in the morning to check for any unusual packages or items. Anything suspicious should be reported immediately to their supervisor or immediately call law enforcement based upon a threat assessment.
4. Staff should close windows and doors when leaving classrooms.
5. Upon observing a dangerous or armed person, school staff are not to engage that person but immediately call law enforcement and report their presence to the Building Administrator immediately.

PLANNED UPGRADES TO FACILITIES TO ENHANCE SECURITY

Beginning in the 2023-24 school year and throughout the 2024-25 school year the district will enhance security by,

1. installing a new IP Paging system in all buildings,
2. installing and/or upgrading access controls on exterior doors at all buildings,
3. continuing to install interior access controls in all buildings,
4. expanding camera coverage of interior and exterior spaces in all buildings,
5. enhancing communication capabilities as necessary to ensure cell coverage and radio availability in an emergency situation,
6. adding additional safety related enhancements which will strengthen the physical security of buildings,

7. adding additional safety related enhancements which may be used in emergency situations,
8. adding additional wayfinding for interior and exterior spaces,
9. developing additional protocols for access to buildings,
10. providing additional threat assessment training to identify warning signs of students and staff,
11. utilizing consultant services to test the preparedness of staff and students in emergency situations.

Section 3: Training

TRAINING EXERCISES AND DRILLS

Training programs can enhance overall school emergency preparedness by presenting ideas and response techniques consistent with emergency plans. Everyone who has been assigned a position or area of responsibility in the plan should have appropriate training. This applies to both staff and students.

Training can entail short briefings or presentations related to any aspect of preparedness. The training should convey the importance of everyone's role in implementing an effective school emergency response.

The training program should be coordinated with other School District's programs. Emergency management programs are available from a variety of sources including the local emergency management office and the National Weather Service.

Training will be:

1. Provided for school staff who have been assigned specific roles and areas of responsibilities in the Emergency Plan;
2. Conducted annually or more frequently as necessary to insure school staff and students understand emergency procedures and include any changes to school plans;
3. Coordinated with local emergency service providers to receive information on policies and procedures from the emergency services community.
4. Provided for all staff to prevent and respond to violence and mental health concerns.
5. Provided for key personnel on how to set up and implement school based and district wide teams to identify and assess potential threats, as well as how to respond to such incidents or concerns.

Provision will be made for new employees hired after the start of the school year to receive such training within 30 days.

The School District will, in cooperation with local emergency management officials, conduct annual exercises or drills to test the emergency plan. These exercises must specifically test sheltering and early dismissal, as well as the communications and transportation systems to be used in emergencies. Periodic exercises and drills will also ensure the school staff's ability to effectively respond to emergencies and reveal shortcomings in the emergency plan.

SCHOOL SAFETY PERSONNEL – 155.17(e)(1)(xviii)

ALL STAFF

In addition to the assigned Safety/Security Personnel, District training will be provided to instructional, clerical, custodial and other support staff, where safety procedures for violence prevention and intervention strategies will be reviewed. In addition, all staff have been given instructions in responding to threats of violence, bomb threats and mail threats/suspicious packages.

1. General Duties of all staff would include:
 - a. Inform the administration in a timely manner of problems and potential problems.
 - b. Report all suspicious conditions, violent incidents and emergency situations to the Building Administrator
 - c. Supervise students under your charge and monitor behavior during the day
 - d. Supervise areas in the immediate vicinity of your classroom. Help maintain order in corridors, classrooms, and other areas in the school building or on school property.
 - e. Provide assistance to other instructors and the Building Administrator as necessary in emergency situations or during student unrest
 - f. Summon the School Nurse and 9-1-1 emergency responders, as necessary, when medical attention is required
 - g. Working with Building Administrators and school counselors to present problems of truancy and work on solutions
 - h. May be responsible for security procedures such as checking the condition of classrooms and securing doors and windows after classes have ended.

2. School Safety Personnel
 - a. School Resource Officer
 - i. Training for the School Resource Officer is provided by the Town of DeWitt Police Department and the School District.
 - ii. The SRO may be required by the police department to attend monthly training and briefing sessions. These sessions will be held at the direction of the Department Operations Commander. Briefing Sessions will be conducted to provide for the exchange of information between the department and the school liaison.
 - iii. The School District and the Police Department shall schedule training for the SRO in Board of Education Policies, regulations and procedures, including the Code of Conduct for students and others and the programs and practices of the School District regarding student discipline.
 - iv. The School Resource Officer Memorandum of Understanding with the Town of DeWitt Police Department is available in Appendix V.
 - b. Training for school safety personnel employed by the district, including Guard and Hall Monitors is provided by the District.

MULTI-HAZARD SCHOOL SAFETY TRAINING – 155.17(e)(1)(xiv)

1. RESPONSIBILITIES OF THE DISTRICT

- a. All Building Administrators and Program Supervisors will perform the following tasks with respect to training for staff and students.
 - i. Review the Building Safety Plan for their particular building with their staff no later than September 15th of each academic year. Any revisions to the Plan will be disseminated to staff at the beginning of each school year.
 - ii. Prepare step-by-step, warning and response actions for specific anticipated emergency situations.
 - iii. Prepare an emergency warning system that is in place and functional, for informing parents, guardians and the community of the actual or impending activation of Emergency Response Procedures by the District.
 - iv. Prepare education, training, and drills required to assure effective operation of the plan.

2. RESPONSIBILITIES WITH RESPECT TO STAFF

- a. The following tasks shall be performed by the Building Administrators with respect to staff training. Specifically:
 - i. Assign emergency responsibilities to staff regarding individual capacities and normal service functions for each anticipated emergency situation.
 - ii. Cross-train staff and volunteers so the plan or part of the plan does not become non-functional if one person is absent.
 - iii. Require emergency preparedness training for all students and staff.
 - iv. Adapt Emergency preparedness training to individual capabilities and limitations including persons with disabilities.
 - v. Provide orientation and annual in-service Emergency preparedness training of staff and volunteers.

3. TRAINING OF STAFF

- a. Specific training shall be provided for school staff who have been assigned specific roles and areas of responsibility in the Building Level Emergency Response Plan. Any person or agency that has been assigned an area of responsibility in this plan should have appropriate training.
 - i. Training for District staff is conducted throughout the school year. This training includes, but is not limited to Right-To-Know, Hazard Communication, Blood borne Pathogens, CPR and AED training, Allergy Management, preventing and responding to violence and mental health issues, and overview of the District Safety Plan and Code of Conduct. This training is conducted annually to insure school staff and students understand emergency procedures and to review any changes to this Plan or the Building Safety Plans. The District coordinates with local police,

the Onondaga County Sheriff's Office, NY State Police, and other local emergency responders to conduct Incident Command Training, Violence Prevention Training, CPR and first Aid courses, as well as additional incident specific programs.

- ii. Other agencies participating in this Plan (e.g., police, fire, EMS) conduct appropriate training as required.
- iii. Training can entail short briefings, or presentations related to any aspect of preparedness. The training should convey the importance of everyone's role in implementing an effective school emergency response.

EMERGENCY DRILLS AND EXERCISES – 155.17(e)(1)(xv)

1. CONDUCT OF DRILLS

Instructional sites within the District will practice all standard emergency response procedures (see Section 4). Periodic exercises and drills will ensure the school staff's ability to effectively respond to emergencies and reveal shortcomings in the emergency plan.

1. Each Building Administrator will make arrangements to conduct the drills for their building. These drills must be conducted in accordance with State Education Department regulations.
2. If requested, the Building Safety Team will assist in conducting drills. The Building Safety Team will evaluate the response, with local police and fire departments if possible, in order to improve the overall level of preparedness.
3. Emergency services agencies and the District will cooperatively conduct meetings to discuss the District/Building Safety Plans. Periodic exercises will assess the emergency responses outlined in the plan and the ability of participants in a simulated emergency. Such training may include "tabletop exercises" where participants do a verbal walk through of an emergency response situation. The School Safety Team for each building is available to assist in coordinating these simulations. This test is intended to reveal and correct any shortcomings within the plan.

2. EVACUATION

A total of twelve (12) evacuation drills shall be conducted each year, with eight (8) occurring before December 31 and four completed after January 1. At least one (1) of the twelve (12) drills shall be held during one of the regular lunch periods, or shall include special instruction on the procedures to be followed if a fire occurs during a students lunch period. At least two (2) additional drills shall be held during summer school in buildings where summer school is conducted and one of these drills shall be held during

the first week of summer school. The Building Administrator, or designee, shall require those in charge of after-school programs, attended by any individuals unfamiliar with the school building, to announce at the beginning of such programs the procedures to be followed in the event of an emergency. The Building Administrator will make the appropriate local emergency responder officials aware of the timing of these drills. Evacuation drills must be taken seriously at all times. From the time the emergency notification system is activated until occupants are back in the building, there should be no talking during these drills. In buildings where students are housed, teachers shall implement the following procedures.

1. See that doors and windows are closed, doors unlocked, and lights are out before leaving their classroom (if safe to do so).
2. Take a class list (if safe) and take attendance (if possible). Report missing students to the Building Administrator after students are safely outside.
3. Move students quickly to the designated exits.
4. Escort the class to a safe distance from the building and remain with students until called back into the building.
5. Be sure students know alternate escape routes from their classrooms.
 - Fire exits are marked on the floor plans of every building. Each room must contain a floor plan showing fire exits. All staff must become familiar with them.
 - Be sure that staff and students know alternate escape routes from the classroom.

3. BUS EMERGENCY DRILLS (see also Administrative Regulations 8212R.2)

1. A minimum of three (3) emergency drills are to be held on each school bus during the school year. The first drill is to be conducted during the first week of the fall term, the second between November 1st and December 31st, and the third between March 1st and April 30th. Students who ordinarily walk to school shall also be included in the drills.
2. Each drill shall include instruction in all topics mandated by the Education Law and the Commissioners' Regulations and shall include, but will not be limited to, the following:
3. Safe boarding and exiting procedures
4. The location, use and operation of the emergency door, fire extinguishers, first aid equipment and windows as a means of escape in case of fire or accident;
5. Orderly conduct as bus passengers.

Section 4: Standard Emergency Response Procedures-155.17 (e)(1)(ii)

GUIDELINES FOR SPECIFIC EMERGENCY RESPONSE PROTOCOLS AND MULTI-HAZARD RESPONSES 155.17 (e)(1)(xiv),(xv (xvi)

1. GENERAL PROTOCOLS: The Building Safety Plans contain specific procedures for each Standard Emergency Response Procedure outlined in this Plan. The procedures begin with the incident command system (or building response team) which involves all the key responders in the building and emergency service providers. When considered appropriate, one or more of the following responses will be carried out:
 - A. EVACUATION - Takes place in the event of fire, bomb threat, or other emergency which requires students and staff to leave the building immediately.
 - b. SHELTERING/HOLDING IN PLACE - May be used in the event of an emergency where students and staff are instructed to remain in their classrooms/work-areas or instructed to assemble within an inside shelter area (a designated Safety Zone or other designated area). Students and staff are to remain in-place until the situation has passed and until dismissal, relocation or resumption of normal activities occurs.
 - c. LOCKDOWN – May be used in the event of a dangerous intruder, violence, civil disturbance or other Emergency during which movement about the building would endanger the safety of staff and students.
 - d. LOCKOUT- May be used in the event of notification that a dangerous person or condition may be a credible threat to the security of the building. All exterior doors are locked and monitored by administrators or other assigned staff.
 - e. EARLY DISMISSAL-An early dismissal is appropriate in the event of a system failure, such as heating, plumbing or electrical failure, that renders the building unsuitable for instructional purposes.

2. EVACUATION

Evacuation may be necessary in the event of fire, weather, and other emergency, or violent incident. Upon notification of the need to evacuate, teachers should instruct students to remain calm and quiet, and depart the building in an orderly fashion according to previously established evacuation routes, or alternate routes as instructed.

- a. Building occupants will be notified to evacuate the building by one of the following means depending upon the nature of the emergency:
 1. Fire Alarm
 2. Intercom System
 3. Verbal or Written Notification
- b. Upon receiving an evacuation notice, faculty and staff shall survey their areas and evacuation routes for hazards and/or suspicious hazards in order to ensure a safe and expeditious evacuation.

- c. The normal evacuation route(s) for students, faculty and staff for each school shall be specified in the Building Safety Plan and included in the Emergency Response Bag “Gotta Go Bag”. Normal evacuation routes will also be posted in each room.
- d. Teachers are to bring their class roster with them. Attendance shall be taken upon evacuating and again if relocated to an alternate site.
- e. Normal evacuation routes will be used unless the emergency prevents use of exits and/or corridors. Alternate routes may be announced using the school’s intercom system. The intercom system shall not be used in situations that may endanger students/staff (e.g., barricaded gunman). In the event of power failure, the Building Administrator can direct ancillary staff to communicate alternate evacuation routes.
- f. Suspicious items found must be left alone and immediately reported to the Building Administrator and/or emergency service personnel.
- g. Persons evacuating should remain calm and orderly in order to prevent panic and confusion.
- h. Elevators may not be used for evacuation purposes unless approved by the Building Administrator or emergency personnel.
- i. All persons shall proceed to the designated Safety Zone and remain there until further notice.
- j. Teachers must take attendance once in the designated Safety Zone, and are to notify the Building Administrator if a student is not present.
- k. Any time teachers have to relocate their class, attendance should be taken before departure and upon arrival. If students are to be evacuated off-campus, teachers are to take attendance before students begin loading on the buses and once the buses are loaded, to assure that all students are accounted for.
 - i. If evacuation is ordered beyond the Safety Zone, students will be evacuated by bus either to their homes or a safe location. The decision to evacuate the Safety Zone will be made by the Incident Commander.
 - ii. Students will not be allowed to go home on their own (i.e., walking or in personal vehicles) unless previously authorized by a parent). A parent or a pre-arranged surrogate may sign an Emergency Sign Out Form and pick up their child at the designated reunification site.
- l. The School Nurse should have a medical alert list and supplies readily available at all times. For supplies not on hand, the School Nurse will be prepared to make arrangements to provide medical assistance at the relocation site or along the evacuation route as necessary in coordination with the Building Administrator and the Incident Commander.
- m. Building Administrators will follow directions received from the Superintendent and/or the Incident Commander. Principals will determine when staff may be permitted to leave after their students have been safely released and they are no longer needed for emergency duties.

3. EVACUATION OF STUDENTS WITH DISABILITIES, STAFF AND FACULTY

In the event of an evacuation, special care must be taken to ensure that persons with disabilities are safely transported out of the building. Each Building Safety Plan shall have a list of students with special needs and the persons who have been designated to assist them.

- i. An Assisted Evacuation Plan is in the Building Level Safety Plan. This plan should include every child or staff member who has temporary or permanent limited mobility and will be reviewed as necessary (i.e.) when students and personnel change.
- ii. In case of an Emergency where evacuation or a long-term stay on-site is required, the Director of Pupil Personnel Services and designated staff will respond to the designated Safety Zone to assist with special education students and staff who serve them.
- iii. If coordinated services are required from outside agencies that specialize in dealing with students with disabilities, the Director of Pupil Personnel Services and or designated staff will act to facilitate the use of such groups.

4. SHELTERING AND HOLDING IN PLACE

Not all emergencies will require building occupants to get out and go somewhere else. A **shelter-in-place procedure** is appropriate for situations when it is necessary to hold students in an inside Safety Zone temporarily during an emergency until things can be returned to normal or dismissal can be arranged. A **hold-in-place procedure** is appropriate for situations when it is necessary to limit movement of students and staff while dealing with short term emergencies. Protocols for a shelter-in-place response and a hold-in-place response for each school building are in the Building Safety Plans. General procedures are as follows:

- a. Upon receiving instruction from local, county or state governmental emergency response agencies the Superintendent shall notify the Building Administrator(s) of the need to initiate the Sheltering Plan.
- b. If an incident occurs near school and the Building Administrator is the first to be informed, he or she shall make a decision, based upon the nature of the emergency or upon the direction of local emergency commanders, whether to shelter all students and staff inside the school building. The Building Administrator shall inform the Superintendent and the 911 Control Center of the determination.
- c. Upon notification of an Emergency or the exercise of a drill, the Building Administrator shall instruct students and staff to report to the designated 'inside' Safety Zone for a shelter-in-place or remain in the classroom or cafeteria for a hold-in-place. Classroom teachers should take attendance. Faculty should bring their class roster with them and maintain charge of their class in the Safety Zone unless otherwise directed.

- d. During sheltering for certain types of air pollution problems, chemical spills or radiological emergencies, windows should be closed and ventilation systems and outside air intakes should be shut down.
- e. The Building Administrator will assign appropriate duties to selected staff members and custodian, to include securing the building
- f. Students/staff will remain inside the building until the Building Administrator is advised by the Incident Commander or emergency management authorities to take further action.
- g. If such procedure necessitates remaining in school after hours, the Superintendent, or designee, will issue a public notice to this effect. Parents will be advised as to appropriate responses, including, where to sign-out their child (if appropriate). As necessary, the Superintendent will coordinate the use of district resources and request assistance from the County Emergency Management Office, the American Red Cross and other agencies as appropriate.
- h. The Building Administrator will keep the teaching staff, the school nurse, the custodial staff, and the cafeteria staff informed.

5. LOCK-DOWN

A lock down procedure is appropriate for situations, which mandate that students remain in one location until authorized to move. Protocols for a Lockdown response for each school building are in the Building Safety Plans. General procedures are as follows:

- i. A lock-down procedure is called when leaving or walking through the building would endanger the health and safety of the students or staff, i.e. dangerous intruder.
- ii. The Building Administrator will apprise all building occupants of a lock-down order using a plain language announcement. Students and staff shall remain in their classrooms or work-area until the Building Administrator and/or law enforcement officials open the door.
- iii. The Building Administrator will contact local 9-1-1 emergency responders and notify the Superintendent.
- iv. Building staff shall lock their doors and secure students out of the line of sight.
- v. Parents will be advised as to preferred responses, and are NOT to report to the school to sign out their child. The Superintendent, or designee, will provide information and updates to parents at a predetermined location.

6. LOCK-OUT

A lock-out procedure is most commonly used when the incident is occurring outside the school building, on or off school property, which allows the school to continue with the normal school day, but curtails outside activity, and allows no unauthorized personnel into the building.

- i. The Building Administrator, or person-in-charge, will apprise all building occupants that lock-out procedures are being implemented using a plain language announcement.
- ii. The Building Administrator will contact local 9-1-1 emergency responders (if not first apprised by law enforcement) and notify the Superintendent.
- iii. If the emergency dictates, building staff should close and lock windows.
- iv. Students/staff who are on the school grounds will be immediately summoned to return to the school building.
- v. The Building Administrator will assign selected staff members and/or custodian(s) to secure the building.
- vi. The main entrance will be monitored. Only AUTHORIZED personnel will be allowed in the building
- vii. Modify normal dismissal procedures as appropriate.

7. EARLY DISMISSAL

An early dismissal is appropriate in the event of a system failure, such as heating, plumbing or electrical failure, that renders the building unsuitable for instructional purposes. Early dismissal may also be a viable option for other emergency situations as decided by the Superintendent. Each Building Safety Plan shall contain provisions on the process to be used for communication with parents or guardians regarding the early dismissal. That information is detailed in the Building-level plans.

- i. Early dismissal is available as a building evacuation option for Emergency situations as decided by the Superintendent.
- ii. Similar to evacuation, early dismissal (or “go home”) is merely a procedure for getting students out of the building and united with their families or with responsible individuals who have been designated by the parents to care for the child in their absence.
- iii. Emergency contact information will be utilized to facilitate uniting students with their families or with responsible individuals who have been designated by the parents to care for the child.
- iv. Early dismissal will follow normal dismissal procedures unless the situation warrants otherwise. The Building Administrator, as the Emergency dictates, will select alternate dismissal procedures and/or loading areas.

GUIDELINES FOR RESPONDING TO IMPLIED OR DIRECT THREATS OF VIOLENCE IN SCHOOLS

The District makes continuing efforts to assure that threats of violence are addressed, whenever possible, before any violence actually occurs in the school environment. This protocol is intended to identify credible threats of violence, so that the District

administration can address such situations before the threat is carried out. This protocol is applicable during any school-sponsored event or function, held on District property or elsewhere.

1. The following procedures are separated into several sections in order to reflect various ways threats may be received.
 - i. Via Phone Call
 1. Immediately report the threat and its origin to a parent or school staff member;
 2. Fill out telephone threat information sheet;
 3. Try to prolong conversation as long as caller will talk;
 4. Obtain as much information as possible;
 5. Listen for characteristics of caller and background noise
 6. Maintain evidence of the threat if possible
 - ii. Via email, text, Social media, or other electronic means
 1. Notify building administrator and describe situation as soon as possible
 2. Building administrator – notify superintendent and police
 3. Building administrator – implement response action
 4. Building administrator/head custodian -upon arrival of police, advise of the situation and follow instructions. Be prepared to evacuate
 5. Building administrator – keep superintendent informed
 6. Superintendent – informs other building administrators
 - iii. Threatening Situation in Building or on School Grounds
 1. First person on scene – survey situation.
 2. Direct students to the nearest safe place to the greatest extent possible.
 3. Notify the building administrator and describe the situation as soon as possible.
 4. Building administrator – notify superintendent and School Resource Officer or call 911
 5. Building administrator – implement response action.
 6. Building administrator/head custodian- upon arrival of SRO and/or police, advise of the situation and follow instructions. Be prepared to evacuate
 7. Building administrator – keep superintendent informed
 8. Superintendent – informs other building administrators
 - iv. Unidentified or Unauthorized Visitor
 1. Approach anyone without a “Visitor” ID Tag

2. Escort person to the main office to sign in and receive “Visitor” ID Tag
 3. If they refuse and are uncooperative, remain in proximity
 4. Notify building administrator and describe situation as soon as possible
 5. Building administrator – notify superintendent and police
 6. Building administrator – implement response action
 7. Building administrator/head custodian- upon arrival of police, advise of the situation and follow instructions. Be prepared to evacuate.
 8. Building administrator – keep superintendent informed
 9. Superintendent – informs other building administrators
- v. Threatening Situation on a School Bus
1. Driver and/or attendant will assess the situation
 2. Driver to radio base identifying a code red breakdown and indicating if assistance is needed
 3. Dispatch will call 911, follow their directions, and supply any information they may need
 4. Dispatch will notify Superintendent and Building Principal
 5. Driver will proceed to school building or designated location, stopping as soon as they pull onto school property (driver will not pull up to main entrance of building)
 6. All students will be held on the bus until otherwise directed by an administrator or law enforcement.
 7. Driver will cooperate with law enforcement and complete any necessary statements or documentation needed.
2. The following procedures are separated into several sections in order to reflect those instances where specific individuals may receive a threatened act of violence.
- a. Any student, upon receiving information that a person is threatening to commit an act of violence, shall:
 - i. Assume the threat is serious;
 - ii. Immediately report the threat to a parent, guardian, school staff, administrator or law enforcement officer; and
 - iii. Be available and cooperative in providing a statement or information, with the understanding that the reporting student will remain anonymous to the greatest extent possible.
 - b. Any parent or guardian, upon receiving information that a person is threatening to commit an act of violence, shall:
 - i. Assume threat is serious;

- ii. Immediately report the threat to a school staff member, school administrator or law enforcement officer; and
 - iii. Be available and cooperative in providing a statement of information, with the understanding that the informant parent/guardian will remain anonymous to the greatest extent possible.
- c. Any school staff member, upon receiving information that a person is threatening to commit an act of violence, shall:
 - i. Assume threat is serious;
 - ii. Immediately report the threat to a school administrator/designee; and
 - iii. Be available and cooperative in providing a statement of information, with the understanding that the informant will remain anonymous to the greatest extent possible.
- d. Any school administrator, upon receiving information that a person is threatening to commit an act of violence, shall:
 - i. Assume threat is serious;
 - ii. Cause the student making the threat, if said student is on campus, to be immediately removed from the classroom and segregated into a secured area pending further investigation;
 - iii. Immediately notify the designated law enforcement agency and provide them with complete information regarding the information received; and
 - iv. Require that the school staff member, student or parent provide immediate written statements regarding the information received
- e. Factors to consider when determining whether a threat is credible are listed in Appendix "G," for use by administrators.
- f. Once the threat assessment is complete, the law enforcement officer and administrator shall convene privately to discuss the threat and consider options for follow-up action.
- g. If it is agreed that the threat is credible:
 - i. The administrator will immediately consult with appropriate law enforcement
 - ii. The school administrator shall take appropriate action in accordance with the given instructions
- h. If it is agreed that the threat is not credible, the school administrator shall institute any further action deemed necessary. Which may include consultation with the crisis intervention team.

SCHOOL BUS BREAKDOWN/ACCIDENT

The instructions which follow are suggested procedures to be followed by the Bus Driver in the event of either a bus breakdown or bus accident, and for use during the periodic school bus emergency evacuation drills.

Mechanical Breakdown

1. Bring the bus to a stop in a safe location.
2. Activate four-way hazard lights.
3. Determine the nature and extent of breakdown.
4. Call the transportation department for help by two-way radio. Give as much information as possible:
 - a. Location
 - b. Symptoms of problem
 - c. Assistance needed
 - d. Number of students on bus
5. Protect the scene and display the reflectors found in your bus.
6. Make students as safe and comfortable as possible.
7. Move students to a safe location away from the bus only if there is an imminent danger.
8. Send for help if the radio is unusable.
9. No student should leave the scene until authorized by police or a school official.

Accident

1. Keep calm; don't panic. Reassure students that they will be alright.
2. Activate four-way hazard lights.
3. Make radio contact with transportation department if possible, giving the following:
 - a. Exact location
 - b. Number of vehicles involved and extent of damage
 - c. Nature and number of injuries (either vehicle)
 - d. Assistance needed (police, medical, fire)
 - e. Number of students on bus
4. Call the appropriate law enforcement agency if the transportation department cannot be reached or if there is need for immediate assistance.
5. Make sure students are taken care of properly.
6. Protect the scene - properly display the reflectors found in the bus.
7. Make students as safe and comfortable as possible.
 - a. **Students should not be moved unless there is an imminent danger.**
8. Make a list of all students on the bus at the time of accident, include name, age, seat location, position, seat belt use, injuries, nature of injury
9. Move students to a safe location, away from the bus if necessary.
10. Send for help if the radio is unusable.
11. Assist others who may be injured who were involved in the accident.

Accident - Transportation Staff

1. Notify:

- a. Police (911)
 - b. Building Principal
 - c. School Nurse's Office during school hours
2. Transportation Supervisor or Head Mechanic may direct replacement buses to remove students from the bus **only after instructed to do so by Emergency Personnel on the scene.**
3. A transportation accident notification form with information about the accident will be distributed to each child to inform parents of the accident.
4. If the accident occurs on the way to school or during the school day, all students should be brought to school, after the police/rescue personnel have authorized the students to leave the scene of the accident. They should be directed to one location where the school nurse should assess each student. Parents of any student with injury or suspected injury will be notified.
5. If the accident occurs as a bus is delivering students home from school, a bus will deliver the students home after the police/rescue personnel have authorized the students to leave the scene of the accident.
6. If the accident occurs on a field trip during an evening or weekend, the student supervisor on the bus and the transportation department representative will develop the strategy to notify the parents of each student. The student supervisor and bus driver should each have a roster of students on the bus with parent emergency contact information.
7. After 4:00 weekends or holidays call: Transportation supervisor, head mechanic
 - a. Notify:
 - i. Superintendent/Business Administrator (315-445-8300) and
 - ii. Building Principal.
 - iii. If neither can be reached, then School Nurse - those with injuries

Additional Useful Procedures at Accident Site:

1. Do not move injured persons unless absolutely necessary, and only after the extent of injuries have been determined by thorough examination by a qualified person. Exceptions to this would be, if a life threatening situation should exist, such as fire in the vehicle, then move the person only the distance necessary for safety.
2. Keep observers away from the injured unless the observer is trained in first aid.
3. Assist persons who have stopped breathing first, then those who are bleeding. If the bleeding is severe, such as in the case of amputation of a limb, then this should be handled immediately.
4. Keep the injured persons comfortable, and try to maintain a cheerful atmosphere, especially with the student.

Reporting Accident

1. Department of Transportation Part 722 (Reporting of Accident):
 - a. 722.1 "Any accident in any way involving a motor vehicle subject to department inspection, which results in the loss of life or injury of any passenger, employee, or other person, or which was caused by mechanical failure (regardless of whether or not injuries were incurred), shall be immediately reported to the department by

telephone or telegraph.”

- b. 722.1 “No work shall be performed and no passenger will be transported in the vehicle until it is released by D.O.T.”
2. Department of Motor Vehicles: Article 22 - Accidents and Accident Reports:
 - a. Section 600 - Leaving scene of an incident without reporting:
 - i. “Any person operating a motor vehicle who, knowing or having cause to know that damage has been caused to the real property or to the personal property, not including animals, of another, due to the culpability of the person operating such motor vehicle, or due to accident, shall, before leaving the place where the damage occurred, stop, exhibit his / her license and insurance identification card for such vehicle...then he/she shall report the same as soon as physically able to the nearest police station or judicial officer.”
 - b. Section 601 - Leaving scene of injury to certain animals without reporting:
 - i. “Any person operating a motor vehicle which shall strike and injure any horse, dog or animal classified as cattle shall stop and endeavor to locate the owner or custodian of such animal or police, peace or judicial officer of the vicinity, and take any other reasonable and appropriate action so that the animal may have necessary attention and shall also promptly report the matter to such owner, custodian or officer (or if none of these has been located, then to a police officer of a nearby community).”
 - c. Section 605 - Report required upon accident:
 - i. “Every person operating a motor vehicle which is in any manner involved in an accident, anywhere within the boundaries of this state, in which any person is killed or injured, or in which damage to the property of any one person, including himself, in excess of six hundred dollars (\$600.00) is sustained, shall, within ten (10) days after such accident report the matter in writing to the commissioner in such form and number as may be prescribed.”
 - d. State Education Department:
 - i. Definition of school bus per Section 142 of Article 1, Title 1 of Vehicle and Traffic Law: “School bus. Every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, teachers or other persons acting in a supervisory capacity to or from school or school activities.”
 - e. It should be understood that unless students are in the school bus at the time of the accident, it IS NOT considered a school bus accident.
 - f. Forms - For Reporting Accident
 - i. MV-104 (3/80) - This form will be used to report any school vehicle involved in an accident, but not being used in the transport of students.
 - ii. MV-104f (6/81) - This multi copy form will be used to report any school vehicle involved in an accident that is being used in the transport of students.

Emergency Drills on Buses

1. The drills on school buses required by Section 3623 of the Education Law shall include practice and instruction in the location, use and operation of the emergency door, fire extinguishers, first aid equipment and windows as a means of escape in case of fire or accident. Drills shall also include instruction in safe boarding and exiting procedures with specific emphasis on when and how to approach, board, disembark and move away from the bus after disembarking. Each drill shall emphasize specific hazards encountered by children during snow, ice, rain and other inclement weather including, but not necessarily limited to, poor driver visibility, reduced vehicular control, and reduced hearing. All such drills shall include instruction in the importance of orderly conduct by all school bus passengers with specific emphasis given to student discipline rules and regulations promulgated by the Board of Education. Pupils attending public and non-public school who do not participate in the drills held pursuant to this paragraph shall also be provided drills on school buses, or as an alternative, shall be provided classroom instruction covering the content of such drills.
2. A minimum of three such drills shall be held during the school year, the first to be conducted during the first week of the fall term, the second between November 1 and December 31 and the third, between March 1 and April 30.
3. No drills shall be conducted when buses are on routes.
4. The school authorities shall certify on the annual report to the State Education Department that their district has complied with the regulation.

ANAPHYLAXIS EMERGENCY PROTOCOL

If a student or adult in the building is exhibiting symptoms of potential anaphylaxis, the following procedure should be followed:

IF THE SCHOOL NURSE IS AVAILABLE:

1. Bring the student/adult to the Nurse's Office. Do not send the individual to the health office alone without an adult. Stay with the individual because the nurse will need your help.
2. If the student is too compromised to bring to the nurse's office, call the school nurse. Tell the school nurse the student's NAME and tell the nurse to "BRING THE EPI-PEN."
3. The school nurse will take over the care of the individual, including assessment and administration of the Epi-pen if needed. The school nurse may ask you to:
 - CALL 911 and tell the ambulance to bring Epinephrine. Stay on the phone line & answer questions until the operator tells you to hang up.
 - Notify an administrator. Get help from other adults.

- Have a staff member meet the ambulance so EMTs can be brought to the student's location as soon as possible.
- Suggest the ambulance take the child to the Pediatric Emergency Room at Upstate Medical Center University Hospital.
- Arrange for an appropriate staff person/administrator to call the parent so the parent may come to school or meet the ambulance at the emergency room.
- Appropriate staff members who know the child should accompany the student to the hospital if the parent is not available to do so.

IF THE SCHOOL NURSE IS NOT AVAILABLE AND YOU HAVE BEEN TRAINED TO ADMINISTER AN EPI-PEN:

1. DO NOT HESITATE TO ADMINISTER EPI-PEN! Waiting too long will endanger the student's life if the student is experiencing anaphylaxis.
2. Get help from other adults while you stay with the child.
3. Have an adult CALL 911 and follow the above steps regarding calling 911.

IF THE SCHOOL NURSE IS NOT AVAILABLE AND YOU ARE NOT TRAINED TO ADMINISTER AN EPI-PEN: CALL 911 IMMEDIATELY and follow directions of the 911 Operator. Get help from other adults to follow the steps above.

POOL MANAGEMENT PROCEDURES

Organization and Management of the Pool (under the direct supervision of the Jamesville-DeWitt School District)

- A. Chain of Command
 - Superintendent of Schools
 - Building Principal
 - Director of Health, Physical Education and Athletics
 - Pool Director
 - Teacher/Coaches
 - Lifeguard
 - Responsible Person

- B. General Job Duties – School District Personnel

It is everyone's responsibility to provide the safest possible swimming environment for our students and pool users.

While duties and responsibilities are assigned within this document, EVERYONE with contact with the pool has the RESPONSIBILITY to speak up when a potentially dangerous or immediate danger exists.

1. Maintenance Staff

General duties:

- a) Inspect the pool area each morning prior to use.
 - Door self-locking mechanism should be functioning properly.
 - Pool lights are working properly and providing adequate illumination.
 - Pool main drain grates are in place and must be clearly visible.
 - The pool filters, pumps and chemical testing unit should be checked to determine proper functioning.
- b) Test chlorine and pH levels three times per day and record results on the Health Department form. This is to be sent to the Health Department on the last day of each month.
- c) Inspect the pool at the end of the day when closing the building. Monitor bather use to determine pool vacuuming schedule.

Chemical Storage and Handling:

- a) Always keep chemicals in their original containers and labeled.
- b) Chemical dispensing crocks are to be clearly labeled.
- c) Follow instructions on the chemical container.
- d) Never mix any chemicals with chlorine products – dangerous chlorine gas will develop immediately.
- e) Know your chemicals and what to respond to in case of an accident such as spilling or splashing in the eyes.
- f) New chemical deliveries are to be immediately put away.

2. Teachers

General overview: It is the teachers' responsibility to prevent a drowning, spinal cord injury or serious accident from happening while maintaining a safe aquatic

learning environment.

Specific duties:

- a) At the beginning of each day assure that all safety equipment is in place and in good working order. This includes telephone, First Aid Kit, Rescue Buoys (2), Backboard with head immobilizer and Guard Chair.
- b) Supervise use of the pool and activities in and around the pool to prevent a drowning, spinal injury or serious accident.
- c) Supervise and direct the responsible person or lifeguard to ensure maximum coverage during teaching situations.
- d) Strictly enforce the Diving Safety Plan:

No recreational diving from the springboard is permitted. Springboard diving is only permitted when the student or athlete is receiving formal instructions and is under DIRECT supervision of the teacher or coach.

The use of the starting blocks is strictly prohibited in recreational swim periods. The starting blocks are ONLY to be used by the competitive swim team members while under the DIRECT supervision of the coach.

3. Teacher Aides (Responsible Person)

General overview: Assist the teacher in providing a safe aquatic environment.

Specific duties:

- a) Be familiar with the pool rules and class regulations.
- b) At the beginning of each new class unit, ask the teacher for information that will help you observe the students.
- c) Know how to use the telephone to call **911**

4. Lifeguard

To ensure the safety of all patrons at all times. Under **NO** circumstances should a secondary duty such as answering the telephone, talking with other staff or getting out equipment, etc. **EVER** take the place of the **PRIMARY DUTY**.

5. Pool Director

General Overview: The pool director is responsible for the management and oversight of the facilities and programs associated with the pool.

Specific Duties:

- a) Ensures all health and safety requirements are met
 - b) Ensures all staff and supervisors are appropriately certified
 - c) Reviews condition of facility on a regular basis and communicates any concerns to appropriate district personnel
 - d) Oversees and monitors pool activities, checking for adequate supervision, use of facility and equipment, and safety
6. Outside Providers
- Head Supervisor
 - Lifeguard
 - Coach(es)
- C. Emergency Actions
1. Lifeguard (LG) reaction to an in water emergency – one long blast of whistle and effects a rescue. Responsible person (RP) helps to clear the water and moves the remaining swimmers to safety. Once that is accomplished, assist the lifeguard.
 2. Lifeguard (LG) assesses the condition of the victim.
DOES THE VICTIM NEED MEDICAL ATTENTION?
The RP calls 911.

EMERGENCY 911 INFORMATION

- a. This is (name of caller).
- b. I had a (type of accident).
- c. We are at the Jamesville-DeWitt Middle School located on Randall Road in the town of DeWitt.
- d. The condition of the victim. State of consciousness, condition of breathing and heartbeat, severe bleeding, shock, etc.
- e. Please send (Rescue Squad, Fire Department, Police)
- f. The entrance to the pool is on the south side of the building across from the tennis courts.
- g. Someone will direct you from the front of the school

DO NOT HANG UP UNTIL DIRECTED TO DO SO BY THE DISPATCHER.

EMERGENCY PHONE NUMBERS

Andy Eldridge, Principal 315-445-8360
Fred Wheeler, Athletic Director 315-445-8345
Paul Valentino, Pool Director 315-445-8360

3. The RP calls the front office to activate the emergency plan.
 - a. The front office notifies the nurse, building administrator, district administrator and pool director
 - b. Office personnel are designed to direct the rescue squad to the back parking lot.
 - c. The pool director calls the Health Department before going to the pool.
 4. The RP brings the First Aid equipment to the Lifeguard.
 5. The RP assists the Lifeguard until the nurse or other trained personnel arrive.
 6. The remaining students are escorted to the locker rooms by additional teachers that respond to the accident.
 7. A written report of the accident is to be completed within the first hour after a serious accident. The pool director will conduct a de-briefing and will issue a written report to the Health Department within 7 working days. (see Appendices for forms).
 8. The Onondaga County Health Department is to be notified within 24 hours for any accidents which:
 - a. result in a death
 - b. require resuscitation
 - c. require referral to a hospital
 - d. are bather illness associated with water quality
- D. Emergency Plan – Related procedures

Emergency Equipment

1. 2 Rescue tubes
2. 2 Reaching poles
3. 2 Ring buoys

4. 1 Backboard with head immobilizer
5. 1 – 24 unit First Aid kit including a pocket mask
6. 1 Telephone

This equipment is to be present and in working order in order to use the pool.

Epileptic Seizures:

Epileptic seizures that occur in the water are a life-threatening situation and the Emergency Action Plan should be activated. An Epileptic seizure that occurs on land is normally a life-threatened situation. Follow the normal accident procedures. DO NOT allow the victim to re-enter the water until they are cleared to do so by medical personnel.

Chlorine Leak:

Chlorine leaks are potentially deadly situations. The pool and the school should be evacuated, up wind.

Incident Log:

An Incident Log Book will be kept in the pool office. Any accident that requires first aid should be recorded into the book. This includes, but is not limited to, an accident that:

1. Results in a death
2. Requires resuscitation
3. Any bather related illnesses (see Appendix A)

Safety Regulations

1. Swimming is allowed ONLY when a LIFEGUARD IS ON DUTY.
2. The maximum capacity is 135 bathers.
3. Pollution of the swimming pool is prohibited: urinating, discharge of fecal matter, expectorating or blowing the nose is prohibited.
4. Glass containers are prohibited from the pool and locker room areas.
5. Persons with open cuts, sores and rashes will not be allowed in the pool area.
6. A shower is required before entering the pool.
7. Conduct that endangers the safety of one's self or other pool users is strictly prohibited, such as horseplay, dunking or throwing people in the pool.

8. There is no smoking in the building.
9. The use of alcohol and other drugs is prohibited in the pool area.
10. Diving is NOT permitted unless under the direct supervision of an instructor.

Safety Drills

The teachers, swim coaches, teacher aides, school nurse and building principals will conduct at least one safety drill each year. If possible, the DeWitt Fire and Rescue unit should be included in the drill. Each year the staff will be required to review this document and to acknowledge in writing that they understand their role in preventing and responding to emergencies in the pool area. This sign log sheet will be kept in the First Aid and Emergency Logbook.

REMOTE INSTRUCTION PLAN

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction;

All schools in the district are 1:1 computing environments so students have access to an assigned computer or computing device. Each building is responsible for assigning and maintaining an inventory of their devices.

2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;

Students without reliable access to the internet will be provided with a hot spot or other equitable device that provides access from the school district. The district will assign and maintain an inventory of these devices.

3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;

In a remote instructional model, synchronous direct instruction will be provided in core content areas as well as specials and electives. As above, all instruction will continue to be aligned to the New York State Learning Standards.

In grades K-4, schedules will be adjusted to balance live, direct instruction from classroom teachers via screen time and independent work time. Therefore, time allotments for K-4 virtual direct instruction are shorter than we would use for in-person direct instruction.

Student schedules in grades 5-12 will reflect modified master schedules, so that students do not encounter conflicts wherein synchronous lessons for different subjects are offered simultaneously. Remote instruction will occur as follows:

K-4 Monday through Friday

- Direct instruction online with teachers, 2.5 hours/day
 - ELA: 1 hours/day
 - Math: .75 hours/day
 - Morning Meeting: .25 hours/day
 - Special areas: .5 hours/day
- Student independent work, teacher office hours and extra help daily

Grades 5-8 Monday through Friday

- Direct instruction online with teachers based on student schedules (7:45 a.m.-2:50 p.m.)
- Students can receive extra help and work with teachers individually and in small groups as they do when learning in-person, by identifying times that they are available for this.

Grades 9-12 Monday through Friday

- Direct instruction online with teachers based on student schedules (7:45 a.m.-2:30 p.m.)
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;

The district will work with the family to make a determination if remote instruction by digital technology is not appropriate. When remote instruction by digital technology is not appropriate, teachers will assemble and the district will deliver instructional materials on a weekly basis.

5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education;

To ensure a Free Appropriate Public Education (FAPE) for students with disabilities, students will be provided instruction and related services in accordance with their Individualized Education Programs (IEP). All students receiving related services shall receive Teletherapy by their assigned provider via Zoom and in agreement with the ratio, frequency and duration identified on the students current IEP. Related service providers shall document each session and will continue to progress monitor students IEP goals during remote instruction.

Students receiving special education programming, i.e. Resource Room, Consultant Teacher Direct, and Special Class shall receive synchronous instruction via Zoom or through the district's identified format of synchronous instruction. Students with disabilities shall be provided access to their education in accordance to NYSED and in alignment to all students throughout the district. Special Education Teachers in collaboration with their general education partners will ensure each student's individual needs are met, specially designed instruction is provided and all students have access to the general education curriculum. NYSAA students shall receive their instruction by their special education teacher via Zoom and in accordance with their IEP. Progress monitoring of students IEP goals and benchmarks shall occur throughout remote instruction by their assigned special education teacher(s).

6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

	High School	Middle School	Elementary Schools
Estimated daily instructional hours	5.5	5.5	5.5

Section 5: Coordinating the Use of District Resources in an Emergency - 155.17 (e)(1)(ix & x)

RESOURCES AVAILABLE

The following resources are available in the event of an emergency:

Resource	Location
Telephones	All
Zoned Emergency Response System	All
Portable Radios	All
Public Address System	All except transportation and maintenance
First Aid Supplies	All
Fire Extinguishers	All
Electrical Generators, built in	Middle School
Water Supply-Fire Emergency	All
Food Storage	All
Vehicle Fuel Storage	Transportation
Heating Fuel Storage	Transportation
Flashlights and Batteries	All
District Maps of area and roads	Transportation
Building Floor plans	All
Buses	Transportation
Other vehicles	Transportation
Maintenance tools and equipment	Transportation

STAGING AND TREATMENT AREAS

Staging and treatment areas will vary depending on the location of the emergency. Administrators, supervisory staff and specific individuals will be trained to contact emergency responders, to identify the location of the emergency and identify appropriate areas for staging and treatment. The 911 Center will direct responding police units to travel to this location, specifying the safest and most practical route of travel. Upon arriving, the appropriate emergency responder will either accept or relocate the established staging and treatment areas.

LOCATION OF THE INCIDENT COMMAND POST

In the event of a full-scale evacuation of a school, the Incident Command Post will be established at the location specified in the Building Safety Plan, or as otherwise directed by the Incident Commander. This location will be used without regard to where the evacuees are going.

In the event the Emergency requires less than a full-scale evacuation of any school the location of the Command Post shall be determined by the Incident Commander. It shall be established in a safe and accessible location within the outer perimeter. Whenever possible, the Command Post should have the availability of land-line telephone communications.

PERSONNEL AT THE INCIDENT COMMAND POST

The following District personnel may be summoned to the Incident Command Post during a declared emergency:

1. The Superintendent and the Building Administrator or Site Supervisor. The Superintendent shall be designated the Incident Commander, or the Building Administrator in his/her absence until law enforcement or emergency services personnel arrive.
2. The Director of Facilities. He or she shall bring a radio capable of operating on District radio frequencies.
3. The school secretary for the involved building shall bring the school's Emergency Response Bag.
4. The Building Level Emergency Response Team for the affected building should report immediately to the designated command post unless otherwise instructed.
5. Other personnel as directed by the Incident Commander.

DUTIES OF THE SUPERINTENDENT

The Superintendent, or Chief Emergency Officer, will represent the District as part of the staff at the Command Post.

The Superintendent or designee will be responsible for acting as liaison between the Incident Commander and the faculty and staff. He or she will act as the representative of the District, will facilitate the District's response to the emergency, and advise the Incident Commander with regard to problems or concerns brought to his or her attention by faculty, staff or students.

The Superintendent or designee shall also be responsible for:

1. Mobilizing District personnel and resources as necessary
2. Designating a staff member to organize the District's response as parents or guardians inquire either via telephone or in person as to the health and safety of their children
3. Providing information as District Spokesperson with the approval of the Incident Commander
4. Performing other duties as assigned by the Incident Commander
5. Maintaining an updated list of radio and television station telephone numbers for use in an emergency
6. Reviewing and revising this Plan, as necessary, at least once per year and ensuring that any updates to the Plan, including the building specific appendices, are distributed to all holders of the Plan including emergency services agencies
7. Directing that each Building Administrator review the Building Level Emergency Response Plan for his or her school to update any personnel changes.

The Superintendent, or designee will maintain contact with the buildings affected by the Emergency. When notified of an Emergency, the Superintendent's office will ensure that Police and Emergency Agencies have been notified as a first priority. The Superintendent's office will also alert the Business Administrator and the Director of Facilities where appropriate.

DUTIES OF THE BUILDING ADMINISTRATOR OR SITE SUPERVISOR

1. Review this Plan and the Building Safety Plan for your school prior to each school year.
2. Provide collaborative support and assistance for Fire and Rescue Personnel.
3. Establish plans for the transport of all staff and students for each school building upon evacuation.
4. Make arrangements for creating maps or folders which will show the Safety Zone for each school and for determining pick-up of students and handicapped passengers at each school's Safety Zone and delivery of students at each school's designated Relocation Center.
5. Maintain close contact with the Incident Commander at the Emergency Command Post.
6. Prepare a plan for food preparation/distribution during situations that require students/staff to be sheltered for an extended period.

DUTIES OF FACULTY AND STAFF

In the event of an Emergency, the faculty and staff will have the following duties:

1. Each teacher and non-instructional staff member must immediately notify the Building Administrator whenever a situation arises that threatens the safety of an individual. At no time, should a staff person place themselves at risk and attempt to deal with an Emergency such as a fire or dangerous intruder. It is essential that no time is lost in communicating the existence of an Emergency so outside help can be summoned and the Building Response Team for the school can be alerted to initiate the correct emergency response. It is imperative that the guidelines contained within this plan be followed in the event of an Emergency.
2. All District employees have responsibility to protect and maintain the health, safety, and welfare of students. Staff members may be assigned to accompany and supervise students. In an Emergency, ordinary rules of work hours, work sites, job descriptions and other contractual provisions are subject to State, County, or District directives.
3. Faculty and staff shall, when instructed by the Building Administrator, direct the safe and orderly evacuation of students and lead them to designated Safety Zone, avoiding any hazard zones.
4. Building Administrators will designate staff to bring the Emergency Response/"Gotta-Go Bag" for all emergencies. This bag will go with each Building Administrator for all evacuations (inside, outside and off site). It should be within close reach and accessible at all times, and should be checked and updated regularly. This bag should minimally contain:
 - (1) A flashlight and spare batteries
 - (2) Updated class rosters for each class using the room
 - (3) Emergency evacuation (including assisted evacuation) plans
 - (4) Latex gloves
 - (5) Pen and paper
 - (6) Names and telephone numbers of crisis team members
 - (7) List of assigned roles for school personnel and division personnel
 - (8) Laminated sign with the classroom teacher's name in bold letters
 - (9) Spare batteries for two-way radios
5. Special area teachers and non-instructional employees shall report to the designated Safety Zone and help where needed to chaperone or supervise students.
6. Upon arrival at the designated Safety Zone or relocation site, the faculty will be responsible for assisting in identifying missing students. Thereafter, they shall be responsible for maintaining order, providing support, and escorting students to Safety Zones or relocation sites.
7. In the event that faculty, staff or students cannot be evacuated from an area, the faculty and staff shall take measures to protect the students in place until a rescue can be accomplished.

DUTIES OF CUSTODIANS

The custodial staff shall follow the direction of the Director of Facilities, the Building Administrator or the incident commander depending upon the situation. The custodial staff may be called upon to do the following during an Emergency:

1. Shut down gas, electricity, and/or water if needed depending upon damage to the building. Otherwise, maintain utilities and building systems as directed.
2. Maintain communication and be sure that radio communication is “open” throughout the Emergency situation.
3. Provide support and be alert to the needs of staff and students.
4. Cooperate with police, fire and EMS personnel, and provide requested information, advice, assistance, and active support.
5. Secure the building and check to ensure that everyone is evacuated.

DUTIES OF THE SCHOOL NURSE

The school nurse for each building shall have the following duties in the event of an emergency:

1. Plan a Treatment Area to handle injuries, and work in advance to be sure there is a procedure to provide care for injured students and staff during any emergency. Collaborate with the Building Administrator to create this plan and ensure that adult help is available, as part of this plan, should the need arise. Remember that this area may have to be located in the designated Safety Zone or at a Relocation Center away from the normal supplies at school.
2. Maintain adequate supplies for emergencies. Part of this need will include First Aid Kits that can be taken to the command post or relocation sites should the need arise.
3. In the event of an evacuation, the School Nurse shall be responsible for bringing medical records of those students with special needs and any medications to be dispensed to the designated Treatment Area. There the nurse will assist EMS personnel in evaluating and treating injured persons.
4. Carry out first aid in the Safety Zone and/or at the Relocation Site as needed.
5. Maintain a list of emergency medical conditions and needs for all students.

DUTIES OF THE DIRECTOR OF FACILITIES

1. Mobilize maintenance personnel to assist (where appropriate) the school building affected by the Emergency. If electrical, HVAC, plumbing, and other building concerns need to be addressed because of the emergency, he or she will coordinate the delivery of these services.
2. Mobilize maintenance and be prepared to share blueprints for any and all school buildings with police or Emergency officials whenever needed.
3. The Director of Facilities will also set up:
 - a. A system for sharing blueprints of our buildings if needed during an Emergency
 - b. A system for alerting his staff to assignments either during or after any Emergency. This would include possible cleanup duties after an Emergency.
4. Ensure radio communications with the building(s) affected by an Emergency, and with local law enforcement so that maintenance efforts are efficiently and safely conducted.

Report to the Command Post, bringing any building plans, system operating instructions or other materials that may be of value to Emergency personnel.

5. Recommend a plan and process for resuming normal school operations. Work with Emergency Personnel and the Building Administrator to return school operations to normal as soon as possible.

DUTIES OF SECRETARIAL AND SUPPORT STAFF

As directed by the Building Administrator, the building secretarial and support staff shall take an active role in performing the following tasks:

1. Assist with communications by maintaining the radio and/or phone contact and alert appropriate agencies and District personnel.
2. Provide information to staff as directed and ensure that enrollment and medical emergency cards are available to proper school officials or rescue personnel.
3. Assist the school nurse, teachers, or other colleagues as directed.
4. Establish and implement a procedure for checking out students to parents or guardians who come to school to take students home. Also, set up an "office" in the Safety Zone if this area is activated.

DUTIES OF THE SPOKESPERSON

In any situation where normal school activities are disrupted, it is crucial to recognize the obligation to inform the public of the problem and how the District is responding to it. The District will use public information procedures on a regular basis to announce school emergencies, cancellations and dismissals. The Superintendent or designee shall serve as District Spokesperson.

The Spokesperson will be responsible for organizing information that is transmitted to the media and to parents during emergencies.

The overall functions of the Spokesperson will be:

1. To provide correct information to the public, by telephone, electronic communication, media, or letter as appropriate, as to what is occurring and District response;
2. To coordinate with other agencies that may be responding to the situation to ensure that the public is receiving a clear and consistent report of official information;
3. To act as a liaison between the media, the public and District administration who are involved in decision making and the operational response to the emergency;
4. To organize the District response to parents; and
5. All news releases and public statements on behalf of the District shall be made by the Spokesperson, or with his or her prior approval. Other persons should not submit to interviews or make statements without first conferring with the Spokesperson.
6. The Spokesperson shall NOT provide speculative information or offer opinions with regards to:
 - a. Causes or motives for the incident

- b. Extent of casualties or damage
 - c. Expected duration of the operation
 - d. Liability or responsibility for the incident
 - e. Tactical responses, operations or considerations
7. All information released to the public must be factual or confirmed by the Incident Commander. The Spokesperson shall relay specific inquiries to the Command Post, which will respond to the media through the Spokesperson.
 8. The Spokesperson should request that the media direct all parents to the person(s) specified in the School Building Safety Plan for information about, and reunification with, their children.

DUTIES OF THE SUPERVISOR OF TRANSPORTATION:

In the event of an Emergency, the Supervisor of Transportation will have the following duties:

1. Maintain a roster of vehicle drivers including telephone numbers (home and alternate employment) where they can be reached for recall during an emergency. Part of this plan will be the development of a procedure by which drivers can be called back to perform this service.
2. Maintain a roster of vehicle availability, in district and from outside resources, in order to put vehicles into operation during an emergency.
3. Maintain a list of all students who are handicapped and non-ambulatory that require transportation in a specially equipped bus.
4. Map the safest and fastest route to the predetermined relocation site(s) for each school. Ensure that all vehicle drivers are aware of and familiar with this route.
5. Establish plans for the transport of all staff and students for each school building upon evacuation.
6. Maintain close contact with the Building Administrator or Incident Commander at the Emergency Command Post. The Transportation Center may serve as a hub for centralized communication during an Emergency. Transportation Personnel along with Administrative Staff will assist in every way possible during all Emergencies.
7. The Supervisor of Transportation and law enforcement may declare at any time during an Emergency a CODE SILENCE, which means ALL radio traffic not related to the emergency MUST CEASE. Normal radio traffic may resume only AFTER the Transportation Supervisor or law enforcement official stops the Code Silence.

DUTIES OF SCHOOL LUNCH DIRECTOR

In the event of an Emergency, the School Lunch Director shall:

1. Prepare a plan for food preparation/distribution according to each possible Emergency where food service might be needed over a longer term.

2. Include in the food preparation/distribution plan the possibility that your school may be used as a Relocation Center and that this will mean additional students/staff to feed beyond the normal number at a school.
3. Communicate fully with the Building Administrator and Head Custodian in their building to provide food service if needed.
4. If food service is not needed, establish a way by which members of the building's food service team can assist other colleagues (secretaries, nurse, teachers, etc.).
5. If there is damage to equipment or kitchen/dining room/freezer-refrigerator/food storage, assess damage or loss and report status of the operation to the Building Administrator.
6. Prepare a plan for food preparation/distribution according to each possible emergency where food service might be needed over a longer term.

INTER-AGENCY ADVICE AND ASSISTANCE – 155.17(e)(1)(xvii, viii)

In an Emergency, the Superintendent of Schools will contact the 911 center for fire, EMS, or law enforcement response. In the event of a broad scale Emergency, it may become necessary to contact the Onondaga County Emergency Management Center for assistance. Appendix C contains the names and the phone numbers of other agencies, which may be contacted as appropriate.

INTERNAL AND EXTERNAL NOTIFICATIONS – 155.17 (e)(1)(xvii, xix & xi)

A. DISTRICT SITES

Upon notification or declaration of an emergency the Superintendent, or designee, will contact all District sites/schools to communicate emergency information and instructions.

B. PARENTS, GUARDIANS AND COMMUNITY

1. Parental Notification

At the start of the school year or when students enroll the following is provided to and obtained from parents or guardians:

- Notification that the child may be sent home early in the event of emergency;
- The name and telephone number of employers at which to contact parents in the event of early dismissal;
- Alternate plans for the child's welfare if neither parent can be informed of early dismissal; and
- Special students' needs: medical and other

2. Parental and Community Notification

The Superintendent or designee shall provide selected administrative staff with a list of radio and television station telephone numbers for use in an emergency. During a local or state emergency, the Superintendent or a designated spokesperson shall act as the chief communication liaison for all emergency response agencies within the District, and shall address all news media.

During an Emergency, parents will be anxious for accurate information regarding school operations and as to the health and safety of their children.

- The Building Administrator(s) or Site Supervisor(s) shall designate an individual to organize the District response to parents as they inquire via telephone or in person (i.e., Parent Staging Area) during emergencies.
- The names of any students released shall be communicated to the Command Post.

C. STATE EDUCATION DEPARTMENT

The Superintendent will be responsible for notifying The New York State Education Department, and the OCM BOCES District Superintendent, as soon as possible whenever the emergency plan results in the closing of a school building within the District (except routine snow days).

Section 6: Reporting Violent Incidents

The Commissioner of Education has established a Uniform Violent Incident Reporting System whereby all public school districts are required to file an annual report concerning violent and disruptive incidents that occurred on school property during the prior school year. The district is required to report the following information:

- The type of offenders
- If any offender is a student, the age and grade of the student
- The location where the incident occurred
- The type of incident
- Whether the incident occurred during or outside of regular school hours
- Where the incident involves a weapon, whether the weapon was a firearm, knife or other weapon
- The actions taken by the school in response to the incident, including when the incident was reported to law enforcement officials and whether disciplinary action was taken against the offender
- Any student discipline or referral action taken against a student/offender, including, but not limited to, an out-of-school suspension, an involuntary transfer to an alternative placement, an in-school suspension, a referral for community service, a referral for counseling, or a referral to the juvenile justice system, along with the duration of such action.
- The nature of the victim, including the victim's age and grade where appropriate school districts and Boards of Cooperative Educational Services will also be required, in a form prescribed by the Commissioner, to include a summary of such information in their report cards.

The report will be filed as specified by the Commissioner of Education.

APPENDICES

APPENDIX

TITLE

A	Administrators' Telephone Numbers
B	Emergency Response Team
C	Emergency/Agency Telephone Numbers
D	Drill Notification
E	Bomb Threat Form
F	School Incident Report Form
G	Threat Assessment Sheet
H	Telephone Threat Information Sheet
I	Missing Student Procedures- off campus
J	Procedures for Cleaning Up Body Fluid Spills
K	Non-public Schools and Day Care Centers
L	Assisted Evacuation Plans for Students with Special Needs
M	Pool Facility Safety Checklist
N	Transportation Accident Notification Form
O	Evacuation Sites
P	District Needs / Building Profile
Q	Resources Available Within District
R	School Bus Fleet Inventory
S	Maintenance Vehicles Inventory
T	Staff Qualified to Administer First Aid
U	Communicable Disease Plan
V	School Resource Officer MOU
W	Town of DeWitt Police Department Use of Force Policy
X	Town of DeWitt Police Department Searches Policy
Y	Dignity for All Students Act (DASA) Protocol and Processes

APPENDIX A

Administrative Staff Listing and Telephone Numbers

<i>Name</i>	<i>Title</i>	<i>Building</i>	<i>Office Phone</i>
Peter Smith	Superintendent	High School	315-445-8304
Peter Reyes	Asst. Supt. for Educational Services	High School	315-445-8300
Nate Franz	Asst. Supt. for Curriculum, Instruction and Equity	High School	315-445-8300
Brian Bartlett	School Business Administrator	High School	315-445-8209
Jason Crawford	Director of Facilities	Transportation/Maint. Center	315-445-8312
Jennifer Palmer	Director of Transportation	Transportation Center	315-445-8388
Rita Vedsted	School Lunch Manager	High School	315-445-5286
Marcy Baker	Principal, Jamesville Elementary	Jamesville Elem.	315-445-8460
Mary Sylvester	Principal, Moses-DeWitt Elementary	Moses-DeWitt Elem.	315-445-8370
Ashley Carducci	Principal, Tecumseh Elementary	Tecumseh Elem.	315-455-8320
Andy Eldridge	Principal, Jamesville DeWitt Middle	Middle School	315-445-8360
Kerri McKee	Asst. Principal, Jamesville DeWitt Middle	Middle School	315-445-2360
Mia Woolery	Asst. Principal, Jamesville DeWitt Middle School	Middle School	315-445-2360
Greg Lawson	Principal, Jamesville-DeWitt High School	High School	315-445-8340
David Nylan	Asst. Principal, Jamesville-DeWitt High School	High School	315-445-8340
Maria De Jesus	Asst. Principal, Jamesville-DeWitt High School	High School	315-445-8340

APPENDIX B

EMERGENCY RESPONSE TEAM

Peter Smith	Superintendent	High School/District Office	315-445-8304
Peter Reyes	Asst. Supt. for Educational Services	High School/District Office	315-445-8300
Nate Franz	Asst. Supt. for Curriculum, Instruction and Equity	High School/District Office	315-445-8300
Brian Bartlett	School Business Administrator	High School/District Office	315-445-8209
Jason Crawford	Director of Facilities	Transportation/Maint. Center	315-445-8312
Jennifer Palmer	Director of Transportation	Transportation Center	315-445-8388
Rita Vedsted	School Lunch Manager	High School	315-445-5286
Marcy Baker	Principal, Jamesville Elementary	Jamesville Elem.	315-445-8460
Mary Sylvester	Principal, Moses-DeWitt Elementary	Moses-DeWitt Elem.	315-445-8370
Ashley Carducci	Principal, Tecumseh Elementary	Tecumseh Elem.	315-455-8320
Andy Eldridge	Principal, Jamesville DeWitt Middle	Middle School	315-445-8360
Kerri McKee	Asst. Principal, Jamesville DeWitt Middle	Middle School	315-445-2360
Mia Woolery	Asst. Principal, Jamesville DeWitt Middle School	Middle School	315-445-2360
Greg Lawson	Principal, Jamesville-DeWitt High School	High School	315-445-8340
David Nylén	Asst. Principal, Jamesville-DeWitt High School	High School	315-445-8340
Maria De Jesus	Asst. Principal, Jamesville-DeWitt High School	High School	315-445-8340

APPENDIX C

EMERGENCY/AGENCY TELEPHONE NUMBER

<u>Agency</u>	<u>Phone</u>
<u>County Emergency Management Office</u> Onondaga County	315-435-2525
<u>Fire Department</u> Non-Emergency Administrative Numbers: DeWitt Fire Department	911 315-446-3195
<u>Ambulance</u>	911
<u>Police</u> Non-Emergency Administrative Numbers: DeWitt Police Department (Administration) New York State Police (School Outreach) Onondaga County Sheriff's Department	911 315-449-3640 315-366-6000 (Troop D–Brian Deroche) 315-435-2111
<u>Health Department</u> Onondaga County Health Department	315-435-3233
<u>Highway Department</u> Onondaga County Highway Department Town of DeWitt Highway Department Dept. of Envir. Consv. (DEC Region 7 Onon.)	315-469-1664 315-437-8331 315-426-7400
<u>Other Agencies/Utility Providers</u> Poison Control Center Onondaga County Water Authority (OCWA) National Grid American Red Cross of Syracuse	1-800-222-1222 315-455-7061 1-800-867-5222 gas emergency 1-800-892-2345 315-234-2200
<u>State Education Department</u> Facilities Planning	518-474-3906
<u>Hospitals</u> University Hospital Crouse Irving Memorial	315-464-5540 315-470-7111

Community General
St. Joseph's Hospital

315-492-5011
315-448-5111

APPENDIX D

DRILL NOTIFICATION

The following notice will be issued by building principals one week prior to the scheduled drill. Such notices will be sent via the district's mass notification system, Parent Square.

TO: Parent or Guardian of _____
ADDRESS: _____

SUBJECT: Early Dismissal

The Jamesville-DeWitt Central School District has scheduled its annual test of the Early Dismissal Plan for _____ (date).

Students will be released fifteen (15) minutes earlier than their normally scheduled time in order to test the early dismissal response of the District's Emergency Plan.

Please make appropriate arrangements for the early arrival of your children as a result of this drill.

Thank you.

Principal

APPENDIX E

BOMB THREAT FORM

Date: _____ Time: _____

Name of Recipient:

Address of Recipient:

Telephone Number of Recipient:

Exact Words of Person Placing Call:

QUESTIONS TO ASK:

1. When is the bomb going to explode?
2. Where is the bomb right now?
3. What kind of bomb is it?
4. What does it look like?
5. Why did you place the bomb?

APPENDIX F

SCHOOL INCIDENT REPORT FORM

Type of Incident:

Location:

Date and Time: _____

Person Reporting Incident:

Command Post Manned By:

Type of Response:	Sheltering	YES	NO	Early Dismissal	YES	NO
	Evacuation	YES	NO	School Cancellation	YES	NO

NOTIFICATIONS:	PHONE #	YES	NO	TIME
Superintendent	315-445-8304	_____	_____	_____
Business Administrator	315-445-8209	_____	_____	_____
Director of Transportation	315-445-8388	_____	_____	_____
Director of Facilities	315-445-8312	_____	_____	_____
Supervisor of Food Service	315-445-5286	_____	_____	_____
Principals				
Jamesville Elementary	315-445-8460	_____	_____	_____
Moses-DeWitt Elementary	315-445-8370	_____	_____	_____
Tecumseh Elementary	315-445-8320	_____	_____	_____
Jamesville-DeWitt Middle School	315-445-8360	_____	_____	_____
Jamesville-DeWitt High School	315-445-8340	_____	_____	_____
Fire Department	911	_____	_____	_____
Police (Local)	911	_____	_____	_____
Police (State)	911	_____	_____	_____
County Disaster Preparedness Director	315-435-2525	_____	_____	_____
Onondaga County Health Department	315-435-3233	_____	_____	_____
American Red Cross	315-234-2200	_____	_____	_____
Hospitals				
Upstate	315-464-5540	_____	_____	_____
Community General	315-492-5011	_____	_____	_____
St. Joseph's	315-448-5111	_____	_____	_____
Crouse Irving	315-470-7111	_____	_____	_____
Media		_____	_____	_____

SUPERINTENDENT: _____
Signature

APPENDIX G

THREAT ASSESSMENT REPORT FORM

Date: _____

Time: _____ a.m. p.m.

Location/Building:

Name of Threat-maker:

Relationship to school/recipient:

Exact Words of threat:

How the threat-maker appeared (physically and emotionally):

Names/Actions of others directly involved:

When incident occurred:

Where incident occurred:

Name(s) of potential victims:

Physical conduct that would substantiate intent to follow through on the threat (tone of voice, actions):

—

Events prior to incident:

—

Any history leading up to the incident:

–
What event(s) triggered the incident:

–
Names/Positions of responding staff:

–
Consequences or impact of incident:

–
Conclusion of incident:

Status of threat-maker:

Steps taken to ensure the threat will not be carried out: _____

–
Person Completing Form:

Forward Completed Form to Building Administrator Immediately

APPENDIX H

TELEPHONE THREAT INFORMATION SHEET

DESCRIPTION OF SUBJECT'S VOICE:

Male: _____

Female: _____

Unknown: _____

Young: _____ Middle-Aged: _____ Old: _____

Tone of Voice: _____

Accent: _____

Background noise: _____

Is the voice familiar? _____

If so, who did it sound like? _____

Time suspect hung up: _____ a.m. / p.m. _____

REMARKS: _____

APPENDIX I

PROCEDURES IF STUDENTS ARE MISSING DURING OUT-OF-SCHOOL ACTIVITIES

Students on field trips must always be in the sight of staff and under their supervision. Student emergency information forms should be taken on all field trips in the event phone numbers and other pertinent information are needed.

1. In the event a student runs away or is missing, staff will look for them and continue to do so until they are found or, it becomes unsafe for the staff to continue to search.
2. In the event a student is missing and appears to be in any danger, police, parents and administration will be notified immediately.
3. In the event a student is missing due to running away or being lost in a reasonably safe area (museum, park) for more than ½ hour, program administration and police must be called, and parents notified. The superintendent and assistant superintendent should be notified as soon as possible.
4. In the event a student is missing due to running away or being lost, a responsible adult must stay in the area until the matter is resolved. Missing students must never be left at any location even if assumed safe.
5. Immediately following an event where a student or students were missing due to running away or being lost, a complete report of the incident will be prepared for the superintendent and assistant superintendent. A staff meeting will be held in the affected program for the purpose of preventing future incidents by review of procedures.

APPENDIX J

PROCEDURES FOR CLEANING UP BODY FLUID SPILLS

These procedures must be used to clean up all spills involving: vomitus, blood, feces, urine, semen or vaginal secretions.

1. PUT ON PROTECTIVE GLOVES

Wear disposable gloves. If unanticipated contact occurs immediately wash affected areas with soap and water.

2. CLEAN UP

For small spills, use paper towels to wipe up then use clean paper towels with soap and water. For larger spills, apply an absorbent material (i.e. Discard, Quaff) until absorbed then vacuum or sweep up all material. Place all waste in a plastic bag and seal.

3. DISINFECT AREA

For hard surfaces such as floors use a clean mop and disinfectant. Shampoo carpets, rugs and cloth furniture with disinfectant.

4. BAG DIRTY MATERIALS

Place all disposable items in a plastic bag, remove gloves and seal. Note: Clothing and other non-disposable items should be rinsed in a disinfectant solution and placed in a plastic bag to be sent home.

5. DISPOSE OF DIRTY MATERIALS

Place all bags of disposable waste in another bag (double bag), secure and dispose of immediately in a dumpster located outside the building. Dispose of dirty water down the drain.

6. CLEAN EQUIPMENT

Rinse broom, dustpan, mop bucket or other equipment in disinfectant solution then rinse thoroughly with hot water. Soak used mops in fresh disinfectant solution then rinse thoroughly. Disinfectant solution should be promptly disposed of down the drain.

7. WASH HANDS

Wash hands with soap and water. Bar soap is acceptable.

APPROVED DISINFECTANTS

The disinfectant must be able to kill bacteria, fungi, viruses and tuberculosis causing organisms. The following disinfectants are registered by the United States Environmental Protection Agency (EPA) for use in schools:

3M #10 Quaternary Disinfectant
Quest
DMQ Disinfectant and Neutralizer
Household Bleach (1 part bleach to 10 parts water)

DO NOT USE AEROSOL SPRAYS

APPENDIX K

NON-PUBLIC SCHOOLS AND DAY CARE CENTERS

<u>School / Center Name</u>	<u>Phone #</u>
Bishop Grimes High School	315-437-0356
Bishop Ludden Junior Senior High School	315-468-2591
Blessed Sacrament	315-463-1261
BOCES Onondaga-Cortland-Madison	315-433-2600
BOCES Thompson Road	315-433-2600
Cathedral Academy at Pompei	315-428-8548
Christian Brothers Academy	315-446-5960
Early Childhood Center / Temple	315-445-0049
Elmcrest Children's Center	315-446-6250
Faith Heritage	315-469-7777
Hebrew Day	315-446-1900
Holy Cross	315-446-4890
Holy Family	315-487-8515
Immaculate Conception	315-637-3961
Ihsan School of Excellence	315-472-5040
Kasson Road	315-492-0081
Library, Community Library of DeWitt and Jmsvle-	315-446-3578
Living Word	315-437-6744
Manlius Pebble Hill	315-446-2452
May Memorial Unitarian Society	315-446-8920
Montessori School of Syracuse	315-449-9033
Parkview Junior Academy	315-468-0117
St. Matthew's	315-437-1339
St. Rose of Lima	315-458-6036
SU Day Care Center	315-443-4482
Syracuse Academy of Science	315-248-8997
Town of DeWitt YES Day Care	315-446-9250
Temple Adath-Rothchild Early Childhood Center	315-445-0049
The New School	315-475-6453

APPENDIX L

ASSISTED EVACUATION PLANS STUDENTS WITH SPECIAL NEEDS

An assisted evacuation plan form (see attached sample) should be completed for any child who has limited mobility and for any other child who would require assistance to leave the building in the emergency. These forms can be obtained from the District Office.

The plan should include alternatives for situations in which the person with primary responsibility is not available.

It is suggested that the Building Administrator not be designated as the person with primary responsibility. In an emergency situation the Building Administrator must attend to many immediate demands and decisions. Also, the Building Administrator should be free to report to the designated place in the assembly area to meet staff members and to give instructions.

It is also suggested that the person with primary responsibility be someone who is likely to be near the child who needs assistance, not someone who may have to take time to travel through the building or against the flow of traffic.

One strategy for the evacuation of a child who cannot use the stairs unassisted, or who cannot negotiate crowded stairs quickly, is to designate an area of the stairwell out of the flow of traffic (remember that the stairwells are designed to retard the spread of fire). The child remains there with an adult assistant until the students have passed and the stairs can be used.

This form should be completed for every child who needs any kind of special accommodations in emergency evacuations. Copies should be distributed according to the instructions on the form. The plan should be reviewed annually.

APPENDIX L

Continued

ASSISTED EVACUATION PLAN FOR STUDENTS WITH SPECIAL NEEDS

Name of Child: _____

Building: _____

Teacher and Room: _____

Reason child needs assistant: _____

Assistance to be given _____

Person responsible: _____

Alternate person responsible: _____

Alternate person responsible: _____

Special arrangements needed as assembly area: _____

Other pertinent information: _____

Attach a copy of the student's class schedule and out-of-classroom services.

Signature of person who prepared plan

Date

Copies on file: Principal

District Office

Substitute information folder

Nurse

Classroom/homeroom teacher

District Emergency Response Plan

Circulate information to all special area or class teachers. Copy of the plan should be kept with the class attendance roster.

Update plan annually by October 1st (review this document).

APPENDIX M

POOL FACILITY SAFETY CHECKLIST

	YES	NO	DATE OF ACTION TAKEN	SAFETY CHECK	ACTION NEEDED
DECK					
Safety equipment in good repair					
Rescue tubes & straps in good repair					
Backboards with head immobilizers & straps readily accessible					
First aid station clean; first aid equipment & supplies accessible & well stocked					
Telephones working properly					
Deck not slippery and in good repair					
Deck clear of patron's belongings					
All equipment used by patrons stored properly if not in use					
Lifeguard stands clean & in good order					
Clear of standing water					
Clear of glass objects					
POOL					
Ladders secured properly					
Ladder handles clean and rust free					
Steps not slippery & in good repair					
Ramp not slippery & in good repair					
Drain covers secured properly					
Drain covers clean					
Suction at drains not excessive					
Lifelines & buoys in order					

Water clarity satisfactory					
Water color satisfactory					
Pool free of debris					

APPENDIX N

TRANSPORTATION ACCIDENT NOTIFICATION FORM

JAMESVILLE-DeWITT CENTRAL SCHOOL DISTRICT

BUS # _____ DATE _____

This is to inform you that your child was on the above bus when it was involved in a minor accident/incident.

If your child should complain of an injury, have it checked immediately and report this to the school principal or nurse as soon as possible.

If you have any questions, please contact your school principal.

Transportation 1/97

JAMESVILLE-DeWITT CENTRAL SCHOOL DISTRICT

BUS # _____ DATE _____

This is to inform you that your child was on the above bus when it was involved in a minor accident/incident.

If your child should complain of an injury, have it checked immediately and report this to the school principal or nurse as soon as possible.

If you have any questions, please contact your school principal.

Transportation 1/97

JAMESVILLE-DeWITT CENTRAL SCHOOL DISTRICT

BUS # _____ DATE _____

This is to inform you that your child was on the above bus when it was involved in a minor accident/incident.

If your child should complain of an injury, have it checked immediately and report this to the school principal or nurse as soon as possible.

If you have any questions, please contact your school principal.

Transportation 1/97

APPENDIX O

EVACUATION SITES

<u>Building Name</u>	<u>Evacuation Site</u>	<u>Phone Number</u>
Jamesville Elementary	Jamesville Fire Station	315-492-2872
Moses DeWitt Elementary	Holy Cross	315-446-0473
Tecumseh Elementary	First Universalist Church	315-446-5940
Jamesville-DeWitt Middle	Christian Brothers Academy /Temple Adath	315-446-5960
Jamesville-DeWitt High	J-D Middle School	315-445-8360

APPENDIX Q

RESOURCES AVAILABLE WITHIN THE DISTRICT

Resources	District Office	High School	Middle School	Elem School	Bus Garage
Telephone System	X	X	X	X	X
Zoned Fire Alarm System	X	X	X	X	X
Public Address System	X	X	X	X	X
Nurses' Office/ and First Aid Supplies	X	X	X	X	X
Public Bus Route	-	-	X	X	-
Potable Water	-	-	-	-	-
Fire Extinguisher	X	X	X	X	X
Electric Generator	-	-	-	-	-
Battery Backup System	X	X	X	X	X
Water Supply/ Fire Hydrants	-	-	-	-	-
Food Storage	-	X	X	X	X
Eye Wash Device	-	X	X	X	X
Blankets, Cots	-	X	X	X	-
Gasoline Fuel Storage	-	-	-	-	-
Emergency 2-Way Radio	-	-	-	-	X
Candles, Flashlights, Batteries	X	X	X	X	X
Maps-School Dist. Area	X	X	X	X	X
Bull Horns		X	X	X	X
Building Floor Plans	X	X	X	X	X
Kitchen, Cooking and					

Eating Utensils	X	X	X	X	X
Walkie Talkies	X	X	X	X	X

APPENDIX R

SCHOOL BUS FLEET INVENTORY, updated July 2023

WC= Wheelchair C=children A=adults

<u>BUS #</u>	<u>Year</u>	<u>Capacity</u>	<u>Miles</u>	<u>Radio</u>
215	2009	65C/43A	138300	Yes
217	2010	65C/43A	123009	Yes
219	2011	65C/43A	130,996	Yes
222	2011	36C/24A/1WC	129,113	Yes
223	2012	65C/43A	119,188	Yes
227	2013	65C/43A	100,795	Yes
228	2013	65C/43A	109,329	Yes
229	2013	65C/43A	100,656	Yes
230	2013	30C/20A	68,379	Yes
231	2014	65C/43A	105,150	Yes
232	2014	65C/43A	108,295	Yes
233	2014	65C/43A	100,942	Yes
234	2014	65C/43A	94,671	Yes
235	2015	66C/44A	87,599	Yes

236	2015	66C/44A	84,583	Yes
237	2015	65C/43A	84,067	Yes
239	2015	7	146,977	Yes
240	2016	65C/43A	72,119	Yes
241	2016	65C/43A	77,535	Yes
242	2016	66C/44A	74,655	Yes
243	2016	66C/44A	87,497	Yes
244	2018	66C/44A	70,337	Yes
245	2018	66C/44A	75,407	Yes
246	2017	42C/30A/1WC	81503	Yes
247	2016	18C/12A/1WC	65556	Yes
248	2018	65C/43A	72211	Yes
249	2018	65C/43A	84870	Yes
250	2017	66C/44A	75238	Yes
251	2017	66C/44A	73963	Yes
252	2019	66C/44A	60381	Yes
253	2019	66C/43A	53487	Yes

254	2019	65C/43A	59282	Yes
255	2019	65C/43A	58116	Yes
256	2020	65C/43A	40315	Yes
257	2020	65C/43A	34921	Yes
258	2018	66C/44A	49427	Yes
259	2018	66C/44A	45785	Yes
260	2018	65C/43A	39234	Yes
261	2020	30C/21A	29564	Yes
262	2020	65C/43A	30959	Yes
263	2020	65C/43A	27876	Yes
264	2020	65C/43A	21131	Yes
265	2022	65C/44A	20378	Yes
266	2022	66C/44A	17132	Yes
267	2022	66C/44A	18488	Yes
268	2020	65C/44A	19861	Yes
269	2018	65C/44A	26055	Yes
270	2018	65C/44A	11270	Yes

271	2024	65C/44A	3732	Yes
272	2024	65C/44A	3139	Yes
273	2024	65C/44A	2370	Yes
274	2023	7	936	Yes

***Not for transportation of a student

APPENDIX S

MAINTENANCE VEHICLES INVENTORY-updated July 2023

Vehicle #	Make	Year	Description	Notes
M1	Chevy	2017	Pick Up w/Plow	Maintenance
M 2	Chevy	2008	Pick Up	Custodians
M 4	Chevrolet	2011	Pick Up w/Plow	Maintenance
M 5	Isuzu	2017	Box Truck w/Liftgate	
M 6	Chevrolet	2011	Pick Up w/Plow	Grounds
M7	Ford	2015	Pick up w/Plow	Used as service truck
M8	Chevy	2016	Pick up w/Plow	Grounds
M38	Chevy	2015	Van	Pony
M99	Western Star	2022	Wing Plow Truck	Dump truck
M9	GMC	2023	Pick up w/plow	Maintenance
M 31	John Deere	2008	Backhoe Tractor	
M 42		1999	Trailer	Transporting grounds equipment
M 44	BWise	2018	Trailer	Transporting grounds equipment
M 45		2006	Trailer	Transporting grounds equipment

APPENDIX T

STAFF QUALIFIED TO ADMINISTER FIRST AID

In case of injury during any emergency, the Building Administrator and/or Non-Instructional Supervisor shall have made available to all faculty members and non-instructional staff the names of persons who are currently trained and certified in the provision of first aid and/or CPR.

Faculty and Staff Certified in First Aid and/or CPR (by building)

* CPR only

<u>Building Name</u>	<u>Phone #</u>	<u>Person</u>
Jamesville Elementary School	315-445-8460	Sue Kimber, Nurse
	PE Teacher, Coach	Dennis Boice
	Head Custodian	Michael Hepp*
	Custodian	Lyle Wilson*
	Custodian	Chris Mathes*
Moses DeWitt Elementary School	315-445-8370	Kimberly Kalil, Nurse
	Custodian	Gregory Rupert*
	PE Teacher, Coach	Paul LeBlanc
	Custodian	Matthew Kenyon*
	Head Custodian	David Haag*
Tecumseh Elementary	315-445-8230	Dorothy Darcy, Nurse
	Head Custodian	Dee Warner*
	Custodian	Rich Lewis*
	Custodian	Tode Ribarovski*
	PE Teacher	Elyssa Rosenbaum
Jamesville-DeWitt Middle School	315-445-8360	Melody Scanlon, Nurse
	Music Teacher, Coach	Justin Bird
	PE Teacher, Coach	Ryan Dera
	Lifeguard	TBA
	5 th Grade Teacher, Coach	Melissa Quinn
	Custodian	Jim Connors*
	Custodian	Dan Darling*
	Health Teacher, Coach	Patricia Ferris
	Custodian	Greg Zacholl*
	Custodian	Brian Myers*
	Custodian	Michael Peters*
	PE Teacher, Coach	Rebecca Peter

Health/PE Teacher
5th Grade Teacher, Coach
PE Teacher, Coach
PE Teacher, Coach
Head Custodian

Audra Sixberry
Kurt Sweeney
Amanda Valentino
Paul Valentino
John Crump*

Jamesville-DeWitt High School **315-445-8340**

PE Teacher, Coach
Head Custodian
Math Teacher, Coach
PE Teacher, Coach
English Teacher
Athletic Director
PE Teacher, Coach
Math Teacher, Coach
Custodian

Heather Cavalluzzi, Nurse
Jamie Archer
Leo Falter*
Charles Clinton
Cara Goldberg
Joe Goldberg
Fred Wheeler
Jeff Ike
Michael Klemperer
Joce Kondovski*
Paul Krause
Dan Law
Michael Ligner*
Hayley Nies
Eric Ormond
Emily Rowles
Yong Sul
Michael Van Auken*
Michelle Buchanan*
Jeremy LaFramboise*

District-level Computer Assistant, Coach
Social Studies Teacher, Coach
Custodian
Teacher Assistant, Coach
Social Studies Teacher, Coach
PE Teacher, Coach
Science Teacher, Coach
Custodian
Custodian
Custodian

APPENDIX U
COMMUNICABLE DISEASE PLAN

This Appendix U to our Safety 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 I 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.

In accordance with New York Education Law § 2801-a(2)(m) and New York Labor Law § 27-c, {insert district name} (the “District”) has prepared the instant Public Health Emergency Communicable Disease Plan (the “Plan”) to guide the District employees and the community in preparation for and in response to a declared public health emergency involving a communicable disease.

This Plan has been developed with the input of the Jamesville-DeWitt:

- Faculty Association
- Administrators Association
- Food Service Unit
- Clerical and Aide Unit
- Mechanics Unit
- Maintenance Unit
- Transportation Unit
- Custodial Unit

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.

A copy of the final version of this plan will be published in a clear and conspicuous location and shall be included in The District Safety Plan.

The District publishes this Plan based on the requirements in place at the time of its publication but recognizes it must be flexible in the time of response to a communicable disease. Accordingly, the Plan may be updated over time. The District will comply with all applicable local, state, and federal orders, rules, laws, and regulations (collectively, the “Authority”). To the extent the Authority conflicts with any provisions of these Protocols, the District will comply with the Authority.

The Superintendent is responsible for the oversight of the implementation of this Plan and may designate one (1) or more employees to assist in such oversight. The Superintendent

will consult legal counsel for guidance regarding any executive orders, rules, laws or regulations, as needed.

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Planning Assumptions

The health and safety of our employees and contractors are crucial to maintaining our mission-essential operations. The fundamentals of reducing the spread of communicable diseases include, but are not limited to:

- Using hand sanitizer and washing hands with soap and water frequently, including:
 - After using the restroom
 - After returning from a public outing
 - After touching/disposing of garbage
 - After using public computers, touching public tables and countertops, etc.
- Practicing social distancing, when possible.
- If you are feeling ill or have a fever, notify your supervisor immediately.
- 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 applicable guidance should also be considered, which may be published by the New York State Department of Health (“NYSDOH”), and/or local public health departments.

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

- The health and safety of our students, 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 who is required to be physically present at a worksite to perform their job.
- Per S8617B/A10832, 'non-essential employee' is defined as a public employee or contractor who is not required to be physically present at a worksite to perform their job.

Concept of Operations

In executing this plan, all employees and applicable contractors of the District shall be notified by emails and/or texts with additional information and updates provided on a regular basis, as information and updates become available. Superintendents and other designated administrators will be notified of pertinent operational changes by way of written notification via email and/or texts. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The Superintendent, or their designee, will maintain communications with the public and constituents as needed throughout the implementation of this plan.

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

Upon the conclusion of the public health emergency, as determined by the applicable governmental agency, the Superintendent of the District, or their designee, will direct the resumption of normal operations or operations with modifications as necessary.

Essential Functions

When confronting events that disrupt normal operations, the 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 and applicable supervision of those services;
3. Provide any services required by law;
4. Sustain critical operations and maintenance; and
5. Uphold the core values and mission of the District.

Essential functions are prioritized according to a number of factors, which includes but is not limited to:

- The time needed and the priority of each essential function;
- Interdependency of a function to other functions; and/or
- How vital the function is to the ongoing operations and mission of the District. ▽

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

The essential functions for the District have been identified as:

Essential Function	Description/Justification	Priority
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Administration and Business Operations	Provide leadership and guidance in all aspects of operations Maintain business functions and meet reporting requirements	1
Food Service	Provide meals as needed, meet reporting requirements	1
Transportation	Transport students and materials	1
Custodial and maintenance services	Clean, repair, and maintain facilities and other assets	1
Technology	Provide resources and support to maintain continuity of instruction	1

Essential Positions

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

Essential Function	Essential Positions/Titles	Justification for Each
<i>Administration and Business Operations</i>	<ul style="list-style-type: none"> ● <i>Superintendent</i> ● <i>Assistant Superintendents</i> ● <i>Business Official</i> ● <i>Director of Technology</i> ● <i>Payroll Clerk, Treasurer, Accounts payable/receivable</i> ● <i>Principals, Asst. Principals, Director/Asst. Dir. of PPS</i> 	<ul style="list-style-type: none"> ● <i>Ensures central point of communication and leadership, the safety of facilities and continuity of District operations</i> ● <i>Ensures supervision and oversight of District operations and hardcopy business functions</i> ● <i>Management of facilities, instruction, instructional tools and access to same</i>
<i>Food Service</i>	<ul style="list-style-type: none"> ● <i>Food Service Manager</i> ● <i>Cooks</i> ● <i>Food Service Workers</i> 	<ul style="list-style-type: none"> ● <i>Preparation of meals and oversight of food service operations</i>

<i>Transportation</i>	<ul style="list-style-type: none"> ● <i>Director of Transportation</i> ● <i>Dispatcher</i> ● <i>Bus Drivers</i> ● <i>Bus Aides</i> ● <i>Mechanics</i> 	<ul style="list-style-type: none"> ● <i>Coordination of necessary travel, meals and/or other needed services</i>
<i>Custodial and Maintenance Services</i>	<ul style="list-style-type: none"> ● <i>Director of Facilities</i> ● <i>Custodians</i> ● <i>Maintenance</i> 	<ul style="list-style-type: none"> ● <i>Cleaning and maintenance of facilities as necessary</i>
<i>Technology</i>	<ul style="list-style-type: none"> ● <i>Director of Technology</i> ● <i>District Technology Support Staff</i> 	<ul style="list-style-type: none"> ● <i>Ensures ongoing support and maintenance of instructional technology, communications, and other information systems</i>

Reducing Risk through Remote Work & Staggered Shifts

By assigning certain staff to work remotely and by staggering work shifts, we can decrease crowding and density at worksites.

Remote Work Protocols

In executing this plan, those employees identified by the Superintendent, or their designee, as non-essential will be notified and authorized to work remotely, as needed. Working remotely requires:

1. Identification by the Superintendent or their designee of the staff who will be authorized to work remotely;
2. Approval and assignment of remote work and related schedules;
3. Remote work logs to track work progress and troubleshoot issues that arise;
4. Equipping staff for remote work, which may include but is not limited to:
 - a. Internet-capable laptop;
 - b. Necessary peripherals;
 - c. Access to VPN and/or secure network drives;
 - d. Access to software and databases necessary to perform their duties;
 - e. A solution for telephone communications
 - Note that phone lines may need to be forwarded to off-site staff

Staggered Shifts

Implementing staggered shifts may be needed for personnel performing duties that are necessary to be performed on-site but perhaps less sensitive to being accomplished only within core business hours. As possible, management will determine whether opportunities for staff to work

outside core business hours as a strategy of limiting exposure is possible. Regardless of changes in start and end times of shifts, the 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;
2. Approval and assignment of changed work hours; and
3. Communication with applicable parties.

Personal Protective Equipment

The use of personal protective equipment (PPE) to reduce the spread of communicable disease is important to supporting the health and safety of our employees and contractors. PPE that may be needed can include but is not limited to:

- Masks;
- Face shields;
- Gloves; and/or
- Disposable gowns and aprons.

Note that while cleaning supplies are not PPE, there may be a related need for cleaning supplies used to sanitize surfaces, as well as hand soap and hand sanitizer. Protocols for providing PPE include the following:

1. Identification of the need for PPE based upon job duties and work location
2. Procurement of PPE
 - a. At least two pieces of each required type of PPE shall be obtained for each essential employee and contractor during any given work shift for at least six months.
 - b. Examples of available PPE include face masks, gloves, and gowns, thermometers.
3. Storage of, access to, and monitoring of PPE stock
 - a. PPE shall be stored in a manner that will prevent degradation.
 - b. Employees and contractors have immediate access to PPE in the event of an emergency and will be available in classrooms and office spaces.
 - c. An eight-week supply of PPE will be monitored by Facilities to ensure integrity and track usage rates.
4. PPE Suppliers
 - a. Personal Protective Equipment is procured from the following vendors:
 - i. WB Mason
 - ii. James A. Doherty
 - iii. McKesson
 - iv. Others as needed
 - b. Cleaning supplies are procured from the following vendors:
 - i. Grainger
 - ii. Hill & Markes
 - iii. Maintenance Products & Equipment
 - iv. Others as needed

Staff Exposures, Cleaning, and Disinfection

Staff Exposures

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

- A. If employees or contractors are exposed to a known case of communicable disease that is the subject of the public health emergency (and deemed as a “close contact” with someone who is confirmed infected and it is determined the “close contact” isolate/quarantine, as determined by the local public health department):
 1. Close contacts shall remain at home or in a comparable setting and practice social distancing for the lesser of 14 days or other current applicable NYSDOH/public health guidance for the communicable disease in question.
 - a. As determined by the Superintendent, or their designee, these employees will be permitted to work remotely during this period of time if they are not ill, if such duties are capable of being performed remotely.
 2. As authorized by law and applicable government agencies, essential employees may 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 the current NYSDOH/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.
 - e. The Superintendent or his/her designee shall ensure these protocols are followed.
- B. If an employee or contractor exhibits symptoms of the Disease that is the subject of the public health emergency, the Superintendent or their designee will require:
 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 NYSDOH/local public health department guidance and/or have consulted with a healthcare provider, as applicable.
 4. The District will not require sick employees to provide a negative test result for the disease in question or healthcare provider's note to validate their illness, qualify for

- sick leave, or return to work unless there is a recommendation from the NYSDOH/public health officials to do so.
5. Persons exhibiting symptoms may return to work if at least 24 hours have passed since the last instance of fever without the use of fever-reducing medications or in accordance with other NYSDOH/local public health department guidance.
- 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 by the subject employee or contractor will be closed off in accordance with applicable NYSDOH/local public health department guidance.
 - a. NYSDOH and other local public health department guidance will be considered before cleaning, disinfecting, and reoccupying of those spaces will take place. If this time period is not possible, a period of as long as possible will be given.
 - b. Any common areas entered, surfaces touched, or equipment used shall be cleaned and disinfected immediately.
 - c. See the section on Cleaning and Disinfection for additional information on that subject.
 3. Identification of potential employee and contractor exposures will be conducted
 - a. If an employee or contractor is confirmed to have the communicable disease in question, the Superintendent or their designee will inform all contacts of their possible exposure.
Confidentiality shall be maintained as required by the Americans with Disabilities Act (ADA).
 - b. Apply the steps identified in item A, above, as applicable, for all potentially exposed individuals.

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

Cleaning and Disinfecting

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

1. Staff tasked with cleaning and disinfecting areas will be issued and required to wear PPE appropriate to the task.
2. Soiled surfaces will be cleaned with soap and water before being disinfected.
3. Surfaces will be disinfected with products that meet EPA criteria for use against the virus in question and which are appropriate for that surface.
4. Staff will follow instructions for cleaning products to ensure safe and effective use of the products.

Employee and Contractor Leave

Public health emergencies are extenuating and unanticipated circumstances in which the District is committed to reducing the burden on our employees and contractors. The District shall comply with applicable collective bargaining agreements as well as state and federal laws and regulations related to employee leave. This policy may be altered based upon changes in law or regulation, as applicable.

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 District, and as such are not provided with paid leave time by the District unless required by law.

Documentation of Work Hours and Locations

In a public health emergency, it may be necessary to document the work hours and locations of each employee and contractor to support contact tracing efforts. Identification of locations shall include on-site work and off-site visits.

This information may be used by the District to support contact tracing within the organization and may be shared with local public health officials. During a public health emergency, the District may consider the use of electronic “work logs” to document work hours and activities during scheduled work shifts and while working remotely or on specific projects. These logs will be shared or managed by their supervisors periodically.

Housing for Essential Employees

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

If such a need arises, as determined by the Superintendent, hotel rooms may 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 Superintendent or their designee will coordinate with the Onondaga County Emergency Management Office to help identify and arrange for these housing needs.

APPENDIX V

School Resource Officer Memorandum of Agreement

SRO Program 2021-2022
AGREEMENT BETWEEN
THE
TOWN OF DEWITT POLICE DEPARTMENT
AND
JAMESVILLE DEWITT CENTRAL SCHOOL District

THIS AGREEMENT is made the 24th day of August, 2021 by and between the TOWN OF DEWITT Police Department (hereinafter “Police Department”) and the JAMESVILLE DEWITT CENTRAL SCHOOL DISTRICT (hereinafter the “District”)(collectively the “Parties”) as follows:

I. PURPOSE

I.1. This Memorandum of Understanding (“Memorandum,” “MOU,” or “Agreement”) is entered into between the Parties for the administration of a School Resource Officer Program (“Program”). This agreement is adopted pursuant to N.Y. EDUC. LAW § 2801-a(10) (2019).

I.2. The Parties enter into this understanding in the spirit of mutual cooperation and to strengthen their efforts to safeguard children and the school community.

I.3. The purpose of the Program is to ensure a safe school environment; provide a clear protocol for school officials when responding to non-emergency situations in schools; foster positive interactions between and among students, school officials, and law enforcement; empower educators to respond to conflicts in their schools; reflect a shared commitment to the philosophy of de-escalation; and support a positive educational and social-emotional climate within the District.

I.4. The Parties acknowledge the need to foster safe and supportive schools with a positive school climate. The Parties also acknowledge that student behavior and the vast majority of school-based discipline matters are best handled by educators and school administrators, and not by law enforcement personnel or the court system.

II. SCOPE & APPLICABILITY

II.1. This Agreement applies to activities of the Police Department and District on public school grounds and the immediate perimeter thereof; on vehicles, such as school busses; on

vehicles dedicated for use by the Police Department in its operation of the Program; at all school-sponsored events; and any time student behavior away from school property is governed by the District's Code of Conduct.

II.2. This Agreement does not govern the role of members of the Police Department, including School Resource Officers (“SROs”), with regard to illegal behaviors engaged in by non-students.

III. DEFINITIONS

III.1. “Arrest” means placing a person in police custody, without physical restraint for the purposes of charging them with an offense of the law by commencing an action in court by either arraignment or appearance ticket/summons.. N.Y. CRIM. PROC. LAW § 140.05 et seq. (2019).

III.2. “Biometric record” means a record of one or more measurable biological or behavioral characteristics that can be used for automated recognition of an individual. Examples include fingerprints; retina and iris patterns; voiceprints; DNA sequence; facial characteristics; and handwriting. 34 C.F.R. § 99.3 (2012); 20 U.S.C. § 1232g (2013).

III.3. “Code of Conduct” means the document the Board of Education of the District develops, adopts, enforces, and amends, where appropriate, for the maintenance of order on school property, including a school function, which shall govern the conduct of students, teachers, other school personnel, and visitors. The Code of Conduct contains the District’s behavioral and discipline policies required by New York law and is shared with students and parents. N.Y. EDUC. LAW § 2801 (2012).

III.4. “Detain” means to hold a person in official custody for the purposes of criminal questioning or the physical restriction of a person’s movement.

III.5. “Federal Immigration Authorities” or “Federal Immigration Enforcement Agency” means any officer, employee, or person otherwise paid by or acting as an agent of the United States Immigration and Customs Enforcement (“ICE”), Homeland Security Investigations (“HSI”), Customs and Border Protection (“CBP”), or Department of Homeland Security (“DHS”), or any division thereof, who is charged with immigration law enforcement.

III.6. “Gender” includes actual or perceived sex, gender identity, and gender expression including a person’s actual or perceived gender-related self-image, appearance, behavior, expression, or other gender-related characteristic, regardless of the sex assigned to that person at birth. NYC Admin. Code § 8-102 (2019).

III.7. “Guidance Intervention” or “Response to Intervention” generally refers to the practice of providing high-quality instruction or intervention to meet the needs of all students through the provision of differentiated instruction in core curriculum and supplemental intervention.

III.8. “Police Department” refers to the DeWitt Police Department.

III.9. “Individualized Education Program Team” (“IEP Team”) refers to a school’s team of qualified professionals who are primarily responsible for the development and review of a child’s Individualized Education Program (“IEP”). At a minimum, the IEP Team shall include the parent of the student, at least one of the student’s general education teachers, the special education teacher, the school psychologist, an individual who can interpret the instructional implications or evaluation results, a representative of the school district who is qualified to provide or supervise special education and knowledgeable about the general curriculum, the child, or the District’s resources, and the student (when appropriate). 34 C.F.R. § 300.321 (2007).

III.10. A “non-criminal violation” is any offense, other than a traffic offense, in the N.Y. Penal Law that does not allow for a term of imprisonment greater than fifteen days.

III.11. “Parent” means a person in parental relation to a student, including the student’s parent, legal guardian, or other person legally responsible for a student under New York law. N.Y. EDUC. LAW § 2 (2005); N.Y. GEN. OBLIG. LAW § 5-1551 (2018).

III.12. “Police Officer” means any sworn member of the Police Department.

III.13. “Multi-tiered System of Support” (“MTSS”) refers to a framework grounded in the belief that all students can learn and all school professionals are responsive to the academic and behavioral needs of all students. MTSS focuses on evidence-based practices, relies on student progress data to inform instructional decisions and ensures that each student, based on their unique needs, receives the level and type of support necessary to be successful.

III.14. “Restorative practices” refers to prevention and intervention measures for responding to misbehavior that focus on building relationships, holding students accountable, and creating a sense of community through participatory decision-making and problem solving. Restorative practices include, but are not limited to, collaborative negotiation, circle process, peer mediation, conflict resolution, and formal restorative conferencing.

III.15. “School official” means any school board member or employee of the District.

III.16. “School property” means in or within any building, structure, athletic playing field, playground, parking lot, or land contained within the real property boundary line of a public school in the District. “School property” also means in or on a school bus, whether owned and operated by the District or by a carrier that the district contracts with for the transportation of its students.

III.17. “School Resource Officer” (“SRO”) means law enforcement officer(s) assigned to District schools, or any uniformed employee of the Police Department who is assigned on a full or part-time basis to work in a District school

III.18. “School Resource Officer Program” (“Program”) refers to all administrative, organizational, and policy components that allow for the placement of SROs or any employee of the Police Department in the District’s schools pursuant to this Agreement.

III.19. “Student” refers to a person enrolled in a District school or program.

III.20. “Suspension” refers to a student’s temporary prohibition from attending regular classes on either a short-term or a long-term basis in accordance with N.Y. EDUC. LAW § 3214 (2017). A short-term suspension refers to a suspension of a student from either class or school for five days or less. A long-term suspension refers to a suspension of a student from school in excess of five days.

IV. EMPLOYMENT AND ASSIGNMENT OF SCHOOL RESOURCE OFFICERS

IV.1 The SRO shall be an employee of the Police Department and shall be subject to the administration, supervision and control of the Police Department. Such administration, supervision and control is subject to the terms and conditions of this Agreement, as long as those terms do not compromise the Town’s Employer/Employee relationship.

IV.2 The Police Department agrees to provide and to pay the SRO’s salary and employment benefits in accordance with the applicable salary schedules and employment practices of the Police Department. The SRO shall be subject to all other personnel and practices of the Police Department, including but not limited to the Police Department’s policies on the use of force. Such policies or practices may have to be modified to comply with the terms and conditions of this Agreement, as long as those terms do not compromise the Town’s Employer/Employee relationship.

IV.3 The District Superintendent or their designee shall work collaboratively with the Police Department in any decision concerning assignment or removal of an SRO from their school. The Parties shall use a collaborative process in the assignment of a new SRO. Both Parties shall have the right to attend and participate in candidate interviews. The Police Department shall select three finalists from the candidate pool and the District shall select the candidate to be assigned. In the event that the District decides not to select a candidate from the three finalists, the Police Department shall restart the process until providing a candidate suitable to the District.

IV.4. Prior to starting work under this MOU, the SRO shall meet with the District Superintendent, school principals and any previously assigned SRO, to discuss their respective

roles, the school culture, and any other useful information. Thereafter, the District Superintendent, school principal or their designee shall maintain regular communication with the Police Department and SRO about SRO assignments and physical placement in the school building.

IV.5 The Police Department shall notify the District within 24 hours of the termination of the services of a SRO assigned to the District. The Superintendent/designee has the right to request the removal or reassignment of any SRO for any reasonable cause provided in writing to the Police Department on 24 hours notice. Additionally, The District has the right to refuse the services of a particular SRO and shall provide the Police Department with 24 hours notice of its intent to do so. Upon such notice by either party, the Parties shall meet and confer within 48 hours of such notice to discuss the replacement of the SRO.

IV.6 The Police Department shall hold the District free, harmless and indemnified from and against any and all claims, suits or causes of action arising out of allegations of unfair or unlawful employment practices brought by SROs.

IV.7 In the event an SRO is absent from work, the SRO shall notify both his supervisor in the Police Department and the principal of the school to which the SRO is assigned on that particular day. To the extent possible, the Police Department shall provide an interim replacement in consultation with the District.

IV.8 The relationship of the Police Department to the District shall be that of independent contractor and neither party shall be an agent of or otherwise have authority to bind the other party.

IV.9 The superintendent/principal/designee shall have the final say in determining how, where, and when the SRO are deployed in the school building.

IV.10. The SRO shall be integrated into the school's educational mission. They shall participate in meetings and discussions when the principal/designee requests.

IV.11. The SRO shall meet with teacher, parent, and student representatives at least one time per semester to discuss school safety, questions, and concerns.

IV.12. The principal/designee of the building where the SRO is primarily assigned shall produce an annual review of the SRO. This review shall be submitted to the District and shared with the Police Department.

V. PAYMENT TERMS AND DUTY HOURS

V.1 The SRO's regular duty shall be 40 hours per week for 185 days, in accordance with the District's calendar of instructional days, and the schedule of these hours shall be set by mutual agreement between the District and the Police Department. In the event that school is closed on one of the designated instructional days (for example because of a snow day), the Police Department will not bill the District for that day. The District may contract for additional service days beyond the required 185 days at the per diem rate.

V.2 The District shall reimburse the Police Department for the services of the SRO the cost of \$89,500 during the school year 2021-2022, as set forth in the attached Schedule "A". The District will pay the Police Department this cost on a prorated monthly basis within 10 days of receipt of the monthly Town invoice referenced in Section V.3, below.

V.3 From time to time the SRO may be required to work more than the 8 hours of regular scheduled duty in a given day. In such instances, the additional time worked by the SRO shall be credited as compensatory time or overtime. The choice of either compensatory time or overtime shall be at the discretion of the SRO. Both overtime and compensatory time shall be earned at the rate of time and one half for all work in excess of the regular scheduled duty day. Any overtime and compensatory time earned while working in the capacity of an SRO shall be billed to the SCHOOL District at the SRO's overtime rate as set forth in the attached Schedule "A".

V.4 The Police Department shall invoice the school district for reimbursement of the SRO's pro-rated monthly cost plus any overtime and/or compensatory time on a monthly basis.

V.5 The SRO shall be on duty upon the school grounds fifteen minutes before the beginning of the student instructional day and shall remain on duty for eight (8) hours unless this schedule is modified by the mutual agreement between the Police Department and the District, or the Principal of the building to which the SRO is assigned on a given day.

V.6 It is understood and agreed that time spent by the SRO attending court juvenile and/or criminal cases arising from and/or out of their employment as an SRO shall be considered as hours worked under this Agreement.

V.7 In the event of an emergency the SRO may be ordered by the Police Department to leave school grounds during normal duty hours as described above to perform other services for the Police Department. In such instances, the time spent by the SRO away from the school grounds shall not be considered billable time by the Police Department.

V.8 For school vacations, holidays and other times when school is not in session and/or the SRO is not required to be on school grounds, the officer may take available leave balances per the leave time policies of the Police Department, or report to the SRO supervisor for reassignment.

VI. CHAIN OF COMMAND

VI.1 As employees of the Police Department, the SRO shall follow the chain of command as set forth in the Police Department Policies and Procedure Manual subject to the terms of this agreement the Parties acknowledge the SRO's duty to act in accordance with federal law, state law and the manual orders of the Police Department.

VI.2 In the performance of the duties described herein, the SRO shall regularly coordinate and communicate with the principal or the principals' designee of the schools to which they are assigned. The principal or designee shall contact the SRO Supervisor assigned by the Police Department for such purpose in the event of any question regarding the performance of duties by an SRO.

VII. SCHOOL RESOURCE OFFICER QUALIFICATIONS AND TRAINING

VII.1. All SROs and school officials who work in public school buildings shall be trained on this MOU.

VII.2. To be an SRO, an officer must first meet all of the following basic qualifications:

- Shall be a sworn police or peace officer and should have a minimum of five years of law enforcement experience;
- Shall possess a sufficient knowledge of the applicable Federal and State laws, Town and County ordinances, and Board of Education policies and regulations;
- Shall be capable of conducting in depth criminal investigations;
- Shall possess even temperament and set a good example for students;
- Shall possess communication skills that would enable the officer to function effectively within the school environment;
- Shall submit fingerprints, unless already on file and available for use by the New York State Division of Criminal Justice Services (DCJS), and be criminally cleared by the New York State Education Department (NYSED) to have direct, in-person, face-to-face communication and interaction with the District's students, in accordance with applicable law (namely N.Y. Education Law 1804(9), 3035, and 8 NYCRR 87.2(k)(1)[ii]); and
- Shall complete New York State School Resource Officers Basic 40-hour School Resource Officer course or its equivalent.

VII.3. The District shall not rely on SROs or members of the DeWitt Police Department to provide counseling or other functions performed by a trained mental health provider, such as a school counselor, social worker, or psychologist.

VII.4. Every SRO shall receive specialized training on the following topics:

- conflict and crisis de-escalation techniques, including techniques for limiting the use of physical force or mechanical or chemical restraint;
- conflict resolution;
- bias-based discrimination and sexual harassment;
- child and adolescent development and psychology;
- the effects of trauma;
- mental health crisis intervention;
- the mental and behavioral health needs of children with disabilities and special needs;
- intimate partner violence among adolescents;
- the collateral consequences of arrests, summonses, court involvement, and out-of-school discipline for students including immigration, higher education, and housing consequences;
- the Individuals with Disabilities Education Act (“IDEA”), and the protections it affords to students with disabilities; and
- cultural awareness and competence in working with young people and adults of diverse racial, ethnic, national origin, religious, and language backgrounds, and sexual orientations and gender identities.

In the event that the Police Department does not offer training in the above listed areas, the District will arrange for training in those areas.

VII.5. In addition, all SROs shall be familiar with and trained in restorative justice practices, MTSS, guidance interventions, and other support programs in use by the school. Wherever possible, members of the school community, including school personnel, students, parents, and any other interested party shall be aware of SRO training and provide feedback on the content.

VII.6. Every SRO shall participate in annual in-service professional development with school administrators on this MOU and in the topics listed above.

VII.7. Reputable organizations in each field shall conduct all training described above.

VII.8 The training plan for both District employees and Police Officers must include procedures for notifying families about any Police Officer or Federal Immigration Agent’s effort to gain information about students and families.

VII.9. The SRO may be required by the Police Department to attend monthly training and briefing sessions. These sessions will be held at the direction of the Police Department Operations commander. Briefing Sessions will be conducted to provide for the exchange of information between the department and the school liaison.

VII.10. The District and the Police Department shall schedule training for the SRO in Board of Education Policies, regulations and procedures, including the Code of Conduct for students and others and the programs and practices of the District regarding student discipline.

VIII. RESPONDING TO STUDENT MISBEHAVIOR

VIII.1. School officials are responsible for fostering a positive school climate, administering the Code of Conduct, and responding to normative child and adolescent behaviors.

VIII.2. School administrators have the responsibility to ensure consistent enforcement of school rules and policies. SROs shall not act as school disciplinarians, as enforcers of District Code of Conduct violations, nor may they act in place of school officials for classroom management, or in place of school social workers, counselors, psychologists, or psychiatrists on school property or at school-sponsored events.

VIII.3. SROs shall not use their powers to arrest and/or detain to intervene in the following child and adolescent behaviors. School officials shall not request the intervention of Police Officers or SROs when responding to the following child and adolescent behaviors:

- Disorderly behavior;
- behaving in a rude or disruptive manner;
- making excessive noise;
- hanging out in school hallways or bathrooms;
- violating the dress code or uniform policy;
- failing or refusing to provide identification upon request;
- profane, obscene, vulgar, or lewd language, gestures, or behavior;
- use of racial or other slurs;
- bullying, verbal abuse, and/or harassment;
- defying school officials, SROs, or Police Officers;
- cutting class, tardiness, and unexcused absence;
- leaving school without permission;
- entering or attempting to enter a school building before or after school hours (not breaking and entering);
- minor acts of vandalism and/or graffiti in a school building; and
- possession or use of a prohibited item under the Code of Conduct that

does not violate the N.Y. Penal Law (e.g., cell phones) and is not a weapon as defined in the Code of Conduct.

If the SRO is involved, any use of aversive behavioral interventions will comply with the Town of DeWitt PD Use of Physical Force Policy.

VIII.4. School administrators shall respond to the above student behaviors pursuant to the District's Code of Conduct. These behaviors shall not be treated as violations of the criminal law to be referred to SROs, Police Officers, or the court system.

VIII.5. The principal/designee shall make the final determination of how to respond to student behavior, taking the following factors into consideration:

- the student's age and maturity;
- the student's Individualized Education Program ("IEP"), Behavioral Intervention Plan ("BIP") and 504 Accommodation Plan, if applicable;
- the student's mental, medical, and emotional needs;
- the student's disciplinary record (including the nature of any prior misbehavior, the number of prior instances of misbehavior, and the disciplinary and guidance intervention measures applied for each);
- the nature, severity and scope of the behavior;
- the circumstances/context in which the conduct occurred;
- the frequency and duration of the behavior; and
- the number of persons involved in the behavior.

VIII.6. Where a student exhibits a serious emotional, psychiatric, or potential self-harm issue that requires immediate attention, school officials should make every effort to de-escalate the situation. School officials should also make every effort to ensure the student's safety and emotional needs are met without involving police or SROs. Any response by school officials, or SROs must include consideration of the student's IEP, BIP, and 504 Accommodation Plan, if applicable. Students should not be restrained or be subject to physical force by Police Officers or SROs unless they are an imminent threat to themselves or others. In these situations, the parent should be contacted immediately to discuss possible involvement of mobile mental health providers. Students who are not injured or experiencing a dangerous condition should not be transferred to Emergency Medical Services without parental notification.

IX. INTERVENTIONS BY MEMBERS OF THE POLICE DEPARTMENT & SCHOOL RESOURCE OFFICERS

IX.1. Police Officers and SROs shall not arrest students at school for alleged non-school related offenses unless the students' presence in school creates a danger to others.

IX.2. Police Officers and SROs shall not respond to and are not responsible for routine disciplinary matters involving students. In the event that an SRO witnesses a student violating school rules, the SRO's primary responsibility shall be to inform a relevant school official.

IX.3. Police Officers and SROs shall not confiscate student belongings for the purpose of enforcing the school's code of conduct unless the belongings are defined as weapons in the code of conduct or unless turned over by school administration.

IX.4. Although some student behavior may meet the technical definition of a crime or violation under New York law, it is inappropriate to subject students to criminal legal consequences for child and adolescent behaviors. The School administration will respond to these as disciplinary matters, and students shall not be arrested, subject to criminal prosecution, or averse behavioral interventions used for the following offenses committed in school. This does not preclude a third party from involving the police in criminal matters.

- i. Disorderly Conduct (N.Y. PENAL LAW § 240.20);
- ii. Harassment (N.Y. PENAL LAW § 240.26);
- iii. Graffiti (N.Y. PENAL LAW §145.60);
- iv. Criminal Mischief (N.Y. PENAL LAW § 145.00); and
- v. Obstructing Governmental Administration (N.Y. PENAL LAW § 195.05) or Resisting Arrest (N.Y. PENAL LAW § 205.30) when the underlying offense is listed above or is a behavior listed in paragraph VIII.3.

IX.5. Under most circumstances a summons shall not be issued or an arrest shall not be made of a student on school grounds or at a school-sponsored event based solely on a non-criminal violation of the N.Y. Penal Code or Code of Conduct.

IX.6. In order to arrest a student during the school day, the SRO must have: (1) probable cause to believe that the student has committed a misdemeanor or felony that is not conduct listed in paragraph IX.4. and (2) the agreement of the principal that a formal arrest is necessary.

IX.7. In situations where a warrant directs that an arrest of a student be carried out at school, the execution of the warrant shall be planned in conjunction with the principal/designee. Police Officers, SROs, and school officials shall make every effort to respect students' privacy rights. Absent emergency circumstances, the warrant shall not be executed in a public location such as a classroom, hallway, or cafeteria, to minimize disruption and exposure to other students.

IX.8. When Police Officers or SROs are executing the arrest of a student, school officials shall immediately contact the student's parent or guardian. Police officers and SROs shall not transport a student to a police station without the express consent of the student's parent or guardian unless the police officers have a valid warrant for the arrest of the student, or the student has committed an arrestable offense on school property. In the situation of a valid warrant or an arrestable offense on school property, transportation of a student to a police station will only occur with the notification of that student's parent or guardian. Any questioning of that student, including, but not limited to, during transport or at the police station, will comply with Section X herein..

IX.9. Students need to feel safe in school. Physical force should never be used against students except in those circumstances where serious physical injury is imminent.

IX.10. Under no circumstance shall a Police Officer or SRO use mechanical restraints on students for purposes of administrative convenience, punishment, or de-escalation. Mechanical restraints include but are not limited to: metal, plastic, or Velcro handcuffs or shackles; restraint chairs; helmets; prone or face-down restraints; or the act of being physically locked in a room. To determine if it is appropriate to use mechanical restraints, the Police Officer or SRO must take into consideration the safety of the student, the Police Officer or SRO, and other members of the school community; the age and physical stature of the student; the type of offense alleged and whether weapons were used; the presence of the student's parent and/or school employees; the number of students being arrested; the judgment of the principal or designee; and the student's demeanor.

IX.11. All use of aversive behavioral interventions, such as pepper spray and other noxious sprays, or pain or pressure point compliance devices or other types of painful or intrusive stimuli will be in compliance with the Town of DeWitt Police Department's Use of Physical Force Policy.

IX.12. For children with disabilities, the principal/designee, in collaboration with the school's IEP Team, shall develop an agreed upon response when a child's behavior is a manifestation of their disability. Whenever they have knowledge of a student's disabilities and accommodations that may be relevant, they should share this information with the SRO. Police Officers and SROs shall consider this information in interactions with the Student.

X. QUESTIONING STUDENTS

X.1. Absent imminent serious physical injury to a member of the school community, Police Officers and SROs shall not question students during the school day (including but not limited to students who are suspects) about their involvement in or knowledge of suspected criminal or noncriminal activity unless the following criteria are met:

- i. the student's parent or guardian has been given an opportunity to

- be present and has given consent for the questioning;
- ii. the student and parent/guardian have been properly informed of the student's Miranda rights, and the student is capable of understanding those rights; and
- iii. the questioning occurs at a time in the school day when it will have a minimal impact on the student's learning.

X.2. If the parent of a student who is a victim or witness (not a suspect) cannot be reached, Police Officers and SROs may not question the student unless there is a continued threat of clear and present serious physical injury to a member of the school community that warrants questioning, and the principal is notified as soon as possible.

X.3. If the parent of any student who is subject to questioning cannot be present, the principal/designee shall remain with the student during the questioning, or the student may be permitted to request the presence of another adult in the school unless otherwise directed by the parent.

X.4. Police Officers and SROs shall not ask school officials to question a student for them in an effort to circumvent these protections. Under no circumstance may the principal/designee compel or coerce a student to submit to questioning by Police Officers or SROs.

X.5. The Police Department shall provide language assistance services in the form of interpretation, translation, or monolingual conversation for students and parents with a primary language other than English.

X.6. Pursuant to the Family Educational Rights and Privacy Act ("FERPA"), student education records shall not be released to law enforcement absent a court order or applicable statutory exception. 20 U.S.C. § 1232g(b)(1) (2013).

XI. SEARCHING STUDENTS

XI.1. In order to search students and their belongings, Police Officers or SROs (1) must have probable cause to suspect that the search will reveal evidence that the student has committed or will commit a criminal offense, and (2) the scope of the search must be reasonably related to the objectives of the search and not excessively intrusive in light of the student's age and sex and nature of the infraction. The principal/designee shall be present during all searches of students. All searches by police will be in accordance with the Town of DeWitt Police Department's Manual Order-411-Search Policy.

XI.2. Police Officers and SROs shall obtain the permission of the principal/designee prior to conducting a search of a student. If such permission is granted, the principal/designee shall immediately notify the student's parents. The principal/designee's permission to search a

student is not required when the SRO believes there is an imminent threat to the student or a third party. In such cases, the principal/designee and the student's parent shall be notified immediately following the search.

XI.3. Wherever possible, when a search will require physical contact with the student, the officer conducting the search shall be of the gender preferred by the student and a staff member of the preferred gender will be present as a witness unless there is an imminent threat to the student or a third party.

XI.4. Police Officers and SROs shall not ask school officials to search students or their belongings in an effort to circumvent these protections.

XI.5. Police Officers and SROs may not be present or participate in a search of a student with regard to a suspected discipline issue, including those matters included in paragraph ***IX.4.***

XI.6. Strip searches of students are prohibited unless under exigent circumstances where the life of officers or others may be at risk. A strip search is defined as, having a person remove or arrange some or all of his or her clothing so as to permit a visual inspection of the genitals, buttocks, anus, female breasts or undergarments of such person.

XII. STUDENT PRIVACY

XII.1. Absent a health or safety emergency, a District principal/designee shall not release information from a student's education records except pursuant to a court order or lawfully issued subpoena, on the informed written consent of the student's parent or the student if the student is 18 years of age or older, or if the requested information falls under a statutory exception to FERPA. See 34 C.F.R. §§ 99.30-99.39.

XII.2. The District shall refuse all voluntary information sharing with law enforcement authorities, including Federal Immigration Authorities, to the fullest extent possible under the law.

XII.3. Certain categories of information about a student or their family members are deemed sensitive and confidential, and shall not be shared with any non-school officials for any non-educational purpose absent parental consent or a valid court order. Sensitive and confidential information includes, but is not limited to:

- i. Actual or perceived national origin;
- ii. Actual or perceived immigration or citizenship status, including a student's social security number or information contained in a student's passport, birth certificate, or residency or citizenship-related documents;
- iii. Actual or perceived religion;
- iv. Actual or perceived gender or gender identity or expression;
- v. Actual or perceived sexual orientation;

- vi. Records of criminal allegations, arrests, convictions, or adjudications;
- vii. School discipline records;
- viii. Health or medical information;

- ix. Status as a recipient of public assistance; and
- x. All information included in a student's household's income tax records.

XII.4. The District shall not initiate communication with any law enforcement agency, including any Federal Immigration Enforcement Agency, regarding a student's or family member's "sensitive and confidential" information described above.

XII.5. The District and its SROs shall not enter into agreements to share student information with local law enforcement or Federal Immigration Authorities except as required by law.

XII.6. If a District principal/designee receives a subpoena for student records, including an ICE Administrative Subpoena, they must immediately notify the District's General Counsel to make a determination whether to grant or refuse access to the records based on the District's general policy against sharing student records for any purpose that is not education related. Upon receipt of any subpoena for student records, including an ICE Administrative Subpoena, the principal/designee must immediately notify the student's parent.

XIII. DRESS CODE

XIII.1 The SRO shall work primarily in a departmental issued patrol uniform while on duty, unless otherwise authorized by the SRO supervisor.

XIV. SUPPLIES AND EQUIPMENT

XIV.1. Motor vehicles. The Police Department shall provide a marked vehicle for the SRO while on duty.

XIV.2. Office Supplies. The District agrees to provide each SRO with the usual and customary office supplies and forms required in the performance of their duties. In addition, the SRO shall be provided a private office within the school that is accessible by the students. The SRO shall also be provided by the District a computer, printer and scanner.

XV. INSURANCE AND INDEMNIFICATION

XV.1. The Police Department shall maintain in full force and effect during the term of this Agreement a comprehensive liability insurance policy with coverage that is consistent with police department policies and procedures.

XV.2. Without waiving any defenses, the Police Department agrees to, at its sole cost and expense, indemnify, protect, defend and hold the District harmless against any and all damages, losses, liabilities, obligations, penalties, claims, litigation, demands, defenses, judgments, suits, actions, proceedings, costs, disbursements and/or expenses (including reasonable attorney's fees) arising out of the performance of the SRO's authorized duties as a police officer. The District shall provide notice to the Police Department within twenty (20) days of obtaining the same, of any potential claim or action which, if decided adversely to the District, would cause the District to suffer or incur loss or expense.

XV.3. Without waiving any defenses, the District agrees to, at its sole cost and expense, indemnify, protect, defend and hold the Police Department harmless against any and all damages, losses, liabilities, obligations, penalties, claims, litigation, demands, defenses, judgments, suits, actions, proceedings, costs, disbursements and/or expenses (including reasonable attorney's fees) arising out of the performance of the SRO'S authorized duties as solely directed by school personnel and not pursuant to or in contravention of the SRO's law enforcement duties. The Police Department shall provide notice to the District within twenty (20) days of obtaining the same, of any potential claim or action which, if decided adversely to the Police Department, would cause the Police Department to suffer or incur loss or expense

XVI. RECORDKEEPING, ACCOUNTABILITY & TRANSPARENCY

XVI.1. SROs shall provide monthly written reports to school administrators detailing all activities conducted during the month. Daily activity reports shall be maintained and summarized in these monthly reports. SROs shall also provide a comprehensive annual report to be reviewed by the principal. Monthly meetings between the SRO and building administration should take place to discuss the data and reporting outlined in this article.

XVI.2. The principal/designee shall notify the Superintendent and enter a written incident report the same day of any law enforcement activity, including immigration enforcement, involving a District student. The principal/designee shall document any such activity when any law enforcement agency requests access to school property, student records, or students; interviews a student on school grounds; or detains a student on school grounds.

XVI.3. Incident reports created by the principal/designee must be maintained by the school and accessible to students and their parents as an education record and must be stored in such a way that will protect the individual student's identity and privacy.

XVI.4. All incident reports must record the school site, nature of incident or offense, race, ethnicity, gender and gender identity or expression, disability (if applicable), age of the student or students involved in the incident, and whether the incident was or was not school-related.

XVI.5. Data on handcuffing, arrests, and summonses of students in each school and the use of surveillance technologies shall be provided bi-annually to parents and community members at District Board of Education meetings. The data must be disaggregated by age, race, gender, grade level, special education status, and English language proficiency, and structured in a way that will protect the identities of individual students.

XVI.6. Both the District and the Police Department shall provide the public with the following information updated on an annual basis unless stated otherwise:

- i. Regulations, policies, and protocols governing the SROs, including any changes made in the prior year;
- ii. Training materials for SROs;
- iii. Budget information for all aspects of the SRO program, including SRO training costs, and sources of funding and expenditures;
- iv. Number of SROs deployed to each school in the District;
- v. Number of times that any Police Officer or SRO used mechanical restraints on students during the prior school year, including:
- vi. a description of the student's behavior and actions taken by the Police Department and District; and
- vii. the student's age, race, gender, grade level, special education status,
- viii. English language proficiency, and socioeconomic status; and
- ix. Number and types of complaints against SROs, including their assigned school at the time of the complaint, and the disposition of each complaint.

XVI.7. Students, parents, administrators, and school personnel who believe that any District officials or the SRO are violating the terms of this Agreement may file a complaint with the District Superintendent within 30 days of the alleged violation. The Superintendent will investigate the complaint. Within two calendar days of receiving a complaint, the District will acknowledge receipt of the complaint in writing, and in writing also provide anticipated actions and timeline for addressing the allegations of the complaint. The Superintendent shall report to each complainant the results of the investigation no later than 20 calendar days after acknowledging receipt of the complaint and if any new information is obtained.

XVII. PROHIBITION AGAINST IMMIGRATION ENFORCEMENT ON SCHOOL CAMPUS

OR AT SCHOOL EVENTS

XVII.1. The District has a constitutional obligation to provide a free public education to all students, including immigrant and non-citizen students. To satisfy this obligation, the District shall not enter into agreements with state or local law enforcement agencies, or any Federal Immigration Authority, to use District resources, including personnel, to conduct or support immigration enforcement activities.

XVII.2. SROs shall not: hold individuals in custody on detainers issued by Federal Immigration Authorities, respond to notification or transfer requests from Federal Immigration Authorities, make arrests based on civil immigration warrants, or otherwise facilitate the use of campus facilities for immigration enforcement purposes.

XVII.3. Any requests by Federal Immigration Authorities and non-SRO law enforcement for access to school property, student information, or school events shall be immediately forwarded to the District's Superintendent and the District's General Counsel. The District Superintendent and District General Counsel shall review the request and make a decision on whether facilitating such access will conflict with District policies and compliance with the law.

XVII.4. When law enforcement officers, including Federal Immigration Enforcement Agents, request access to a school site or to interview a student for a non-school-related purpose, the District Superintendent and/or District General Counsel shall ask for: (1) the officer's credentials; (2) the reason for the request; and (3) a warrant signed by a federal or state judge. If officers are unable to provide such written authority and warrant, the Superintendent and/or General Counsel shall deny their request for access to District property unless otherwise required by law, as determined by the General Counsel. If the law enforcement officers satisfy the above criteria, the school principal or his/her designee shall monitor the officers' investigation and ensure the officers are not given access to information, records, and areas beyond that specified in the warrant.

XVII.5. The District shall deny all requests by law enforcement officers, including Federal Immigration Authorities, for access to a school site or to interview a student regarding non-school-related matters.

XVIII. IMPLEMENTATION OF MOU

XVIII.1. Prior to the adoption of this MOU, the District and the Police Department must affirmatively seek input from stakeholders, including but not limited to, parents, students, school administrators, teachers, collective bargaining units, parent and student organizations, and community members. See N.Y. EDUC. LAW § 2801-a(10) (2019).

XVIII.2. Within 90 days of the signing of this MOU, the District Superintendent shall ensure that this MOU is distributed to all District teachers, administrators, and other staff, and that appropriate training regarding the provisions of this MOU and the responsibilities of District employees under the MOU is provided to District employees.

XVIII.3. Within 90 days of the signing of this MOU, the Police Department shall ensure that this Memorandum is distributed to all of its officers, including SROs, and that appropriate training regarding the provisions of this Memorandum and their responsibilities under the MOU has been provided to the officers.

XVIII.4. The District Superintendent shall create in-language versions of the Memorandum and distribute it to all District students and families.

XIX. DURATION OF MOU

XIX.1. This MOU shall become effective immediately upon execution by signature. Renewal of the MOU occurs annually with the approval of the District Safety Plan.

IN WITNESS WHEREOF, the Parties hereto have caused this Memorandum of Understanding to be executed the day and year first written above.

JAMESVILLE DEWITT CENTRAL SCHOOL District

By: _____

Dr. Peter Smith, Superintendent of Schools

TOWN OF DEWITT

By: _____

Edward Michalenko, PhD, Supervisor

DEWITT Police Department

By: _____

Chase Bilodeau, Chief of Police

APPENDIX W
Town of DeWitt PD Use of Force Policy

- I. PURPOSE:** The purpose of this policy is to establish procedures for the use, reporting, documentation and evaluation of physical force by officers.
- II. POLICY:** It is the policy of the Town of Dewitt Police Department that officers use reasonable force when force is used to accomplish lawful objectives consistent with Article 35 of the New York State Penal Law. Under certain circumstances, deadly force is justified to protect life, but is never justified to merely protect property. Additionally, in accordance with New York State Executive Law section 840, sub division 4(4)(d)(3 and 4), all current use of force policies will be conspicuously posted on the Department's public web site.
- III. DEFINITIONS:**
- A. Physical Force - The degree of physical contact necessary and reasonable to restrain, subdue or control a resistant individual that includes, but is not limited to, striking, kicking, pushing, or disabling by means of an aerosol subject restraint, capable of causing discomfort or pain, or use of the Taser by discharging the probes or by drive stunning when such contact is unlikely to result in serious physical injury as defined in MO 222, section III, sub-division B.
 - B. Deadly Physical Force - Physical force which, under the circumstances in which it is used, is readily capable of causing death or serious personal injury. Procedures more specific to the use of deadly physical force are located within MO 222-Deadly Physical Force.
 - C. Less-Lethal Force - That force when used is less lethal than deadly physical force and not likely to cause serious physical injury or death.
 - D. Physical Injury - Impairment of physical condition or substantial pain.
 - E. Objective Reasonableness - An objective standard used to judge an officer's actions. Under this standard, a particular application of force must be judged through the perspective of a reasonable officer facing the same set of circumstances, without the benefit of 20/20 hindsight, and be based on the totality of the facts that are known to that officer at the time the force was used.
 - F. Chokehold - Any techniques that use mechanical or physical force to restrain, incapacitate or disable a person by applying force or pressure to an individual's throat, neck, mouth or nose in a manner that creates a substantial risk of restricting breathing (intake of oxygen) or circulation of blood to and from the brain.
 - G. Vascular Neck Restraint - Any use of force application intended to gain control of a subject by restricting blood flow to the brain for the purpose of incapacitation.
 - H. Public Safety Associate - May include, but is not limited to, members of task forces with which an agency works, members from other agencies with shared or concurrent jurisdictions, or representatives from support organizations within the broader criminal justice system.

IV. PROCEDURE:

A. Use of Physical Force

1. Officers may use the level of physical force reasonably believed to be necessary to effect a lawful arrest or detention, prevent the escape of a person from custody, or in defense of one's self or another, within the limits established by Article 35 of the New York State Penal Law and consistent with the training and policies of the Department.
2. Under the 4th amendment, a police officer may use only such force as is objectively reasonable under the circumstances. The reasonableness of a particular use of force must be judged from the perspective of a reasonable officer on the scene.
3. When it is used, force should be only that which is objectively reasonable given the circumstances perceived by the officer at the time of the incident.
4. Factors that may be used in determining the reasonableness of force include, but are not limited to:
 - a. The severity of the crime or circumstances.
 - b. The level of immediacy of threat or resistance posed by the suspect.
 - c. The potential for injury to citizens, officers or suspects.
 - d. The risk or attempt of the suspect to escape.
 - e. The knowledge, training and experience of the officer.
 - f. Officer or subject considerations such as age, size, relative strength, skill level, injury or exhaustion, and the number of officers or subjects present.
 - g. Other environmental conditions or exigent circumstances.
5. Officers should attempt verbal de-escalation in situations where physical force may be required, but are not obligated to do so if a delay in their actions will result in injury to themselves or another, escape, escalation or continued non-compliance.
 - a. De-escalation techniques may include the use of command presence, advisements, verbal commands or warnings, verbal persuasion, or tactical repositioning.
6. Officers may use physical (less lethal force) when they reasonably believe it is necessary to:
 - a. Overcome resistance directed at the officer or others.
 - b. Protect the officer, or a third party, from unlawful force.
 - c. Effect other lawful objectives and/or duties; such as to make an arrest.
7. Permissible methods of employing less-lethal force are:

- a. Physical restraint, body strikes, kicks, leverage, pressure point control or other pain compliance methods.
- b. Aerosol subject restraint.
- c. Baton strikes that target areas of the body. The head and neck area should not be targeted, and avoided whenever possible.
- d. Taser deployment by discharge of probes or by “drive stunning” as outlined in M.O. 209-TASER Handling and Deployment.
- e. Use of a firearm (deadly physical force procedures apply as outlined in MO 222-Use of Deadly Physical Force).
- f. Only issued or approved equipment and weapons will be carried on duty and used when encountering resistance, however, in emergency situations or when deadly physical force is permitted officers may use any resources available in response to such resistance.
- g. Except in-use of deadly physical force situations-officers shall not use any weapon in a manner in which, in the officer's reasonable belief, will cause death or serious physical injury.

V. PROHIBITED USES OF FORCE

A. Force will not be used by an officer to:

- 1. Extract an item from the anus or vagina of a person. Except in exigent circumstances, a search warrant must be obtained and executed by a medical professional as outlined in MO 430-Prisoner Security Procedures.
- 2. Coerce a confession from a person who is in custody.
- 3. Obtain blood, saliva, urine or other body fluids or cells, from a person for the purpose of scientific testing in lieu of a court order when required.
- 4. Against persons who are handcuffed or restrained unless it is used to prevent injury, escape or otherwise overcome active or passive resistance posed by the person.
- 5. Officers will not use excessive force and force will not be used to torture or punish a subject.
- 6. Chokeholds and vascular neck restraints against any person are considered a use of deadly physical force and are prohibited unless the officer reasonably believes that such force is reasonable to defend the life of him/herself or another person in imminent danger of death or serious physical injury.

VI. DUTY TO INTERVENE

- A. Any employee who observes another agency employee or public safety associate using force that they believe to be clearly beyond that which is reasonable under the circumstances, will intercede to prevent the use of unreasonable force.
- B. An employee who observes or becomes aware of such use of unreasonable force or violation of Department policy, state/provincial, federal law, or local ordinance will promptly notify a supervisor.
- C. The supervisor will initiate an internal affairs investigation utilizing the procedures set forth in Manual Order 206-Personnel Complaints and Internal Affairs.

VII. INJURIES RESULTING FROM USE OF PHYSICAL FORCE

- A. When an individual has been injured as a result of a police action the officer will provide medical aid as quickly as reasonably possible.
- B. Emergency Medical Services (EMS) will be requested to respond to the scene as quickly as reasonably possible to ensure delivery of appropriate medical treatment when:
 - 1. Obvious severe injuries have been sustained.
 - 2. Medical distress is apparent.
 - 3. The individual is unconscious.
 - 4. The nature or extent of the injury requires medical treatment.
 - 5. The extent of an injury is unknown or not visible.
 - 6. Requested by the involved individual.
- C. Officers should request that EMS respond if in doubt about the existence or extent of an injury to a person.
- D. Officers will request medical treatment for any person(s) that have been exposed to an aerosol restraint device, baton strike or Taser deployment.
- E. Supervisors responsibilities include:
 - 1. Ensuring that officers and/or suspects receive any needed medical treatment.
 - 2. Ensuring that injuries to employees and/or suspects are properly documented in an Incident Report.
 - 3. Determining if an Evidence Technician is needed to process the scene.
 - 4. Taking photographs of all suspects involved in an incident where force has been used. Photographs are applicable if there is no apparent or visible injury, visible injury or complaint of pain.

VIII. REPORTING USES OF PHYSICAL FORCE

- A. Any on or off duty officer utilizing force pursuant to his/her duties shall notify a shift supervisor as soon as practicable.
- B. After any incident occurs where an officer is required to use force, the primary officer shall complete an Incident report.
- C. Each officer using force, including the primary officer, must complete a separate Use of Force report (form 9.15A).
- D. Placing handcuffs on a prisoner will not require a Use of Force report. However, if the handcuffs are then used to exert pressure necessary to further control a suspect or they are physically resisting the application of handcuffs, a Use of Force report will be completed.
- E. Any use of physical force or deadly physical force by an officer will require a Use of Force report. Examples of the types of force used that require completion of a Use of Force report include, but are not limited to:
 - 1. Striking with hand, object or weapon.
 - 2. Kicking
 - 3. Use of an aerosol subject restraint.
 - 4. Use of a Taser (probe deployment or drive stun or active pointing).
 - 5. Discharge of a firearm or active pointing.
 - 6. Leverage techniques or joint manipulation.
 - 7. Pressure points or other pain compliance methods.
- F. If a non-sworn employee of the Department takes an action that results in, or is alleged to have resulted in injury or death of another person while working, he/she will immediately notify a supervisor.
 - 1. The supervisor will direct an officer to obtain a written statement from the involved employee and complete an incident report.
- G. In accordance with New York State Executive Law section 837-T and the Codes, Rules and Regulations of the State of New York, section 9 CRR-NY6058.4, the Department will report all uses of force that meet the requirements of these laws to the New York State Department of Criminal Justice Services.

IX. INVESTIGATING USE OF FORCE INCIDENTS

- A. Whenever possible, a supervisor should respond to the scene of any incident where physical force has been used.
- B. Attempts should be made to locate, identify and interview any witnesses.
- C. Supervisors should attempt to interview suspects regarding the use of force deployed during their arrest.
- D. The supervisor will ensure that a thorough investigation is conducted and all reports, including a Use of Force report (9.15A) are prepared and submitted.
 - 1. Copies of all injury and Use of Force reports will be submitted to the Chief of Police for final review.
 - 2. If an officer is unable to complete reports due to injuries, that officer's supervisor will prepare or cause them to be prepared and will submit them along with his/her own report.
 - 3. If required the supervisor will make appropriate notifications in accordance with Department policy.
 - 4. Supervisors will complete a Supervisor Supplemental report (form 9.15 B) on use of force incidents.
- E. The supervisor assigned to an incident where force has been used will complete a separate Supervisor Supplemental report (form 9.15 B) for each involved officer.

X. USE OF FORCE REVIEW

- A. Copies of all Use of Force reports will be forwarded to the Chief of Police, firearms training officers, and Defensive Tactics instructors for review and to determine if the need exists for additional or modified training.
 - 1. Additionally, an evaluation will be made regarding the effectiveness of equipment and if any repair, replacement or its' dis-continued use is necessary.
- B. Any complaints or reports of excessive use of force will be subject to review and handled in accordance with the Departments' professional standards procedures as set forth in Manual Order 206-Internal Affairs Complaint Procedure.
 - 1. When a defendant, with pending criminal charges, alleges that there was excessive use of force, in order to maintain the integrity of the pending criminal case, the use of force review process and professional standards procedures, an internal review of the case facts will be conducted.
- C. The Chief of Police will:
 - 1. Review all Use of Force reports.

2. Examine the facts to determine if department policies and procedures were followed and determine if further investigation is necessary.
 3. Assign appropriate personnel if additional investigation is required.
- D. Use of Force reports may be subject to further review by the Town Police Commission, Town Board, and District Attorney.
- E. Reports will be maintained in accordance with Department policy.
- F. A documented analysis of the Department’s use of force activities, policies and practices will be conducted annually. The analysis shall identify:
- a. The date and time of incidents
 - b. The types of encounters resulting in the use of force
 - c. Trends or patterns related to race, age and gender of involved subjects
 - d. Trends or patterns resulting in injury to any person including employees and
 - e. The impact of findings on policies, practices, equipment and training.

XI. TRAINING

- A. Officers will receive a review of use of force as part of the Department’s In-Service training program.
- B. In addition to a review of the application of force, training topics may include:
1. Conflict prevention, resolution and negotiation.
 2. De-escalation techniques and strategies including handling persons who are in an agitated state.
 3. Duty to intervene
 4. Prohibited conduct.

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Revised: 04/30/2004	Revised: 09/13/2016 (new, separate policy)	Revised: 06/26/2019	Revised: 09/23/2020
Revised: 10/15/2010	Revised: 10/03/2016	Revised: 01/22/2020	Revised: 01/07/2021
Revised: 09/01/2014	Revised: 04/06/2017	Revised: 02/05/2020	

APPENDIX X
Town of DeWitt PD Searches Policy

- I. **PURPOSE:** The purpose of this policy is to set forth procedures for conducting searches.
- II. **POLICY:** It is the policy of the Town of Dewitt Police Department to conduct searches within the parameters allowable by law and the Constitution of the United States.

III. DEFINITIONS

- A. Reasonable Suspicion- The facts and circumstances that are in their totality more than a hunch but less than probable cause that is required to support an arrest or a search. Those facts that give an officer reason to believe that a particular person has committed, is committing or is about to commit a crime.
- B. Reasonable Cause to Believe: Also known as Probable Cause. When it is believed that a person has committed an offense when evidence or information which appears reliable discloses facts or circumstances which are collectively of such weight and persuasiveness as to convince a person of ordinary intelligence, judgement and experience that it is reasonably likely that such offense was committed and that such person committed it. Except as otherwise provided in the New York Criminal Procedure Law, such apparently reliable evidence may include or consist of hearsay.
- C. Stop and Frisk Search: The cursory pat down of a person's exterior clothing subsequent to stopping them for temporary questioning when the officer has reason to suspect that such person possesses a weapon.
- D. Strip Search: Strip search is defined as, having an arrested person remove or arrange some or all of his or her clothing so as to permit a visual inspection of the genitals, buttocks, anus, female breasts or undergarments of such person.
- E. Body Cavity Search: Any search involving, not only visual inspections of skin surfaces, but the internal physical examination of body cavities and in some instances, organs such as the stomach cavity.
- F. Custodial Search: A search for weapons, evidence, instrumentality and/or contraband conducted without a warrant in the field incident to a lawful arrest. A custodial search involves a full search of the arrested persons clothing and/or things in his actual possession or physical control.

IV. PROCEDURE:

- A. Determining when a search is lawful and conducting the appropriate type of search for a given situation can help secure a successful prosecution of the case, avoid the suppression of evidence during court proceedings and protect the officer from civil and criminal liability.
- B. The types of searches utilized by police officers are:
 - 1. Warrantless searches which include:
 - a. Stop and Frisk.

- b. Incident to arrest.
 - c. Exigent circumstances.
 - d. Consent
2. Strip searches.
 3. Body cavity searches.
 4. Search warrants.
 5. Administrative
 6. Environmental conservation.

C. Stop Based on Reasonable Suspicion

1. The authority to stop and frisk an individual is based on the 1968 U.S. Supreme Court decision in Terry vs. Ohio. The court ruled that an officer may conduct a cursory pat down search (frisk) for the purpose of discovering weapons if he/she has reason to suspect that the subject is armed.
2. An officer may stop a person or a vehicle in a public place (temporarily detain) and request their name, address and explanation for their conduct. After identifying him/her self as a police officer, if he/she has reasonable suspicion that the person has committed, is committing , is about to commit a crime or suspected of possessing a weapon, may conduct a pat down search.
 - a. If the person does not comply with an order to stop, the officer should only use the level of force necessary to stop and temporarily detain such person.
 - b. The length of time that the person is temporarily detained for questioning must be reasonable.
3. Reasonable suspicion may be based on but not limited to:
 - a. Facts that the officer knows about a person's past criminal activity (past and present) and the sources of those facts in conjunction with their current behavior.
 - b. The officer's training and/or experience.
 - c. The officer's ability to articulate specific facts about the person that would support his/her reasonable suspicion.
4. Reasonable suspicion may not be based on a hunch (even if made in good faith), suspicious circumstances or unusual activity, even when all of them are taken as a whole.
5. Factors that may be considered when determining if a frisk will be conducted include but may not be limited to:

- a. Officer's prior knowledge of the person's criminal record and reputation for carrying weapons.
 - b. The nature of the suspected crime and whether it involved (or usually involves) the use of weapons or violence.
 - c. The presence or absence of bulges in the clothing that may be indicative of a concealed weapon.
 - d. The presence or absence of additional persons who are being stopped at the same time.
 - e. The time of day or night and how well the officer can observe the whole person(s) that was stopped.
6. When performing a frisk:
- a. Maintain control over the person.
 - b. Start at the area of the person's clothing most likely to contain a weapon.
 - c. Conduct it in a systematic manner ensuring that no part of the person is missed.
 - d. Refrain from reaching inside clothing unless it is too bulky and does not allow for a thorough assessment. In these instances, the officer can open the outer clothing to conduct a more accurate frisk.
 - e. If an officer feels something inside a pocket which he/she reasonably believes to be a weapon or dangerous instrument, they may reach inside the pocket to retrieve such item.
 - f. If the person is carrying anything which is easily accessible to him/her and it is capable of concealing a weapon or dangerous instrument, the officer may search whatever is in the person's possession, by feeling the outside of the item.
 - 1) If a frisk is conducted on the driver or occupant of a vehicle, before allowing them to re-enter the vehicle, the officer may conduct a search of the grab able area within the passenger's compartment for weapons.
7. Officers must remember that a frisk does not authorize a full search of a person for evidence or contraband (ie. searching within pockets).
- a. It is possible that other property may be found during the course of a frisk. If the property is contraband of and the officer has reasonable cause to believe that a crime was committed or was about to be committed, he/she may arrest the person and seize such property as evidence.
8. If evidence of a crime is discovered after a stop and frisk has occurred, the officer should record field notes which may be used at court proceedings; and include the facts and circumstances that led him/her to:

- a. Have reasonable suspicion to make the stop.
- b. Have reasonable suspicion that the person was carrying a weapon or dangerous instrument and that they were in danger of physical injury.
- c. Have reasonable suspicion or cause to believe that a crime had been committed, is being committed or is about to be committed.

D. Custodial Search Incident to Arrest

1. When a person is arrested for a crime, the officer will conduct a complete search of their person and the area immediately surrounding them for the purpose of discovering:
 - a. If a weapon or dangerous instrument is hidden nearby that could be used against the officer or someone else.
 - b. If an item of is hidden nearby that the arrestee could use in an attempt to escape.
 - c. If there is evidence nearby that the arrestee could conceal or destroy if he/she were able to reach it.
2. The initial search should be conducted by the arresting officer.
 - a. Prior to transporting the prisoner, the transporting officer, if other than the initial searching officer, will also conduct a custodial search of the suspect.
 - b. All property seized as a result of such a search will be noted and the property will be processed in accordance with established Departmental procedures.
 - c. Such property shall be properly witnessed by the receiving officer and the prisoner.
3. Whenever possible female prisoners will not be searched by male officers nor male prisoners searched by female officers. Examples of exceptions are:
 - a. There is reason to believe that the prisoner possesses something capable of injuring him/herself, the officer, or others.
 - b. There is reason to believe that the prisoner has evidence or contraband hidden about their person and that such evidence is in imminent danger of being disposed of or destroyed.
4. If an officer is unsure how much of the area surrounding the arrestee can be legally searched he/she may:
 - a. Secure the area (or vehicle) to preserve the evidence and prevent contamination of the arrest scene.
 - b. Immediately make application to the court for a search warrant.

5. A warrantless search should not be made of a motorist or his/her vehicle incident to an arrest for a traffic infraction.

E. Strip Searches

1. Strip searches on adults will only be conducted with prior authorization from a supervisor unless emergency circumstances exist. Strip searches on juveniles will only be conducted with prior authorization from a Commanding Officer unless emergency circumstances exist.
 - a. If emergency circumstances exist, the officer will notify a supervisor as soon as possible after the search is concluded.
 - b. The supervisor will notify the Duty Chief before a strip search is conducted or after notification that one has been conducted under emergency circumstances.
2. Strip searches will only be performed on arrested persons, including those arrested for traffic infractions and other minor, non-violent offenses when there is reasonable, articulable suspicion to believe that the person being searched is concealing a weapon, controlled substance, evidence or other contraband. Reasonable suspicion may be based upon, but not limited to:
 - a. The nature of the offense.
 - b. The arrestee's appearance and demeanor.
 - c. The circumstances surrounding the arrest.
 - d. The arrestee's criminal record, particularly past crimes of violence and narcotic offenses.
 - e. The discovery of evidence of a major offense in plain view or in the course of a search incident to arrest.
 - f. Detection of suspicious objects beneath the subject's clothing during a search incident to arrest.
3. Strip searches of arrested persons in the field will only be conducted in rare circumstances, under exigent circumstances where the life of officers or others may be at risk, and only in privacy with prior approval from a supervisor.
4. Obtaining a search warrant is not required to conduct a strip search. Officers are reminded that a strip search must be based on a reasonable, articulable suspicion to believe that the person is concealing a weapon, controlled substance, evidence or other contraband.

5. All strip searches will be conducted by an officer and a witnessing officer of the same sex as the arrested person and in a location where the search cannot be observed by persons not physically conducting the search or not required to be present during the search.
6. All strip searches are to be documented in the officer's Incident report and will include:
 - a. The names of the officer(s) actually conducting the search.
 - b. Date, place and time of the search.
 - c. Any other officers present and their purpose for being there.
 - d. An articulation of reasonable suspicion, leading to the search.
 - e. A detailed description of the nature and extent of the search.
 - f. Any weapons, evidence or contraband recovered during the search.
7. Should visual examination of a suspect during a strip search and/or other information lead an officer to believe that the suspect is concealing a weapon, evidence or contraband within a

body cavity, a body cavity search may be conducted following the procedure set forth in section IV-F (below) of this policy.
8. Any weapon, controlled substance, evidence or other contraband discovered during a strip search or body cavity search will be turned in as evidence following the procedures set forth in MO 402-Collection and Preservation of Evidence-Crime Scenes and MO 205-Property and Evidence Management.

F. Body Cavity Searches

1. The following procedure shall be utilized for conducting body cavity searches, which applies to adults and juveniles:
 - a. The suspect shall be kept under constant visual surveillance until a body cavity search is conducted or alternative course of action taken.
 - b. The officer shall consult with a supervisor to determine whether probable cause exists to seek a search warrant for a body cavity search. The decision to obtain a search warrant acknowledges that a body cavity search is highly invasive of one's personal privacy and is reasonable only where the suspected offense is of a serious nature and/or poses a threat to the safety of officers or others.

- 1) Body cavity searches will not be conducted without a search warrant.
- c. The affidavit filed for the search warrant shall clearly define the nature of the alleged offense and the basis for the officer's probable cause.
- d. On the basis of a search warrant, a body cavity search shall be performed only by an authorized physician or by other medically trained personnel at the direction of an authorized physician.
- e. For safety and security, the search shall be conducted at an approved medical facility, taking into account privacy and hygienic consideration.
- f. The authorized physician conducting the search will file a medical report with the requesting agency, listing the results of the exam.

G. Searches of Premises or Vehicles Due to Exigent Circumstances

1. Exigent circumstances may occur when an officer needs to enter premises or a vehicle, conduct a search, and seize evidence.
 - a. This type of warrantless search is limited in nature and should be undertaken with discretion.
2. When exigent circumstances occur, before conducting a search, the officer must have:
 - a. Reasonable suspicion or cause to believe that a crime has been or is being committed.
 - b. Reasonable suspicion or cause to believe that if immediate action is not taken, the crime will be completed.
 - c. Reason to believe that evidence of the crime will be destroyed or otherwise lost.
 - d. Reasonable suspicion that he/she or others may suffer physical injury or death.
3. Many times, the courts have not suppressed evidence seized during a warrantless search conducted under exigent circumstances when the officer was able to fully explain the reasons why the search was necessary.
4. When a search and seizure takes place under exigent circumstances, it must be executed immediately as circumstances are unfolding. The search cannot take place hours or days later or at another location other than the original scene.
5. If evidence is not in plain view and there is little or no indication that it may be destroyed or otherwise lost, secure the area and obtain a search warrant to conduct a full and complete search.

H. Plain View Observations

1. Plain view observations are not searches and occur when an officer observes items that are in plain sight. Plain view observations may be made:
 - a. From close up or at a distance.
 - b. From inside a building or structure
 - c. While outdoors (ie. Outside a vehicle, looking in)
 - d. When an officer observes someone or something that causes them to have reasonable suspicion or cause to believe that a crime is being, has been-or is about to be committed.
 - e. When the officer's observations were not planned, such as in a surveillance operation.
2. If during a plain view observation, an officer observes proceeds or evidence from the commission of a crime, items used to commit a crime or contraband and he/she has reason to believe that they do not have time to secure a search warrant before such items could be removed or destroyed, they may seize them.
 - a. If an officer questions the legality of making such a seizure, to strengthen the possibility that the evidence will not be suppressed during court proceedings, the officer may:
 - 1) Continue his/her observation (without being seen, if possible).
 - 2) Obtain assistance to secure the area.
 - 3) Make an immediate application to the court for a search warrant.

I. Consent Searches

1. Consent searches may be conducted when an individual gives an officer verbal or documented permission to conduct a search of their person or property.
2. When searching property, permission must be obtained from a person who has legal control or rights over such property (ie. a tenant who rents a property, property owner, property manager).
3. Any property that could be seized during the execution of a search warrant, may also be seized during a consent search.
 - a. When money or other property consisting of numerous items is seized, two officers should independently count it and verify the result for accuracy.
4. When conducting a consent search:
 - a. Ask for verbal permission from the person who will be searched or the person who has legal control of a property.
 - b. Advise that person that they have the right to refuse the search.

- c. Ensure that the person understands and his/her consent is given voluntarily.
 - 1) Silence or no response from a person whose consent is being sought does not constitute consent.
 - 2) Officers should not imply that they have the right to conduct a search where consent is needed whether or not such consent is given.
 - 3) Officers should also not imply that a refusal to give consent will result in the person's arrest.
- 5. Verbal consent is legally sufficient but written consent is better. During court proceedings, written consent tends to carry more weight.

J. Applying for and Executing Search Warrants

- 1. When applicable and if an incident scene can be secured, a search warrant should be obtained before conducting a search. Items seized during a properly executed search warrant have a higher chance of being admissible in court.
- 2. The areas to be searched and items sought are only those listed on the warrant.
 - a. When a search warrant application is completed to request the search of a designated location for certain items that are believed to be present, include a request to search all designated or described persons at the premises when the warrant is executed.
- 3. Search warrants may be requested to search any of the following:
 - a. A designated or described premises or place.
 - b. A designated or described person.
 - c. A designated or described vehicle.
- 4. Probable cause should be established before applying for a search warrant.
- 5. When possible, submit the warrant application to a Superior Court in the county where the offense occurred.
 - a. The correct local criminal court is the court where there is proof (at the time of application) that some part of the offense occurred within its jurisdictional area.
 - b. Prepare an application for search warrant form (original and 2 copies). The court retains the original form.
 - 1) One copy of the application will be added to the case file and one copy will be submitted to the District Attorney's Office.

6. When an application for a search warrant is based on allegations based on information obtained from a confidential source, the application must also contain specific facts that establish both the credibility of the confidential source and the reliability of the information obtained. Reliability may be established by including information in the application such as:
 - a. Incidents when the confidential source has previously provided information that was reliable and led to arrests and convictions.
 - b. How the confidential source claims to have obtained the information. This information should be direct knowledge, not hearsay.
 - c. How current the information is that was provided.
 - d. How detailed the information is in describing the particulars of the item(s) sought and the place where it (or they) is located.
 - e. Corroboration of the information obtained from the confidential source.
7. If the judge decides that reasonable cause has been presented to him to authorize the conduct of a search, he will issue a search warrant.
8. If the judge grants the search warrant, it must be executed within the required time period.
9. To satisfy the requirements of the fourth amendment of the U.S. Constitution, the items to be seized must be set forth in the application and warrant with particularity.
 - a. Catch-all phrases to describe the items to be seized should be avoided in the warrant application.
 - b. Descriptions by class or category may be acceptable, if they are followed by language which requires separation of the items to be seized from the general category described in the application.
 - c. Phrases that may limit and narrow a general classification of items should refer to specific time periods, categories, types of offenses, events or persons.
10. The application must list specific details in order to establish probable cause. Officers should also:
 - a. Attach the application to the warrant; and
 - b. Include words of reference from the application in the warrant.
11. When completing an application and applying for a warrant to seize documentary evidence, the officer should consider the specific documents that the warrant would allow him/her to seize.

- a. If the application and warrant include the language: "only those for which there is established reasonable (probable) cause to believe are evidence in the crime(s) now under investigation", the warrant will most likely be granted and upheld in court.
 - b. If the language states that the documents could be other than those for which reasonable (probable) cause to believe are evidence of the crime(s), the application may be denied or if the evidence is obtained as a result of the execution of the warrant, it may be suppressed by the court as being too broad.
12. The application may be reviewed with the District Attorney's Office before submitting it to the court.

K. Inventory and Acknowledgment Forms

1. When property is seized by consent or by search warrant:
 - a. At the search location (premises, vehicle or person), prepare a search and seizure receipt and inventory form (original and 3 copies).
 - b. On the form, make a detailed inventory of all property seized.
 - c. Give one copy of the form to the person from whom property was seized.
 - d. If property was seized from a premises or vehicle, give the copy to the owner, tenant or other person in possession of the property.
 - e. If the owner, tenant or other person in possession of the property is not present, leave the copy at the place where the property was seized.
2. Without delay, return the search warrant and the property to the judge that issued them along with the original of a search and seizure receipt and inventory form.
3. The officer should keep one copy of the form for his/her records and one copy for submission to the District Attorney.

L. Search Orders

1. Officers may receive a request to assist a probation officer in executing a valid search order.
2. A search order may authorize a probation officer to search the person of a defendant, any premises in which he/she resides, any real or personal property that he/she owns or that such person has in their possession.
3. The legal test of reasonableness for a search (and seizure) under a search order differs from what is applicable to a search warrant.
4. The search order is used to:
 - a. Ensure that the conditions of parole or probation are being complied with; and
 - b. Influence the person to refrain from unlawful conduct.

5. The property that may be seized can be anything needed to establish compliance or lack of with parole or probation conditions.

M. Administrative Searches

1. Officers may receive a request to assist with or conduct an administrative search that addresses violations of laws, rules or regulations governing tightly regulated businesses.
2. An administrative search is not-for the seizure of evidence to be used in a criminal prosecution. Its' purpose is to ensure compliance by businesses with governmental laws, rules or regulations.
 - a. Evidence seized under an administrative search may be admissible in a criminal prosecution.
3. Administrative searches may be conducted with or without a search warrant, depending on the existence or the lack of exigent circumstances.
4. The application for an administrative search warrant requires the listing of reasonable legislative or administrative standards. This requirement is less than the requirement for reasonable cause.
5. Items subject to an administrative search must be limited to those belonging to the business that is regulated by law.
6. When entry into a business is refused, conducting a search after forcing entry without an administrative search warrant is a violation of the Fourth Amendment to the U.S. Constitution.
7. The following are some examples of businesses that may be subject to an administrative search:
 - a. Firearm dealers and gunsmiths;
 - b. Pawnbrokers;
 - c. Junk dealers;
 - d. Scrap processors;
 - e. Wholesale and retail off-premises sellers of alcoholic beverages; and
 - f. Automotive dismantlers.

N. Environmental Conservation Searches

1. Environmental conservation searches are warrantless searches that are conducted as the result of an Environmental Conservation law:

- a. The search must be consistent with the limits and purposes of the applicable law, to detect or prevent Environmental Conservation law offenses.
- b. These searches cannot be made to collect evidence for use in the prosecution of other offenses.

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Revised: 04/30/2003			
Revised: 10/01/2014			
Revised: 07/03/2019			

APPENDIX Y
Dignity for All Students Act (DASA) Protocol and Processes

The Dignity for All Students Act seeks to afford all students in public schools an environment free of discrimination and harassment, foster civility, and prevent and prohibit conduct inconsistent with a school's educational mission. The Act protects all students attending public schools in New York state by prohibiting harassment and bullying by employees or students on school property or at a school function.

School employees who witness harassment, bullying, and/or discrimination or receive an oral or written report of harassment, bullying, and/or discrimination shall promptly orally notify the Dignity Act Coordinator not later than one school day after such employee witnesses or receives a report of harassment, bullying, and/or discrimination. ([Dignity Act Reporting Requirements](#)) Such conduct shall include, **but is not limited to**, threats, intimidation or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

A written report must be completed within two school days after receiving an oral report. The written report must be filed with the District Dignity Act Coordinator.

Action Steps and Forms	Checklist	Resources and Considerations
<p>Immediate Crisis Support</p>	<ul style="list-style-type: none"> • Ensure safety and well-being of person(s) impacted. This may include staff check-ins, referral to outside counseling, coming to and from school, attending classes and moving around building, places where contact is unavoidable, academic accommodations, contact info for external supports. • Assess the situation for the physical and emotional safety of those who are responding to the incident, witnesses to the incident, the broader school community • Ensure that there will be no retaliation against any individual who reports or assists in the investigation • Prepare yourself to prioritize a healing/centered, trauma-informed, strengths-based, racial equity/antiracism approach to information gathering and problem-solving. (See Seven Guiding Principles of TRHT) 	<ul style="list-style-type: none"> • Acknowledge the impact of bias on the person(s) at whom the bias incident was directed. In many cases, this will include African American/Black people, people of color, members of indigenous communities, LGBTQIA+ people, religious groups, and others from historically oppressed backgrounds • Responding to Racial Injustice with a Trauma-Informed Approach. • Focus on the impact, not the intent of the person(s) who caused harm • Be aware of the impact of unconscious bias on decision making

<p>Receiving Incidents and Complaints</p> <p><u>J-D DASA Report Form</u></p>	<ul style="list-style-type: none"> • Complete DASA Report Form • Email electronic copy to District Dignity Act Coordinator • Contact parents of all students involved in mistreatment • Identify investigation team, considering identities and nature of the mistreatment 	<p>District Dignity Act Coordinator Nate Franz (nfranz@jd.cnyric.org)</p>
<p>Incident Investigation</p> <p><u>Interview Form</u></p>	<ul style="list-style-type: none"> • Interview target(s) separately, and away from the alleged offender • Interview the student or adult accused of any reported mistreatment • Interview any witnesses to any reported mistreatment • Collect objective evidence from recording devices, or sources of cyberbullying • Upload all interview forms and evidence in shared incident folder • Communicate with persons in parental relation to the student offender of a reported mistreatment 	<p>Interviews and other methods of information gathering may cause harm when not conducted in an appropriate manner. Before gathering any information, review the following resources:</p> <ul style="list-style-type: none"> • <u>Trauma-Informed Interviewing Techniques</u> • <u>Defining Restorative</u> • Consider potential areas of bias and plan to address those concerns proactively
<p>Determine if a Report is Verified as a Material Incident</p>	<ul style="list-style-type: none"> • Review <u>definitions of harassment and bullying</u> • Meet with District Dignity Act Coordinator to make final determination 	<p>Training from New York State Center for School Safety - <u>Slides 29-34</u></p>
<p>Safety/Support Planning</p> <p><u>Target Student Action Plan</u></p> <p><u>Strategies for Working with Students who Bully</u></p>	<ul style="list-style-type: none"> • Consult with individuals and families of students who have been harmed by incidents of bias on their own safety and support planning to the extent desired • Offer educational opportunities for safety and support planning that address the impact of the actions. • Prioritize non-punitive remedial measures, unless there is a risk to health or safety and/or this is a repeated violation with intent to cause harm and previous educational opportunities and remedial measures have not been effective. 	

<p>Communication</p>	<ul style="list-style-type: none"> • Provide written communication of the outcome to all parties that include that the investigation is completed, details of the findings and final determination, a list of actions taken and measure employed to prevent a recurrence of misconduct or harassment. 	<p><i>Sample communication</i></p>
<p>Reflection and Improvement</p>	<ul style="list-style-type: none"> • Meet with all Dignity Act Coordinators to review incident and process • Determine the need for educational opportunities for students, staff and/or parents and community members to prevent this action from occurring in the future. • Recommend improvements or changes to district policies and procedures, if applicable. 	<p><i>Reflection Questions</i></p>

Definitions

Material Incident: A single verified incident or a series of related verified incidents where a student is subjected to harassment, bullying and/or discrimination by a student and/or employee.

Harassment and Bullying: The creation of a hostile environment by conducting or by threats, intimidation, or abuse, including cyberbullying, that:

- Has or would have the effect of unreasonably and substantially interfering with a student’s educational performance, opportunities or benefits, or mental, emotional, or physical well-being; or
- Reasonably causes or would reasonably be expected to cause a student to fear for his or her physical safety; or
- Reasonably causes or would reasonably be expected to cause physical injury or emotional harm to a student.

Discrimination: Discrimination against any student by a student or students and/or an employee or employees on school property or at a school function including, but not limited to, discrimination based on a person’s actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender or sex.

Sexual Orientation: Actual or perceived heterosexuality, homosexuality or bisexuality.

Gender: Actual or perceived sex and shall include a person's gender identity or expression.