

The Plattsburgh City School District's safety plan is now available for public review and comment. Community members are encouraged to review the attached plan and share any feedback by emailing Director of Management Scott Osborne at sosborne@plattscsd.org.

The public comment period closes on **August 14, 2026**. A public hearing on the safety plan will be held on **Thursday, August 20, 2026** as part of the regular Board of Education meeting.



PLATTSBURGH CITY SCHOOL DISTRICT-WIDE SAFETY PLAN

2026-27 School Year

Revised May 2026

This Safety Plan Template has been developed by PCSD Facilities for the exclusive use of Plattsburgh City School District. The Plan was written to comply with the requirements of the New York State Safe Schools Against Violence in Education (SAVE) legislation. This plan should be customized as necessary to reflect the Plattsburgh City School Districts compliance efforts. This Plan is a general, overarching document that can be shared with the public and posted on school district website by October 1st of each school year as required by law. Parts of the Plan which may include names, contact information and personal information can be redacted for posting purposes. This Plan can also serve as a document for both in-district personnel and the public to better understand the overall requirements of the SAVE legislation. This contrasts to the Building-Level Emergency Response Plan which details specific emergency response procedures, and as such, is a confidential document which cannot be shared with the public, cannot be foiled and is protected under law. Appendix B of this Plan has been revised to specifically address Labor Law Section 27-c and how public employers will continue operations during a public health emergency involving a communicable disease.

TABLE OF CONTENTS

POLICY STATEMENT.....	4
DISTRICT-WIDE SCHOOL SAFETY PLAN ELEMENTS	5
DISTRICT & BUILDING SAFETY TEAM RESPONSIBILITIES.....	6
RISK PREVENTION & INTERVENTION STRATEGIES	7
POTENTIAL VIOLENCE/HAZARD IDENTIFICATION	8
CHAIN OF COMMAND.....	11
EMERGENCY RESPONSE PROTOCOLS.....	12
DISTRICT-WIDE EMERGENCY NOTIFICATION	13
EMERGENCIES INVOLVING THREATS OF VIOLENCE/HARM	14
BOMB THREAT	15
CIVIL DISTURBANCE	16
DANGEROUS PERSON.....	17
ELOPEMENT	18
HOLD-IN-PLACE (EMERGENCY).....	19
HOSTAGE TAKING	19
INTRUDER/INTRUSION	21
KIDNAPPING.....	22
LOCK-DOWN AND SECURE.....	23
LOCK-OUT (EMERGENCY).....	24
THREATS (IMPLIED OR DIRECT).....	27
WEAPON/GUN ON CAMPUS	28
FIRE.....	29
MEDICAL EMERGENCIES.....	31
INFECTIOUS DISEASE RESPONSE.....	32
MEDICAL EMERGENCY RESPONSE	33
ENVIRONMENTAL EMERGENCIES, SHELTERING & SCHOOL CLOSURES.....	36
AIRPLANE CRASH RESPONSE	37
AIR POLLUTION RESPONSE.....	37
CANCELLATION PLAN (EMERGENCY)	37
CHEMICAL SPILL RESPONSE.....	38
CLOSING/EARLY DISMISSAL PLAN (EMERGENCY)	39



EARTHQUAKE RESPONSE.....	40
ENERGY SUPPLY LOSS RESPONSE	41
FLOOD RESPONSE	42
EVACUATION	43
SEVERE WEATHER/TORNADO.....	44
SHELTER-IN-PLACE.....	45
STRUCTURAL FAILURE RESPONSE	46
WINTER STORM	47
TRANSPORTATION EMERGENCIES	48
BUS MECHANICAL BREAKDOWN.....	49
BUS ACCIDENT	50
BUS EVACUATION PROCEDURES	51
APPENDIX A.....	52
APPENDIX B: Emergency Remote Instruction Plan.....	54
APPENDIX C: Communicable Disease & Pandemic Plan.....	62
APPENDIX D: Youth Safety Advocate Agreement	71
APPENDIX E: Sudden Cardiac Arrest Preparedness	78



POLICY STATEMENT

The Plattsburgh City School District-Wide School Safety Plan (as required by the SAVE Law – Safe Schools Against Violence in Education – Commissioner of Education Regulation 155.17) has been established to provide for the safety, health and security of students and staff and allows for input from the entire school community. This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response and recovery with respect to a variety of emergencies that may occur in the school district and its component school buildings.

The Board of Education has appointed, under the direction of the Superintendent of Schools, a District-Wide School Safety Team to develop, implement and maintain all provisions of the Plan. This Plan incorporates all Building-Level Emergency Response Plans that have been developed by the Building-Level Emergency Response Teams appointed by the Building Principals. In the event of an emergency or violent incident, the initial response at an individual school building will be the responsibility of the school building Emergency Response Team. Upon activation of the school building Emergency Response Team, the Superintendent of Schools or designee and appropriate local emergency response officials will be notified. The nature of any given emergency will dictate the degree of interaction with both State and Local Emergency Response Agencies. The local Champlain Valley Educational Services (CVES) Health, Safety and Risk Management Office will assist in development of protocols for accessing these services.

The Plattsburgh City School District-Wide School Safety Team reviewed and approved the District-Wide School Safety Plan. The District-Wide School Safety Plan was made available for public comment 30 days prior to its adoption and provided for participation of the entire school community. By September 1st of each school year, the District-Wide and Building-Level Plans are formally adopted by the School Board after at least one public hearing. As required by law, the District-Wide School Safety Plan is posted on the school district website by October 1st of each school year and will be reviewed annually by the District-Wide School Safety Team by September 1st of each school year. Building-Level Emergency Response Plans will be updated by September 1st of each school year by the Building-level Emergency Response Team and filed with both State and Local Police by October 1st of each school year.

Compliance Requirement	Date Achieved
District-Wide School Safety Team reviews/approves proposed draft District-Wide School Safety Plan	May 20, 2026
Board of Education Appoints District-Wide School Safety Team for new year	July 2026
School Board establishes 30-day public comment period	July 2025
School Board has at least one public hearing on District-Wide School Safety Plan	August 2026
School Board adopts District-Wide School Safety Plan	August 2026
District-Wide School Safety Plan posted on website	August 2026
Building-Level Emergency Response Teams review/approve Plans	August 2026
School Board adopts Building-Level Emergency Response Plan	N/A
Building-Level Emergency Response Plans entered into SED Business Portal (State Police filing)	October 2026
Building-Level Emergency Response Plan filed with local police	October 2026

Plattsburgh City School District refuses to tolerate violence or threats of violence on school grounds and, by implementation of this Plan, will make every effort to prevent violent incidents from occurring. We will provide the appropriate authority and budgetary resources in support of this effort. Violence prevention is the responsibility of the entire school community, and we encourage participation of all individuals. Our Plan requires the prompt reporting of all violent incidents or threats and assures that victims or reporters of incidents of violence will not be discriminated against.



A copy of the District-Wide School Safety Plan is also available upon request at the PCSD District Office in the office of the Director of Management & Finance. Although the Building-Level Emergency Response Plans are linked to the District-Wide School Safety Plan, in accordance with Education Law Section 2801-a, the **Building-Level Emergency Response Plan will remain confidential and not be subject to disclosure.** This will further ensure safety at the building-level and reduce the potential for planned sabotage.

DISTRICT-WIDE SCHOOL SAFETY PLAN ELEMENTS

- ✓ Identification of sites of potential emergencies.
- ✓ Plans for response to communicable disease.
- ✓ Plans for responses to emergencies including school cancellation, early dismissal, evacuation and sheltering.
- ✓ Responses to an implied or direct threat of violence.
- ✓ Responses to acts of violence including threats made by students against themselves including suicide.
- ✓ Prevention and intervention strategies including collaborative arrangements with law enforcement officials to ensure that school safety and security personnel are appropriately trained; non-violent conflict resolution training; peer mediation programs; extended day and other school safety programs.
- ✓ Plans to contact law enforcement officials in the event of a violent incident and arrangements for receiving assistance from emergency and local government agencies.
- ✓ Plans for identification of district resources and coordination of such resources and manpower available during an emergency.
- ✓ Designation of the Chain-of-Command (Incident Command).
- ✓ Plans to contact parents and guardians including when students make threats of violence against themselves.
- ✓ School building security.
- ✓ Dissemination of information regarding early detection of potentially violent behavior.
- ✓ Plans to exercise and conduct drills to test the Building-Level Emergency Response Plan including review of tests.
- ✓ Annual school safety training for staff and students.
- ✓ Protocols for bomb threats, hostage taking, intrusions and kidnapping.
- ✓ Strategies for improving communication and reporting of potentially violent incidents.
- ✓ A description of the duties of hall monitors and other school safety personnel with the requirements for training, hiring, and screening process for all personnel acting in a school safety capacity.
- ✓ Information about the school district including population, staff, transportation needs and telephone numbers of key school officials.
- ✓ Documentation and record keeping

School District Emergency Coordinator

The **Superintendent of Schools is the Emergency Coordinator** and through designated personnel will provide:

- Coordination of communication between school staff/law enforcement/first responders.
- Assistance in the selection of security related technology and procedures for its use.
- Coordination of safety, security, and emergency training for school staff.
- Assistance in required evacuation and lock-down drills completion as required by law.
- Assurance that all school district staff understand the District-Wide School Safety Plan.
- Assurance that the District-Wide School Safety Plan and Building-Level Emergency Response Plans are completed, reviewed annually and updated as needed.

District-Wide School Safety Team

The District-Wide School Safety Team was appointed by the School District Board of Education and will always include the representation noted below at a minimum. The major function of the District-Wide School Safety Team is to create the District-



Wide School Safety Plan. The Team will meet routinely. Minutes will be kept for each meeting and attendance documented (see Appendix A).

- School Board Member
- Teacher Representative
- CSEA Representative
- Administrator
- Parent/Teacher Organizations
- School Safety Personnel
- Others
- Student Representative (Optional) - If concerns regarding safety plans are brought forth by the student organization, then a student representative will be invited to attend a district safety team to address the concern.

DISTRICT & BUILDING SAFETY TEAM RESPONSIBILITIES

Responsibilities of the District-Wide School Safety Team

The District-Wide School Safety Team will act as a Threat Assessment Team with the responsibility to assess the vulnerability of the school district to violence and recommend to the Superintendent and School Board preventive actions that they feel are necessary. The Team will meet on a regular basis and minutes of each meeting will be kept. An agenda will be established prior to each meeting. The Team will maintain responsibility for auditing the District-Wide School Safety Plan to determine its success in violence prevention. Some of the teams' primary responsibilities will include:

- 1) Recommending training programs for students and staff in violence prevention and mental health. Annual training will be completed by **September 30th** and may be included in existing professional development. New employees will receive training **within 30 days of hire**.
- 2) Dissemination of information regarding early detection of potentially violent behavior.
- 3) Developing response plans to acts of violence and address threats made by students against themselves, including suicide. Will also address methods for contacting parents/guardians when students make threats of violence against themselves.
- 4) Communicating the Plan to students and staff and providing written information about emergency procedures by **October 1st** of each school year.
- 5) Reviewing previous incidents of violence and examining existing records to identify patterns and trends that may indicate causes of violence (VADIR; OSHA 200 Logs; Incident Logs; Worker Compensation Reports; Police Reports; Accident Investigations; Grievances, etc.).
- 6) Making recommendations necessary for change.
- 7) Arranging for annual security analysis including the inspection of all buildings to evaluate the potential for violence. Possible evaluators include County and Local Police Departments, consultants or District-Wide School Safety Team Sub-Committee or Building-Level Emergency Response Team.
- 8) Recommending improved security measures based on school building inspection results.
- 9) Conducting annual school building survey of students and staff to identify the potential for violent incidents.
- 10) Reviewing survey results and recommending actions that are necessary.

Building-Level Emergency Response Team

The Building-Level Emergency Response Team is appointed by the School Building Principal. The major focus of this team is to create, monitor, and update the Building-Level Emergency Response Plan. This team, at a minimum will include the following representation:



Teacher	Administrator	Parent
School Safety Personnel	Community Members	Law Enforcement
Fire Officials	Others	

The **Building-Level Emergency Response Team** is responsible for selecting the following:

- **Emergency Response Team** (Core group of actual responders not to be confused with the Building-Level Emergency Response Team which is a larger team for the purposes of planning and monitoring) which has the following representation:
 - School Personnel, Law Enforcement Officials, Fire Officials, Emergency Response Agencies
- **Post-Incident Response Team** (Individuals who can assist in the medical and psychological aftermath of a violent incident or emergency) which has the following representation:
 - Appropriate School Personnel, Medical Personnel, Mental Health Counselors, Others (Psychologists, Social Workers, etc.)

RISK PREVENTION & INTERVENTION STRATEGIES

Training, Drills and Exercises

The best way to train students and staff on emergency response procedures is through annual drills and exercises in each school building. After each drill/exercise or real event, teachers in each classroom will review the purpose of the drill with students. Based on the determination of the District-Wide School Safety Team and the Building-Level Emergency Response Team, at a minimum, the following methods may be used:

- Early Dismissal drill
- Live drill including shelter-in-place, hold-in-place, evacuation, lockdown, and lockout.
- Live drill for specific responses (hostage taking, bomb-threat, etc.)
- Situational Drills/Tabletop exercises
- Emergency Response Team exercises
- Building pre-clearance searches

The school district recognizes that critical evaluation of drills and exercises is the best learning experience and results in improved response procedures. As a result, the district will invite local agencies to participate in and to help evaluate all exercises. These agencies may include but not be limited to the Police and Fire Departments, Rescue and Ambulance Services, Local Office of Emergency Management and the local BOCES Health & Safety Office. The school district, at least once every school year, shall conduct one test of its emergency response procedures under each of its Building-level Emergency Response Plans including sheltering, lockdown, or early dismissal.

Emergency Drills: Education Law 807

- Eight (8) evacuation drills and four (4) lock-down drills must be conducted each year. Eight of the required drills must be completed by December 31st each school year.
- Four (4) of the required drills must be through the use of fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress.
- Conduct drills at different times of the school day.
- Pupils shall be instructed in the procedure to be followed if a fire occurs during the lunch period or assembly.
- drills and training be conducted in a trauma-informed, developmentally and age-appropriate manner;



- drills and training do not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency; and
- students and staff be informed when a school is conducting a drill.

Implementation of School Security

Appropriate school building security measures and procedures have been determined by the District-Wide School Safety Team and Building-Level Emergency Response Team after review of school building procedures and practices, emergency response plan, code of conduct, security surveys/audits, and building-level climate surveys. Based on these findings we have implemented the following security measures:

- Clerical Staff and/or hall monitors follow district/building procedures to determine those who gains access to buildings. This faculty will be instructed on the protocols/procedures to follow if/when a community member becomes escalated. If there is any question the building principal will be consulted. If this has been confirmed they will be admitted to the building.
- Visitor badge/sign-in procedures – Upon entry into the building a visitor be processed through the visitor management system. This system generates a visitor badge for the visitor to wear during their time in the building.
- Video surveillance – closed-circuit TV security.
- Random searches may be considered if deemed necessary.
- We will employ any other methods deemed necessary and constantly review our current practices.

Vital Educational Agency Information

Each Building-Level Emergency Response Plan will contain vital information such as school population, number of staff, transportation needs and telephone numbers of key educational officials.

POTENTIAL VIOLENCE/HAZARD IDENTIFICATION

The District-Wide School Safety Team will make recommendations for appropriate annual training for students and staff in violence prevention and mental health (on-line training may be utilized). Training will include early warning signs of potentially violent behavior and early intervention/prevention strategies. Training will be conducted by in-house staff, local agencies or others as deemed appropriate and will be conducted annually:

- An explanation of what constitutes school violence and a description of the school Code of Conduct. Written information on early detection of potentially violent behavior and a summary of the Code of Conduct.
- The district will utilize any resources available for violence prevention and mental health training, which may including those found at the following websites: <http://www.p12.nysed.gov/sss/documents/MentalHealthResourcesforEducators.pdf> and <http://www.p12.nysed.gov/sss/documents/SVPIRequiredComponents.pdf>.
- Information on how to report incidents of violence including threats and verbal abuse.
- How to recognize and respond to school security hazards.
- Review of measures implemented to prevent school violence such as use of security equipment and safety procedures and how to diffuse hostile situations.
- How to summon assistance in the event of an emergency.
- Special procedures for bomb threats, hostage-taking, intrusions and kidnapping.
- Post-incident procedures including medical follow-up and the availability of counseling and referral.
- Student training will include post-drill or actual event review by classroom teachers.

Records will be maintained of all participants along with their evaluation of the training program. Trainers will be knowledgeable and familiar with our District-Wide School Safety Plan.





Hazard Identification

As part of each Building-Level Emergency Response Plan, each Building-Level Emergency Response Team will determine sites of potential emergencies that may impact the individual school building. Such sites may include but not be limited to all school buildings, playground areas, properties adjacent to schools, off-site athletic fields, buses and off-site field trips. Specifically defined areas of current concern include:

- SUNY Plattsburgh (In the event of an emergency, Plattsburgh International Airport, Railroad Tracks, Prisons/Police Stations, City Police/Fire Department Identification & Notification of Hazard

Responses to Violence

All incidents of violence, whether-or-not, physical injury has occurred (verbal abuse, threats of violence, etc.), should be reported immediately and documented through the School Safety and Educational Climate (SSEC) Summary Data Collection Form as part of the Dignity for All Students Act (DASA) and Violent and Disruptive Incident Reporting (VADIR). With the realization that employees and students may otherwise be reluctant to come forward, we will maintain confidentiality.

The School Building Principal/Administrator or Designee will be responsible for receiving and responding to all incident reports including anonymous reports. Information on the reporting process for students and staff will be provided as part of the violence prevention training program. The school district Code of Conduct will be the basis for determining the appropriate disciplinary measures that may be necessary.

Code of Conduct

The school district has created a detailed Code of Conduct to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary actions resulting for violations of the Code. The Code, which will be communicated to all students/staff and parents, will serve as a major component of our violence prevention program. The Code will be evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct will be made available to students, parents, staff and community members. The Code of Conduct is updated on an annual basis and posted on our website.



CHAIN OF COMMAND

EMERGENCY COORDINATOR:

- | | |
|--|---------------------|
| 1. DISTRICT SUPERINTENDENT | Office 518-957-6001 |
| 2. ASSISTANT SUPERINTENDENT CURRICUM & INSTRUCTION | Office 518-957-6005 |
| 3. DIRECTOR OF MANAGEMENT | Office 518-957-6003 |

PUBLIC INFORMATION OFFICER

- | | |
|--|---------------------|
| 1. DISTRICT SUPERINTENDENT | Office 518-957-6001 |
| 2. ASSISTANT SUPERINTENDENT CURRICUM & INSTRUCTION | Office 518-957-6005 |
| 3. DIRECTOR OF MANAGEMENT | Office 518-957-6003 |

BUILDINGS AND DEPARTMENTS

- | | |
|----------------------------|---------------------|
| 1. GLASGOW ELEMENTARY | Office 518-563-2410 |
| 2. OAK STREET ELEMENTARY | Office 518-563-4950 |
| 3. MOMOT ELEMENTARY | Office 518-563-1140 |
| 4. STAFFORD MIDDLE SCHOOL | Office 518-563-6800 |
| 5. PLATTSBURGH HIGH SCHOOL | Office 518-561-7500 |
| 6. DIRECTOR OF FACILITIES | Office 518-561-6840 |



EMERGENCY RESPONSE PROTOCOLS

Quick and accurate contact with appropriate law enforcement officials is essential in the event of a violent incident. These relationships have been established by participation of local response officials on Building-Level Emergency Response Teams. These individuals and appropriate means of contact are documented in the Building-Level Emergency Response Plan.

Internal communication is also of prime importance and will be specifically defined in the Building-Level Emergency Response Plan. Depending on the nature of the emergency, some of the communication methods will include telephone, , fax/e-mail, district radio system, NOAA weather radio, intercom, local media, emergency alert system, cellular phones, and others as deemed necessary. Appropriate notifications and methods will be determined by the District-Wide School Safety Team.

The Superintendent of Schools recognizes his/her responsibility to notify all educational agencies within the school district of a disaster and has established the following notification list:

School	Phone	Fax
PCSD District Office	518-957-6000	518-561-6605
Plattsburgh High School	518-561-7500	518-561-1895
Stafford Middle School	518-563-6800	518-563-8520
Glasgow Elementary School	518-563-2410	518-566-7663
Oak St. Elementary School	518-563-4950	518-561-5828
Momot Elementary School	518-563-1140	518-566-7739
Seton Catholic	518-561-1403	
SUNY Plattsburgh	518-564-2022	518-564-4025
CVES	518-561-0100	

In general, parent/guardian notification will be conducted using Parent Square. However, in some cases it may be necessary to use other means such as local media. Prior arrangements have been established with the appropriate media.

The school district recognizes that many different types of emergency situations may arise resulting in emergency specific responses. A detailed listing of emergency responses is included in each Building-Level Emergency Response Plan, specifically addressing Criminal Offenses, Fire and Explosion, Medical Emergencies, Natural Hazards, System Failure and Technological Hazards. Each Building-Level Emergency Response Team will be responsible for reviewing and updating these responses and communicating them to students and staff.



DISTRICT-WIDE EMERGENCY NOTIFICATION

In the event of a violent incident, the immediate implementation of safety procedures is expected. Staff with information will notify office personnel IMMEDIATELY. Office personnel will immediately contact a Building Administrator and/or the District Office and call 911 if a building administrator cannot be immediately reached.

If the main office is involved in the incident, the alternative site as designated within the appropriate Building-Level Response Plan will be utilized to call 911.



EMERGENCIES INVOLVING THREATS OF VIOLENCE/HARM



BOMB THREAT

Any employee received notice that a bomb has been placed in the building will immediately contact the Building Administrator who will contact the Emergency Coordinator.

NOTE: A Bomb Threat Response will not be initiated by a fire alarm.

1. The Emergency Coordinator will notify all Building Administrators, 911, the Director of Facilities and the Public Information Officer.
2. The public address system will be used to give notice of a possible emergency condition. Once the notice is received, all staff members and students who are in the building will return to or remain in their assigned rooms and prepare for a possible evacuation of the building. Teachers should visually inspect their rooms for suspicious objects and should notify the Building Administrator via the phone system if anything of a suspicious nature is observed. Further instructions will be given to the teacher at that time. Teachers who are able to visually check their rooms and found “nothing out of the ordinary” will post the “CHECKED” sign on the classroom’s door or window.

NOTE: All staff members and students who are outside the main building will report to the area designated in their Building Level Emergency Response Plan.

1. The Emergency Coordinator will consult with the Law Enforcement before considering instituting the “Emergency Response Closing Plan” and/or the “Emergency Response Sheltering Plan.”
2. The Public Information Officer will be the only staff member authorized to handle news media inquiries concerning the emergency school closing. All inquiries received by staff members concerning the emergency closing will be referred to the Public Information Officer.

DESIGNATE EMERGENCY COORDINATOR:

DESIGNATE PUBLIC INFORMATION OFFICER:



CIVIL DISTURBANCE

1. At the beginning of an actual or potential civil disturbance, the Building Administrator will notify the Emergency Coordinator and Youth Safety Advocates (via hand-held radio if on the premises) who will notify Law Enforcement.
2. The Building Administrator will notify the staff and students and move them away from areas where violent confrontations are or may be occurring.
3. The Emergency Coordinator and/or the Building Administrator will consult with Law Enforcement and consider instituting the "Emergency Lock-Down Secure Response" and/or the "Emergency Lock-Out Response" and/or the "Emergency Evacuation Plan" and/or the "Emergency Closing Plan."
4. The Emergency Coordinator will notify the Public Information Officer who will handle all news and media contacts.
5. Depending upon the outcome of a particular incident, the Building Administrator/Emergency Coordinator or his/her designee may initiate the procedures for notifying parents, legal guardians or persons in parental relation and provide them with any information that may be deemed necessary via Parent Square.
6. If the situation allows, the Building Administrator or his/her designee will provide an area for parents/legal guardian of students looking for information or desiring to pick up students.

DESIGNATE EMERGENCY COORDINATOR:

DESIGNATE PUBLIC INFORMATION OFFICER:



DANGEROUS PERSON

These procedures can be used as a guide in responding to a situation in which a student, staff member or outsider is armed, has assaulted or threatens another person, or is behaving irrationally.

1. When a dangerous person is identified, the identifying observer must notify the Building Administrator and relay as much information as possible about the situation.
2. The Building Administrator will initiate a “Lock-Down and Secure” response.
3. The Building Administrator will notify Law Enforcement/911 and the Emergency Coordinator.
4. The Emergency Coordinator will notify the Public Information Officer.
5. Based on the advice of Law Enforcement, the Building Administrator will also need to consider implementing the “Emergency Evacuation Plan.”
6. The Public Information Officer will handle all news media contact.
7. Depending upon the outcome of the incident, the Building Administrator or his/her designee may initiate the procedures for notifying parents, legal guardians or persons in parental relation and provide them with any information that may be deemed necessary **via Parent Square**.
8. If the situation allows, the Building Administrator or his/her designee will provide an area for parents/legal guardian of students looking for information or desiring to pick up students.

DESIGNATE EMERGENCY COORDINATOR:

DESIGNATE PUBLIC INFORMATION OFFICER:



ELOPEMENT

1. School staff discovers or detects that a student has eloped, and notifies the Main Office.
2. The Building Administrator will contact Crisis Response members by hand held radio, and initiate a search by assigning a search zone(s) to each team member.
3. The Building Administrator, or his or her designee, will place an “All Call” over the PA system. Any faculty who know of the student’s location should contact the main office.
4. The Building Administrator will notify the Emergency Coordinator if the student is not located in the initial search.
5. The Building Administrator and Emergency Coordinator will consider implementing an “Emergency Hold-In-Place Response” or an “Emergency Lock-Out Response”.
6. The Building Administrator, or his or her designee, will contact 911/YSA if the student leaves the school grounds, or is not located during the initial search.
7. The Building Administrator, or his or her designee, will contact the parents, legal guardians, or persons in parental relation, and notify them of the situation and what is currently being done to locate their child.
8. The Emergency Coordinator or Building Principal, if elopement is the first course of action, will notify the Public Information Officer.
9. The Public Information Officer will handle all news media contact.
10. Depending upon the outcome of a particular incident, the Building Administrator/Emergency Coordinator or his/her designee may initiate the contacting of parents, legal guardians, or persons in parental relation through the use of the Parent Square and provide them with any information that may be deemed necessary.
11. If the situation allows, the Building Administrator or his/her designee will provide an area for parents/legal guardians of students looking for information or desiring to pick up students.

DESIGNATE EMERGENCY COORDINATOR:

DESIGNATE PUBLIC INFORMATION OFFICER:



HOLD-IN-PLACE (EMERGENCY)

1. School staff identifies that there is a low-level threat, or a situation that necessitates the clearing of hallways and public areas inside the building, and notifies the Main Office who will initiate the crisis response team and/or nurse.
2. The Building Administrator will initiate a “Hold-In-Place Response” via PA Announcement.
3. The Building Administrator will notify the Emergency Coordinator who will notify the Public Information Officer.
4. The Based on the advice of the Emergency Coordinator and the Building Administrator will consider contacting 911 and/or implementing the “Emergency Lock-Down Response,” “Emergency Sheltering Plan,” “Emergency Evacuation Plan,” or the “Emergency Closing Plan.”
5. The Public Information Officer will handle all news media contact.

SCHOOL ACTIONS INCLUDE:

- Students in hallways should return to assigned classroom, if possible
 - If outside, stay outside
 - Lock all exterior doors and windows.
 - Leave blinds/lights as they are
 - Take attendance
 - After initial instruction, listen for updates
 - Classroom instruction continues as normal
 - Verified regularly scheduled employees may enter the building
 - Verified parents/guardians may pick up their student, if the student reports to the main office with an authorized staff member escort
 - No unknown individuals are permitted to enter
6. Depending upon the outcome of the incident, the Building Administrator or his/her designee may initiate the procedures for notifying parents, legal guardians or persons in parental relation and provide them with any information that may be deemed necessary via Parent Square.
 7. If the situation allows, the Building Administrator or his/her designee will provide an area for parents/legal guardian of students looking for information or desiring to pick up students

DESIGNATE EMERGENCY COORDINATOR:

DESIGNATE PUBLIC INFORMATION OFFICER:



HOSTAGE TAKING

1. School staff identifies a hostage situation and notifies the Building Administrator.
2. The Building Administrator will notify 911 and the Emergency Coordinator.
3. The Emergency Coordinator will notify the Public Information Officer.
4. In coordination with Law Enforcement, the Building Administrator and the Emergency Coordinator will notify parents/legal guardian or spouse of individuals who are or could be hostages.
5. Based on the advice of Law Enforcement, the Emergency Coordinator and the Building Administrator will consider implementing the "Emergency Lock-Down and Secure Response" and/or the "Emergency Evacuation Plan" and/or the "Emergency Closing Plan" and/or the "Emergency Sheltering Plan."
6. The Public Information Officer will handle all news media contacts.
7. Depending upon the outcome of a particular incident, the Building Administrator or his/her designee may initiate the procedures for notifying parents, legal guardians or persons in parental relation and provide them with any information that may be deemed necessary.
8. If the situation allows, the Building Administrator or his/her designee will provide an area for parents/legal guardian of students looking for information or desiring to pick up students.

DESIGNATE EMERGENCY COORDINATOR:

DESIGNATE PUBLIC INFORMATION OFFICER:



INTRUDER/INTRUSION

1. School staff identifies that there is an intruder and notifies the Building Administrator.
2. The Building Administrator or designee will initiate a “Lock-Down and Secure Response” if the identity of the individual is not verified.
3. The Building Administrator or designee will notify Law Enforcement of the situation and follow their instructions for handling intruders and ensuring safety of students and staff.
4. The Building Administrator will notify the Emergency Coordinator who will notify the Public Information Officer.
5. Based on the advice of Law Enforcement, the Emergency Coordinator and the Building Administrator will consider implementing the "Emergency Evacuation Plan" and/or the “Emergency Closing Plan” or the "Emergency Sheltering Plan."
6. The Public Information Officer will handle all news media contact.
7. Depending upon the outcome of the incident, the Building Administrator/Emergency Coordinator or his/her designee may initiate the procedures for notifying parents, legal guardians or persons in parental relation and provide them with any information that may be deemed necessary via Parent Square.
8. If the situation allows, the Building Administrator or his/her designee will provide an area for parents/legal guardian of students looking for information or desiring to pick up students

DESIGNATE EMERGENCY COORDINATOR:

DESIGNATE PUBLIC INFORMATION OFFICER:



KIDNAPPING

School staff identifies a confirmed or potential kidnapping incident and notifies the Building Administrator.

1. The Building Administrator will notify 911 and the Emergency Coordinator.
2. The Emergency Coordinator will notify the Public Information Officer.
3. In coordination with Law Enforcement, the Building Administrator and the Emergency Coordinator will notify parents/legal guardian or spouse of individuals who are or could be kidnapped.
4. The Public Information Officer will handle all news media contact.
5. Based on the advice of Law Enforcement, the Emergency Coordinator and the Building Administrator will consider implementing the "Emergency Evacuation Plan" or the "Emergency Closing Plan" or "Emergency Sheltering Plan."
6. Depending upon the outcome of the incident, the Building Administrator or his/her designee may initiate the procedures for notifying parents, legal guardians or persons in parental relation and provide them with any information that may be deemed necessary.
7. If the situation allows, the Building Administrator or his/her designee will provide an area for parents of students looking for information or desiring to pick up students.

DESIGNATE EMERGENCY COORDINATOR:

DESIGNATE PUBLIC INFORMATION OFFICER:



LOCK-DOWN AND SECURE

A “Lock-Down and Secure Response” will be issued in situations involving dangerous intruders or other incidents that may result in harm to persons inside the building.

The Building Administrator will initiate a “Lock-Down and Secure Response” condition by:

- Announcing a specific warning over the PA system, by phone.
- The Emergency Coordinator will contact 911 for assistance.

THE CLASSROOM TEACHER WILL:

1. If safe, gather students from hallways and common areas near the classroom.
2. Lock the classroom doors, barricade if necessary.
3. Move to a section of the classroom that is out of sight of the classroom door.
4. Leave windows, blinds/lights as they are.
5. Keep everyone quiet. Silence cell phones
6. MAINTAIN SILENCE – Do not communicate through door or answer room phone.
7. RELEASE NO ONE – Do not respond to PA announcements or fire alarm
8. Take attendance, if possible
9. Stay hidden until physically release by law enforcement and remain calm.
10. School wide activities do not resume until a universally delivered “All Clear” signal. (notifying staff that classroom activities can resume, but students cannot enter the hallway until an announcement over PA system is made indicating all doors have been unlocked)

IMPORTANT NOTE: At the announcement of the Lock-Down, all staff and students who are outside the building will report to the location designated in their Building Level Emergency Response Plan. **DO NOT RE-ENTER THE BUILDING AND REMAIN IN PLACE UNTIL NOTIFIED**

IF AN EMERGENCY IS IDENTIFIED, ALL DIRECTION WILL COME FROM LAW ENFORCEMENT. EVACUATION PLAN MAY BE NECESSARY

DESIGNATE EMERGENCY COORDINATOR:

DESIGNATE PUBLIC INFORMATION OFFICER:



LOCK-OUT (EMERGENCY)

1. School staff identifies, or are notified by Law Enforcement, that there is an actual or potential threat from outside the building and notifies the Building Administrator.
2. The Building Administrator will initiate a "Lock-Out Response."
3. The Building Administrator will notify the Emergency Coordinator.
4. The Emergency Coordinator will notify the Public Information Officer.
5. Advising Law Enforcement
 - A. If the school is initiating the Lock-Out Response due to a situation or potential incident discovered at the school, they should advise Emergency Services (911) of the Lock-Out and what is anticipated.
 - B. If a school is in a Lock-Out Response because they are notified by Law Enforcement of a local situation, the Emergency Coordinator will keep the 911 advised of any change in status in the building.
6. Based on the advice of Law Enforcement, the Emergency Coordinator and the Building Administrator will consider implementing the "Emergency Evacuation Plan" and/or the "Emergency Closing Plan" or the "Emergency Sheltering Plan."
7. The Public Information Officer will handle all news media contact.

SCHOOL ACTIONS INCLUDE:

- Lock all exterior doors and windows.
 - Leave blinds/lights as they are
 - Take attendance
 - After initial instruction, listen for updates
 - Classroom instruction continues as normal
 - All outdoor activities are terminated
 - Verified regularly scheduled employees may enter the building
 - Verified parents/guardians may pick up their student
 - No unknown individuals are permitted to enter
8. Depending upon the outcome of the incident, the Building Administrator or his/her designee may initiate the procedures for notifying parents, legal guardians or persons in parental relation and provide them with any information that may be deemed necessary
 9. If the situation allows, the Building Administrator or his/her designee will provide an area for parents/legal guardian of students looking for information or desiring to pick up students

DESIGNATE EMERGENCY COORDINATOR & PUBLIC INFORMATION OFFICER:



SUICIDE THREAT

When a student is identified by a staff person as potentially suicidal, i.e., verbalizes about suicide, suicide notes, threats, talking, writing or talking about death, giving away possessions or a student self-refers, the student will be seen by a school employed mental health professional immediately to assess risk and facilitate referral.

1. Any threat should be taken seriously and reported immediately.
2. Staff and students becoming aware of a threat of suicide should immediately report the threat to the School Counselor and/or School Psychologist, and Building Administrator. If there is no mental health professional available, a School Nurse or Building Administrator will fill this role until a mental health professional can be brought in.
3. **Staff referenced in item 2 will utilize the PCSD Crisis Response Manual and will carry out the steps identified When Students Make Threats of Suicide.**
4. When appropriate, this may include calling emergency services or bringing the student to the local Emergency Department, but in most cases will involve setting up an outpatient mental health or primary care appointment and communicating the reason for referral to the healthcare provider.
5. The Building Administrator will notify the Emergency Coordinator and the Public Information Officer.
6. The Public Information Officer will handle all notifications, press releases, and news media contact.

DESIGNATE EMERGENCY COORDINATOR:

DESIGNATE PUBLIC INFORMATION OFFICER:



SUICIDE ATTEMPT (IN-SCHOOL)

In the case of an in-school suicide attempt, the health and safety of the student is paramount. In these situations:

1. Staff should immediately contact the Health Office and 911 if the need is clear. The main office can be contacted if the health office line is unavailable.
2. Office Staff will contact the Building Administrator and Youth Safety Advocate.
3. Staff will move all other students out of the immediate area as soon as possible. The Building Administrator and/or Emergency Coordinator will consider implementing an “Emergency Hold-In-Place Response.”
4. The School Nurse will assess the need for further medical attention. First aid will be rendered until professional medical treatment and/or transportation can be received.
5. School Staff will supervise the student to ensure their safety.
6. The Emergency Coordinator will be made aware of the situation as soon as possible.
7. The Building Administrator, School Counselor, and/or School Psychologist will contact the student’s parent or guardian, or person in parental relation, **as described Student Crisis Response Support Guide**.
8. The school will engage as necessary the Post-Incident Response Team to assess whether additional steps should be taken to ensure student safety and well-being.
9. Consult the PCSD Crisis Response Manual regarding Student Re-Entry and/or Postvention procedures.
10. The Building Administrator will notify the Emergency Coordinator and the Public Information Officer.
11. The Public Information Officer will handle all notifications, press releases and news media contact.

DESIGNATE EMERGENCY COORDINATOR:

DESIGNATE PUBLIC INFORMATION OFFICER:



THREATS (IMPLIED OR DIRECT)

A threat is defined as any expression of intent to inflict injury or damage. It includes actions, whether direct or implied, that a reasonable person would perceive as a threat to physical safety or property. Threats may include gang activity, threatening writings, drawing, verbal threats, non-verbal threats or other dangerous behavior.

1. Any threat should be taken seriously and reported immediately. Staff and students becoming aware of a threat to self or others should immediately report the threat to the Building Administrator or Classroom Teacher. A threat could originate with anyone including employees, students, or visitors. Every threat will be investigated and documented using regular fact-finding procedures. Individuals making threats may be subject to immediate disciplinary and/or legal action.
2. The Building Administrator **will utilize the crisis response manual to evaluate if the threat is substantive**. If the threat is deemed substantive the Building Administrator will consult with Law Enforcement and will notify the Emergency Coordinator.
3. Based on the advice of Law Enforcement, the Building Administrator will immediately take measures, appropriate for the situation, to prevent harm to students, staff and visitors. The Building Administrator will consider implementing the “Emergency Evacuation Plan” and/or the “Emergency Lock-Down Plan” or “Shelter in Place”.
3. The Public Information Officer will handle all news media contact.
4. Depending upon the outcome of the incident, the Building Administrator or his/her designee may initiate the procedures for notifying parents, legal guardians or persons in parental relation and provide them with any information that may be deemed necessary. Local radio and television stations may also be contacted in a further attempt to notify parents and legal guardians.
5. If the situation allows, the Building Administrator or his/her designee will provide an area for parents/legal guardian of students looking for information or desiring to pick up students.

DESIGNATE EMERGENCY COORDINATOR:

DESIGNATE PUBLIC INFORMATION OFFICER:



WEAPON/GUN ON CAMPUS

Whenever a person is observed or reported to have a weapon, the Building Administrator should be notified immediately. If the building administrator believes the weapon poses a risk to students & staff:

1. The Building Administrator will notify the Youth Safety Advocate/Law Enforcement and the Emergency Coordinator.
2. The Emergency Coordinator will notify the Public Information Officer.
3. The Building Administrator will identify the person and his/her location in the building.
4. The Building Administrator and/or the Emergency Coordinator will consider implementing the “Emergency Lock-Down Secure Response” or the “Emergency Evacuation Plan” or “Hold in Place” to secure safety of the students and staff.
5. The Building Administrator will wait for Law Enforcement/Youth Safety Advocate to evaluate/commandeer the weapon and advise next steps.
6. If weapon is in a locker, check lockers; if weapon is found, then secure locker and wait for Law Enforcement to arrive.
7. Provide Law Enforcement with map of building if student is in classroom.
8. Record the name(s) of the person(s) who reported seeing a weapon and provide information to the police.
9. The Building Administrator and the Emergency Coordinator will assess the situation to determine follow-up steps.
10. Depending upon the outcome of a particular incident, the Building Administrator or his/her designee may initiate the procedures for notifying parents, legal guardians or persons in parental relation and provide them with any information that may be deemed necessary.
11. If the situation allows, the Building Administrator or his/her designee will provide an area for parents/legal guardians of students looking for information or desiring to pick up students.

DESIGNATE EMERGENCY COORDINATOR:

DESIGNATE PUBLIC INFORMATION OFFICER:



FIRE

1. The staff person noticing a fire will immediately pull a fire alarm in order to evacuate the building. That person should then contact the Building Administrator and notify him/her of the location of the fire. The Building Administrator will notify the Emergency Coordinator.
2. Immediately upon hearing the fire alarm, faculty and others in the building shall evacuate the building via their prearranged evacuation route posted in each room.
3. When the fire alarm is sounded, the teacher shall take the attendance register for the group in the room, and upon arrival of the prearranged assembly point, check the roll to see that no one is missing. A report is then given to the Building Administrator at a designated point.
4. All students shall be instructed to leave all personal belongings, which may be in their classrooms, and immediately leave the building following the prearranged plan. No persons will be allowed to return to the building once it has been evacuated until authorized by the Emergency Coordinator and the Building Administrator after consultation with the Fire Chief
5. Teachers in rooms adjacent to rest rooms will be sure that everyone in these rooms has received the warning and evacuates. Upon reaching the assembly point, the student shall be sent to the area where his/her own room has assembled, if safety permits.
6. At the time of the evacuation of the building, there shall be no talking so instructions may be easily heard. Lines should move quietly, in single file, and quickly to the pre-assigned exit.
7. All occupants of each classroom will exit from the building according to the evacuation plan posted in the room. If that exit is blocked, the alternate route posted in the room shall be used.
8. Upon reaching the assembly area, students shall await further instructions. If this is only a drill, students will return to the building when authorized to do so. The return to classrooms shall be quiet, orderly, and quickly accomplished. In case of a fire, groups will remain at the assembly point. During inclement weather, the Emergency Coordinator or the Building Administrator may implement a horizontal evacuation of the building if feasible. Ordinarily, class would evacuate the building and then be directed to enter another building that had been deemed safe for occupation.
9. Upon arrival of the Fire Department, the management of the building will proceed under their direction. The Fire Chief will inform the Emergency Coordinator as to the safety of returning the occupants to the building.
10. After consulting with the Fire Chief, the Emergency Coordinator and the Building Administrator will consider implementing the "Emergency Closing Plan" or the "Emergency Sheltering Plan."



FIRE CONT'D

11. The Emergency Coordinator will notify the Public Information Officer. He/she will handle all contacts with the news media.
12. Depending upon the outcome of the incident, the Building Administrator or his/her designee may initiate the procedures for notifying parents, legal guardians or persons in parental relation and provide them with any information that may be deemed necessary.
13. If the situation allows, the Building Administrator or his/her designee will provide an area for parents/legal guardian of students looking for information or desiring to pick up students
14. The Building Administrator shall hold a sufficient number of fire drills (six before December 1) at various times of the day. Frequent drills will assure that students understand the procedures and exits, and that the evacuation will become routine. Occasionally, a drill will be held at inopportune times, such as an assembly, lunch period, etc.
15. Fire extinguishers and fire alarms are placed in strategic locations throughout the buildings and clearly designated. All teachers and staff shall become familiar with these locations.

DESIGNATE EMERGENCY COORDINATOR:

DESIGNATE PUBLIC INFORMATION OFFICER:



MEDICAL EMERGENCIES



INFECTIOUS DISEASE RESPONSE

1. At the beginning of an Infectious Disease outbreak, the Emergency Coordinator will coordinate efforts regarding Infectious Disease Response with local Emergency Services offices, Department(s) of Health, the State Education Department, the District Medical Director and appropriate state and federal government agencies for closing and use of all school facilities to support infectious disease control.
2. Emergency Coordinator will contact the local Departments of Health and local Emergency Services offices for immediate response and guidance.
3. The Emergency Coordinator will notify the Public Information Officer and Building Administrator.
4. The Building Administrator will notify the staff and students if the "Emergency Evacuation Plan" and/or the "Emergency Closing Plan" are instituted.
5. The Public Information Officer will handle all news media contacts and will utilize Parent Square as a means to communicate with our school community.
6. Depending upon the outcome of a particular incident, the Building Administrator or his/her designee may initiate the procedures for notifying parents, guardians or persons in parental relation and provide them with any information that may be deemed necessary. Local radio and television stations may also be contacted (by the Public Information Officer) in a further attempt to notify parents and guardians. The procedure for notifying parents is located in the Building Level Emergency Response Plans.
7. If the situation allows, the Building Administrator or his/her designee will provide an area for parents of students looking for information or desiring to pick up students.
 1. The Emergency Coordinator shall determine the re-opening of school services based upon recommendations and direction from local Departments of Health, local Emergency Services offices, and the State Education Department.
8. School personnel will not be permitted in facilities until directed by Emergency Coordinator and after appropriate cleaning of facilities.



MEDICAL EMERGENCY RESPONSE

A medical emergency is a result of a major illness or injury to an individual and can be of such severity as to be life threatening or merely cause the victim discomfort or pain. Such emergencies require that school officials have in place a carefully tested, medically approved plan for action.

Allergic Reaction	Choking	Food-borne Illness
Animal Bite	Diabetic Shock	Heart Attack
Bleeding	Drowning	Respiratory Arrest
Blow to the Head	Electric Shock	Seizures
Broken Bone(s)	Epidemic	School Bus Accident and/or Fire
Burns	Shock	
Toxic Exposure		

In each case, the guiding principles are to provide appropriate emergency care until authorized medical or parental care is secured. Emergency care is not authorized beyond proper first aid. First aid treatment is for the protection of the life and comfort of the victim until authorized medical treatment is provided, or, until the individual is placed under the care of the parent or legal guardian.

An effective medical emergency program should be based on medically and educationally sound procedures which are approved by the local board of education. Some of the components of such a program are:

AED/CPR for faculty/staff (Public Access Defibrillation Program)

Forms signed by the parent/legal guardian for:

- Emergency Contact Information
- Emergency Care Plans for individuals with known medical conditions
- Consent for Emergency Transport (Special Education students only)

All school personnel and students should know the location of the school health office. The emergency telephone number of School Health Office should be conspicuously posted near each telephone.

A list of all students and staff having special medical problems such as hypersensitivity to allergens, diabetes, epilepsy, etc. should be kept on file in the nurse's office.



MEDICAL EMERGENCY RESPONSE (cont'd)

MEDICAL EMERGENCIES

1. Immediately contact the Health Office.
2. Health Office staff will assess the need for further medical attention.
3. Protect the ill or injured from further injury.
4. Notify the Building Administrator.
5. The Building Administrator will contact the Emergency Coordinator.
6. Building Administrator or Emergency Coordinator will contact the parent/legal guardian/spouse.

HEART ATTACK

1. Immediately contact the Health Office.
2. If trained in CPR/AED, assess ABC's, begin CPR as per CVES PAD Program until Health Office staff arrive.
3. Health Office staff will assess the need for further medical attention.
4. Notify the Building Administrator.
5. The Building Administrator will contact the Emergency Coordinator.
6. Building Administrator or Emergency Coordinator will contact the parent/legal guardian/spouse.

SEIZURES

1. Immediately contact the Health Office.
2. Protect the victim from further injury.
3. Health Office staff will assess the need for further medical attention.
4. After seizure, assess for breathing and/or injury.
5. Notify the Building Administrator.
6. The Building Administrator will contact the Emergency Coordinator.
7. Building Administrator or Emergency Coordinator will contact the parent/legal guardian/spouse.

FOOD-BORNE ILLNESS

1. Individual has a history with suspect food.
2. Report cluster of cases to the Health Department(s).
3. Follow direction from the Health Department.
4. Notify the Building Administrator.
5. The Building Administrator will contact the Emergency Coordinator.
6. Building Administrator or Emergency Coordinator will contact the parent/legal guardian/spouse.



MEDICAL EMERGENCY RESPONSE (cont'd)

SHOCK

1. Immediately contact the Health Office
2. Administer appropriate first-aid, if necessary.
3. Health Office staff will assess the need for further medical attention.
4. Notify the Building Administrator.
5. The Building Administrator will contact the Emergency Coordinator.
6. Building Administrator or Emergency Coordinator will contact the parent/legal guardian/spouse.

TOXIC EXPOSURE

1. Immediately contact the Health Office.
2. Administer appropriate first-aid, if necessary.
3. Health Office staff will assess the need for further medical attention.
4. Health Office staff will contact the Poison Control.
5. Notify the Building Administrator.
6. The Building Administrator will contact the Emergency Coordinator.
7. Building Administrator or Emergency Coordinator will contact the parent/legal guardian/spouse.



ENVIROMENTAL EMERGENCIES, **SHELTERING & SCHOOL CLOSURES**



AIRPLANE CRASH RESPONSE

If an airplane were to crash into the building, follow the same response outlined in the "Earthquake Emergency Plan."

AIR POLLUTION RESPONSE

Upon being notified of a problem, the Emergency Coordinator and/or the Building Administrator will consult with the appropriate county Emergency Services Director and consider the appropriate response.

CANCELLATION PLAN (EMERGENCY)

1. The Emergency Coordinator & Director of Facilities in consultation with the District Superintendent will decide if this "Emergency Cancellation Plan" should be implemented.
2. The Emergency Coordinator will notify the Superintendents of Schools of the local districts that Champlain Valley Educational Services is implementing the "Emergency Cancellation Plan."
3. The Emergency Coordinator will notify the Public Information Officer.
4. The Building Administrator will notify the building staff of the decision to implement the "Emergency Cancellation Plan."
5. The Building Administrator will notify the students, parents, guardians, and persons in parental relation, of the decision to implement the "Emergency Cancellation Plan."
6. The Public Information Officer will be the only staff member authorized to handle news media inquiries concerning the "Emergency Cancellation Plan." All inquiries received by staff members concerning the emergency cancellation will be referred to the Public Information Officer.

DESIGNATE EMERGENCY COORDINATOR:

DESIGNATE PUBLIC INFORMATION OFFICER:



CHEMICAL SPILL RESPONSE

1. Once a chemical spill in or around a school building is noted, immediately notify the Building Administrator who will immediately notify the appropriate county Emergency Services Director and 911.
2. The Building Administrator will notify the Emergency Coordinator and attempt to determine the nature of the spill and the potential hazard involved through consultation with the appropriate County Emergency Services Director and the Plattsburgh City Fire Department or the Plattsburgh City Department.
3. If the spill is of a non-hazardous nature and caused by the school, the Building Administrator will contact the Director of Facilities to arrange through the appropriate county Emergency Services Director or New York State Department of Environmental Conservation, a prompt and effective cleanup.
4. If the spill poses a serious threat to life and the building should be evacuated, try to stay upwind at all times, the Building Administrator and the Emergency Coordinator will implement the appropriate emergency response.
5. The Emergency Coordinator will follow the direction of the Police Chief and/or the Fire Chief, inputting the appropriate emergency response.
6. The Emergency Coordinator will notify the Public Information Officer. The Public Information Officer will handle all news media inquiries. He/she will prepare an announcement concerning the emergency for the local media and parents/legal guardian via Parent Square.
7. Depending upon the outcome of the incident, the Building Administrator or his/her designee may initiate the procedures for notifying parents, legal guardians or persons in parental relation and provide them with any information that may be deemed necessary. Local radio and television stations may also be contacted in a further attempt to notify parents and legal guardians.
8. If the situation allows, the Building Administrator or his/her designee will provide an area for parents/legal guardian of students looking for information or desiring to pick up students.
9. In the event of a release of toxic material in an airborne manner and it is declared necessary to remain in the building, the Emergency Coordinator will establish contact with the appropriate county Emergency Services Director and the Plattsburgh Fire Department/City Police and the New York State Department of Environmental Conservation. Staff should close all windows and shut down the ventilation system.

DESIGNATE EMERGENCY COORDINATOR:

DESIGNATE PUBLIC INFORMATION OFFICER:



CLOSING/EARLY DISMISSAL PLAN (EMERGENCY)

1. The Emergency Coordinator in consultation with the Building Administrator will decide if this “Emergency Closing/Early Dismissal Plan” should be implemented.
2. The Emergency Coordinator will notify Director of Facilities that the district is implementing the “Emergency Closing/Early Dismissal Plan” and coordinate plans as to time of dismissal along with arrival of buses/and pick locations.
3. The Emergency Coordinator will notify the Public Information Officer.
4. The Building Administrator will notify the building staff of the decision to implement the “Emergency Closing/Early Dismissal Plan” via announcement to check your e-mail. At the middle school/high school level, an announcement to students will be made approximately 20 minutes to dismissal.
5. The Public Information Officer will be the only staff member authorized to handle news media inquiries concerning the “Emergency Closing/Early Dismissal.” All inquiries received by staff members concerning the Emergency Closing/Early Dismissal will be referred to the Public Information Officer.
6. Teachers and staff will prepare the students for early dismissal.
7. Students are to remain in their classrooms until called for bus loading/pick-up/release.
8. Designated staff are to assist in bus loading. Before any bus is permitted to leave, a check will be done to see that all students designated to ride the bus are aboard.
9. The Building Administrator will provide an area for parents or legal guardians of students wishing to pick up their children. Records will be kept of the departure times of the individual students.
10. Staff is to remain until dismissed by the Building Administrator.

* In September of each school year, building administrators will survey families using Forms through Parent Square to determine the following dismissal preferences:

- My child may walk home (following a Parent Square alert)
- My child may walk home after I have been reached successfully by phone
- My child may wait on school grounds or at designated pick-up location for a ride (following a Parent Square alert)
- My child, who rides the bus to and from school on a regular basis may ride the bus home (following a Parent Square alert)

DESIGNATE EMERGENCY COORDINATOR:

DESIGNATE PUBLIC INFORMATION OFFICER:



EARTHQUAKE RESPONSE

Building staff provides guidance to students during an earthquake: remain calm. Indoors: Get under a desk or heavy table. Immediately evacuate the pool. Do not try to leave the building. Outside: Get away from the building, utility poles and trees. If in a moving vehicle, stop and remain inside until shaking is over.

1. After the quake, the Building Administrator, the school nurse and/or the able-bodied building staff will check for injuries and provide emergency first aid.
2. The Building Administrator or the Emergency Coordinator will contact the appropriate Emergency Services (if warranted) and notify the Public Information Officer.
3. The Building Administrator will account for students, teachers and support staff.
4. The Director of Management and the able-bodied maintenance/custodial staff will check for fires and fire hazards, shut off valves on damaged water and gas mains and identify dangerous electrical situations.
5. If the building has sustained damage, the Emergency Coordinator and the Building Administrator will consider implementing the "Emergency Evacuation Plan" or the "Emergency Closing Plan" or "Emergency Sheltering Plan."
6. The Public Information Officer will handle all news media contact. He/she will prepare and/or review all statements for media release/Parent Square distribution.
7. Depending upon the outcome of the incident, the Building Administrator or his/her designee may initiate the procedures for notifying parents, legal guardians or persons in parental relation and provide them with any information that may be deemed necessary.
8. If the situation allows, the Building Administrator or his/her designee will provide an area for parents/legal guardian of students looking for information or desiring to pick up students.

DESIGNATE EMERGENCY COORDINATOR:

DESIGNATE PUBLIC INFORMATION OFFICER



ENERGY SUPPLY LOSS RESPONSE

1. Upon discovery or detection of an electrical system failure, notify the Building Administrator.
2. The Building Administrator will notify the Director of Facilities and the Emergency Coordinator.
3. The Director of Facilities will evaluate problem insofar as possible.
4. The Building Administrator and the Emergency Coordinator will decide to cease building operation as appropriate.
5. Depending upon the outcome of the incident, the Building Administrator or his/her designee may initiate the procedures for notifying parents, legal guardians or persons in parental relation and provide them with any information that may be deemed necessary.
6. If the situation allows, the Building Administrator or his/her designee will provide an area for parents/legal guardian of students looking for information or desiring to pick up students.

DESIGNATE EMERGENCY COORDINATOR:

DESIGNATE PUBLIC INFORMATION OFFICER:



FLOOD RESPONSE

1. During periods of flood watches, the Emergency Coordinator will monitor NOAA Weather Radio and be in contact with school districts that have a history of flood problems.
2. The Emergency Coordinator will base response on the input of the respective county Emergency Services Director.
3. The Emergency Coordinator will notify the Public Information Officer.
4. The Public Information Officer will handle all news media contacts.

DESIGNATE EMERGENCY COORDINATOR:

DESIGNATE PUBLIC INFORMATION OFFICER:



EVACUATION

1. The Emergency Coordinator in consultation with the Building Administrator will decide if this “Evacuation” should be implemented.
2. The Emergency Coordinator will notify the Public Information Officer.
3. The Building Administrator will notify the building staff of the decision to implement the “Evacuation” via announcement to check your e-mail (as long as time allows)

SCHOOL ACTIONS INCLUDE:

- Teachers and staff will prepare the students for exit and listen for instructions about the situation and desired actions.
 - Teachers/staff should lead students to designated or announced assembly areas. Use the secondary route, if necessary.
 - Teachers should bring attendance list and class roster.
 - Close the classroom door after exiting.
 - Take attendance when safe to do so.
 - If evacuating offsite, take attendance before moving form and upon arrival at off-site location.
 - Listen for updates.
4. The Building Administrator will provide an area for parents or legal guardians of students wishing to pick up their children. Records will be kept of the departure times of the individual students.
 5. Staff is to remain until dismissed by the Building Administrator.

* In September of each school year, building administrators will survey families using Forms through Parent Square to determine the following evacuation preferences:

- My child may walk home (following a Parent Square alert)
- My child may walk home after I have been reached successfully by phone
- My child may wait on school grounds or at designated pick-up location for a ride (following a Parent Square alert)
- My child, who rides the bus to and from school on a regular basis may ride the bus home (following a Parent Square alert)



SEVERE WEATHER/TORNADO

1. During periods of tornado watches the Emergency Coordinator and the Building Administrator will monitor NOAA Weather Radio and be in contact with the County Emergency Services Director.
2. When a threat of a tornado exists, curtail all outdoor activities. The Building Administrator will notify all students, teachers and support staff over the PA if a tornado has been sighted and for all to go immediately to their assigned classrooms (if in hallways/bathrooms, etc.).
3. If time allows, the Building Administrator will ensure that staff and students are safely located at least 25 feet from exterior doors and windows.
4. While in class, emphasize silence so further instructions may be heard.
5. Students and staff shall squat next to the wall, with backs to the wall, draw up knees, rest head on knees, and clasp hands over neck or head.

DESIGNATE EMERGENCY COORDINATOR:

DESIGNATE PUBLIC INFORMATION OFFICER:



SHELTER-IN-PLACE

1. The Emergency Coordinator in consultation with the Building Administrator will decide if the “Emergency Sheltering Plan” should be implemented.

NOTE: The Emergency Coordinator may contact the appropriate county Emergency Services Director and 911 for input with the decision to activate the “Emergency Sheltering Plan.”

2. The Emergency Coordinator will notify the Public Information Officer.
3. The Building Administrator will notify the building staff of the decision to implement the “Shelter-in-Place” via announcement to check your e-mail (as situation allows)

SCHOOL ACTIONS INCLUDE:

- Listen for instructions about the situation and actions
 - Students in hallways should return to assigned classroom, if possible
 - Classroom teachers, take attendance
 - Other staff, assist students, as needed
 - If instructed, move out of classroom to designated safe areas. Stay together at all times.
 - Take attendance when safe to do so.
 - Listen for updates.
4. The Emergency Coordinator will notify the Director of Facilities and coordinate plans as to time of arrival of buses or alternate plans if buses are not available.
 5. The Public Information Officer will be the only staff member authorized to handle news media inquiries concerning the “Emergency Sheltering Plan.” All inquiries received by staff members concerning the emergency closing will be referred to the Public Information Officer.
 6. The Building Administrator will notify the building staff of the decision to implement the “Emergency Sheltering Plan.” Teachers, students and staff will remain in their rooms and classroom activities should be continued until further instructions are received from the Building Administrator.

DESIGNATE EMERGENCY COORDINATOR:

DESIGNATE PUBLIC INFORMATION OFFICER:



STRUCTURAL FAILURE RESPONSE

1. The staff person noticing physical structural damage to a school building should contact the Building Administrator and notify him/her of the location of the damage. The Building Administrator will notify the Emergency Coordinator and Director of Facilities of the damage.
2. The Emergency Coordinator will determine the safety of the students in the building upon advice from the Director of Facilities.
3. The Emergency Coordinator and the Building Administrator will activate the appropriate emergency plan, if necessary.
4. The Emergency Coordinator will notify the Public Information Officer. The Public Information Officer will prepare a statement for release to the local media and Parent Square.
5. Depending upon the outcome of the incident, the Building Administrator or his/her designee may initiate the procedures for notifying parents, legal guardians or persons in parental relation and provide them with any information that may be deemed necessary (via Parent Square). Local radio and television stations may also be contacted in a further attempt to notify parents and legal guardians.
6. If the situation allows, the Building Administrator or his/her designee will provide an area for parents/legal guardian of students looking for information or desiring to pick up students.
7. Staff/students are not permitted on site until the facility is deemed safe by the Emergency Coordinator.

DESIGNATE EMERGENCY COORDINATOR:

DESIGNATE PUBLIC INFORMATION OFFICER:



WINTER STORM

1. The Emergency Coordinator and the Building Administrator will monitor NOAA weather radio and keep in contact with the appropriate county Emergency Services Director and the local highway department.
2. The Emergency Coordinator and the Building Administrator upon consultation with the above-mentioned individuals will activate the "Emergency Closing Plan" or the "Emergency Sheltering Plan."
3. The Emergency Coordinator will notify the Public Information Officer.
4. The Public Information Officer will prepare a news release for the local news media and Parent Square.
5. Depending upon the outcome of the incident, the Building Administrator or his/her designee may initiate the procedures for notifying parents, legal guardians or persons in parental relation and provide them with any information that may be deemed necessary via ParentSquare. Local radio and television stations may also be contacted in a further attempt to notify parents and legal guardians. The procedure for notifying parents/legal guardian is located in the Building Level Emergency Response Plans.
6. If the situation allows, the Building Administrator or his/her designee will provide an area for parents/legal guardian of students looking for information or desiring to pick up students.

DESIGNATE EMERGENCY COORDINATOR:

DESIGNATE PUBLIC INFORMATION OFFICER:



TRANSPORTATION EMERGENCIES



BUS MECHANICAL BREAKDOWN

1. Bring bus safely to a stop.
2. Activate 4-way hazard lights, and if situation appears to be extremely dangerous put on daylights that may be helpful.
3. Determine the nature and extent of breakdown.
4. Contact the Transportation Office Immediately. Give as much information as possible.
 - Bus Number
 - Location
 - Extent of damage
 - Nature and number of student injuries
 - Assistance needed
 - Number of students on bus
5. Display properly the reflectors found in your bus.
6. Make students as safe and comfortable as possible.
7. Move students to a safe location away from bus if necessary.
8. Under no conditions should students be allowed to proceed either to home or the school by either walking long distances unsupervised or by riding with strangers.



BUS ACCIDENT

1. Keep calm, don't panic.
2. Activate 4-way hazard lights.
3. Contact the Transportation Office Immediately. Give as much information as possible.
 - Bus Number
 - Location
 - Extent of damage
 - Nature and number of student injuries
 - Assistance needed
 - Number of students on bus
4. The proper assistance and authorities will be contacted by the Transportation Office.
5. Do not move the bus (unless there is eminent danger to remain where it is). Barring the eminent danger exception, the bus should remain where it is until released by the Police or District Administrator
6. Make a list of all students on the bus at time of accident.
7. Properly display the reflectors found in the bus.
8. Make students as safe and comfortable as possible.
9. Obtain necessary information from driver of other vehicle involved in accident.
9. Obtain a written report from persons who may have witnessed the accident.
10. Notify:
 - a. The Emergency Coordinator
 - b. The Building Administrator
 - d. All parents/legal guardians
 - f. Insurance Agency



BUS EVACUATION PROCEDURES

1. Evacuate the school bus **ONLY** when there is an immediate danger of injury or death if the students remain on the bus. Examples:
 - a. If **Smoke** is detected or **Fire** is visible.
 - b. If **Leaking Fuel** is discovered.
 - c. If disabled or stalled in a **Dangerous Location** of the highway that cannot be safely secured.
 - d. **Basic Procedure:** Evacuate the students from the bus **ONLY** when there is an immediate danger of injury or death if they remain on the bus. Back-packs and any other large or bulky items must remain in the bus. Do not tell the students to “jump” from the bus!
2. **Identify the Reason for Evacuation:** Stalled at a dangerous location of the highway, leaking fuel, fire, or smoke.
3. **Decide the safest exit to evacuate from:** Rear door, Side door, Emergency windows, Front door, or Roof hatch, whichever is furthest away from the danger. Evacuate those students who are closest to the danger **FIRST!**
4. **Execution:** Remain calm. Bus monitor will exit first so that they can assist the others out of the bus. If you have student helpers, allow the “helpers” to exit first so they can assist the others out of the bus at the emergency exit. Keep all the students together. Locate a safe area at least 100 feet away for everyone to go to. If the bus is on fire, consider the wind and stay upwind and out of the smoke. If leaking fuel is flowing down hill, go to an uphill location. Have the students sit down, if possible and practical, facing away from the bus.
5. **The Order to Evacuate:** Only when deemed necessary by the driver and after an evaluation of the situation and a plan for exit has been decided upon, then announce the evacuation.
6. **Regular and Special Education Students:** If exiting through the rear or side emergency door, have the students sit on the floor at the exit door, facing out of the bus and “scoot-out” feet first.
7. **Wheelchair and Car Seat Students:** Be familiar with the equipment and features of each wheelchair and car seat, how to un-belt and remove the student from the wheelchair or car seat.
8. Notify:
 - a. The Emergency Coordinator
 - b. The Building Administrator
 - c. Home School District
 - d. All parents/legal guardians - by phone
 - e. Department of Transportation
 - f. Insurance Agency

REMEMBER: DO NOT TELL THE STUDENTS TO “JUMP” FROM THE BUS!



APPENDIX A

Emergency Assistance and Advice from Local Government

Depending on the nature of the emergency, the school district may need to obtain assistance from local government agencies. During an emergency the Incident Commander will contact 911 to obtain emergency services. Other agencies that may be contacted to obtain assistance may include the Red Cross, Fire Department, Local Police Department, Clinton County Office of Emergency, Clinton County Department of Mental Health, Plattsburgh BOCES District Superintendent, Private Industry Groups, Religious Organizations, among others. For specific assistance beyond the scope of the school district’s resources, the Clinton County Office of Emergency Management will coordinate with State and Federal agencies and assist in all post-incident response. These contacts are clearly delineated in the Building-Level Emergency Response Plans.

National Terrorism Advisory System (NTAS)

NTAS advisories – whether they be Alerts or Bulletins – encourage individuals to follow the guidance provided by state and local officials and to report suspicious activity. Where possible and applicable, NTAS advisories will include steps that individuals and communities can take to protect themselves from the threat as well as help detect or prevent an attack before it happens. Individuals should review the information contained in the Alert or Bulletin, and based upon the circumstances, take the recommended precautionary or preparedness measures for themselves and their families.

Bulletin:

Describes current developments or general trends regarding threats of terrorism.

Elevated Threat Alert:

Warns of a credible terrorism threat against the United States.

Imminent Threat Alert:

Warns of a credible, specific, and impending terrorism threat against the United States.

Individuals should report suspicious activity to local law enforcement authorities. Often, local law enforcement and public safety officials will be best positioned to provide specific details on what indicators to look for and how to report suspicious activity. The ***If You See Something, Say Something™*** campaign across the United States encourages the public and leaders of communities to be vigilant for indicators of potential terroristic activity, and to follow the guidance provided by the advisory and/or state and local officials for information about threats in specific places or for identifying specific types of suspicious activity.

Recovery – School District Support for Buildings

The Emergency Response Teams and the Post-Incident Response Teams will be supported in their efforts by all available in-district resources and personnel as required by the nature of the emergency. County and State resources and personnel will be obtained as dictated by the nature of the emergency.

A School District Support Team will be available when necessary to assist all school buildings in their response effort. This Team will be composed of:

- | | |
|---|----------------------------|
| Superintendent of Schools or Designee | Director of Management |
| Director of Facilities and Transportation | Medical Director |
| Food Service Director | Others as deemed necessary |

Disaster Mental Health Services



The **Building-Level Emergency Response Team** will designate the **Post-Incident Response Team** in each school building to respond in crisis situations and help provide disaster mental health services as outlined in our **Building-Level Emergency Response Plan**. Depending on the scope of the situation, the Clinton County Office of Emergency Management and Department of Mental Health may be contacted to help coordinate a County or State-Wide effort.

District-Wide School Safety Team Meeting Minutes and Attendance

Access to district wide Safety Team Minutes can requested through the Director of Management & Finance. All Safety Agendas and Minutes are maintained in our District Wide School Safety Microsoft TEAM.



APPENDIX B: Emergency Remote Instruction Plan

Plattsburgh City School District: Emergency Remote Instruction Plan (2023-2024)

This appendix addresses the 2022-2023 amendments of Sections 100.1, 155.17, and 175.5 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery under Emergency Conditions, and the amendments of Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery Under Emergency Conditions and Length of School Day for Approved School-Age and Preschool Programs Serving Students with Disabilities

INTRODUCTION

The **Plattsburgh City School District** developed the following Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner’s Regulations for inclusion in the 2023-2024 District-Wide School Safety Plan.

BACKGROUND INFORMATION

The NYS Education Department (NYSED) authorized a “snow day pilot” program during the Covid-19 pandemic 2020-2021 and 2021-2022 school years. This program allowed school districts to deliver instruction remotely on days in which they would otherwise have closed due to an emergency.

To give districts greater predictability, in September 2022, the NYSED Board of Regents amended section 175.5(e) of the Commissioner’s regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, **but are not required to**, remain in session and provide instruction through remote learning and count these instructional days towards the annual hours requirement for State Aid purposes. Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2023-2024 school year, such instruction must be consistent with the school district’s Emergency Remote Instruction Plan.

NYSED also amended section 155.17 of the Commissioner’s regulations to require public schools, BOCES, and county vocational education and extension boards amend their District-wide School Safety Plans to include plans for remote instruction beginning with the 2023-2024 school year. This gives the public an opportunity to provide feedback on such plans for remote instruction prior to their adoption. The Emergency Remote Instruction Plan must include the methods that the school district will ensure the availability of: devices; internet access; provision of special education and related services for students with disabilities; the expectations for time spent in different remote modalities.

Such plans also require that each chief executive officer of each educational agency located within a public school district report information on student access to computing devices and access to the internet each year.

NYSED additions to section 100.1 of the Commissioner’s regulations define the term “remote instruction.” This definition identifies various ways in which remote instruction may be delivered, but



which must include, in all situations, regular and substantive teacher-student interaction with an appropriately certified teacher.

The NYS Board Regents adopted the amendments noted above that became effective as a permanent rule on September 28, 2022.

Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide remote instruction in the 2022-2023 school year on days they would otherwise close due to an emergency and to count such instructional days towards 14 minimum requirements and to identify the ways in which such remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private schools for the education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the final rule was January 25, 2023.

REMOTE INSTRUCTION

The Commissioner's regulations define remote instruction as “instruction provided by an appropriately certified teacher, or in the case of a charter school an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.” For the purpose of this plan, remote instruction means the instruction occurring when the student and the instructor are in different locations due to the closure of one or more of the district's school buildings due to emergency conditions as determined by the Superintendent of Schools. Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficient water supply, prolonged disruption of electrical power, shortage of fuel, destruction of a school building, shortage of transportation vehicles, or a communicable disease outbreak, and the school district would otherwise close due to such an emergency.

UNSCHEDULED SCHOOL DELAYS AND EARLY RELEASES

Instructional hours that a school district scheduled but did not execute, either because of a delay to the start of a school day or an early release, due to emergency conditions, may still be considered as instructional hours for State aid purposes for up to two instructional hours per session day, provided the School Superintendent certifies such to NYSED, on the prescribed NYSED form, that an extraordinary condition existed on a previously scheduled session day and that school was in session on that day ([NYSED Part 175.5](#)).

The Emergency Remote Instruction Plan shall identify various ways in which instruction may be delivered, including synchronous and asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified teacher.



Synchronous instruction engages students in learning in the direct presence (remote or in-person) of a teacher in real time. During remote instruction, students and teachers attend together from different locations using technology. Asynchronous instruction is self-directed learning that students engage in learning without the direct presence (remote or in-person) of a teacher. Students access class materials during different hours and from different locations. During an emergency closing, synchronous instruction is the preferred method of instruction, whereas asynchronous instruction is considered supplementary instruction.

ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS/DEVICES)

The Plattsburgh City School District surveyed families to find out who has a reliable high-speed internet connection. A survey conducted in 2020 identified very few families who live in the district that do not have access, therefore remote learning is a challenge, if not impossible, for these students. When students do not have internet access, the district works with the families to develop a plan to provide instructional materials for them as well as a process for recording attendance and grading. The district works with the community to provide locations where internet access could be used if they are able to use these locations.

Commissioner’s regulation 115.17(f) outlines the annual data collection that districts must submit to SED every year by June 30. It requires the school district to survey families regarding internet and device access at the student’s place(s) of residence. The chief executive officer (School Superintendent) shall survey students and parents and persons in parental relation to such students to obtain information on student access to computing devices and access to internet connectivity.

District policy and procedures are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

EMERGENCY CLOSURE REMOTE LEARNING PLAN

<p>INTERNET AND DIGITAL DEVICE ACCESS</p>	<p>The school district provides all students in grades K-12 access to a personal computing device. In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction.</p> <p>The school district participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home.</p> <p>All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.</p>
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<p style="text-align: center;">PEDAGOGY</p>	<p>All teachers in grades K-12 will use Teams (Seesaw as applicable in grades Pre-K-2) as their primary instructional platform.</p> <p>Several district provided instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach may include a combination of:</p> <p><u>Synchronous “Live” Instruction</u> – Using Teams/Seesaw along with other digital platforms, teachers will deliver real time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project based opportunities within this model.</p> <p><i>Teachers will make personal connections with all students during scheduled class times via Teams/Seesaw. These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning.</i></p> <p><u>Asynchronous “Flipped” Instruction</u> - Using a variety of digital platforms, teachers may deliver captured or recorded lessons with associated expectations for students participation and assignment completion. These activities may include teacher/student synchronous interactions for a portion of the lesson.</p> <p><u>Authentic Independent Instruction</u> - Using a variety of methods, teachers will engage students in high quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.</p>
<p style="text-align: center;">STUDENT EXPECTATIONS</p>	<p>All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction students are expected to be school ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in</p>



	<p>accordance with school expectations.</p> <ul style="list-style-type: none"> • All students are expected to practice appropriate digital etiquette and responsible behavior during virtual instruction <ul style="list-style-type: none"> ○ Mute yourself on meets as directed by your teacher ○ Cameras are to be kept on during classroom meets unless directed specifically by your teacher to do otherwise. • Students are expected to work in an appropriate setting when participating remotely / on-line. Work places include a desk, table, kitchen counter, etc... Other locations are not appropriate or acceptable. • Student dress must be appropriate in all platforms - the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms. <p>If there are any circumstances preventing full and appropriate participation the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.</p>
<p style="text-align: center;">DAILY SCHEDULE</p>	<p>The virtual day will follow the same schedule framework as the HS, MS and Elementary School to which the student is assigned. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled time. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters. Please see this document for specific guidelines.</p>
<p style="text-align: center;">COMMUNICATION PROTOCOL: INTERVENTION</p>	<p>Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.</p>
<p style="text-align: center;">SPECIAL SERVICES</p>	<p>School districts are required to implement supports, services and accommodations, as indicated in students’ IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a “lens of reasonableness” to their approach. Please see this document for specific guidelines.</p>
<p style="text-align: center;">NON- INSTRUCTIONAL SERVICES</p> <ul style="list-style-type: none"> • TRANSPORTATION 	<p>When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or</p>



<ul style="list-style-type: none"> • FOOD SERVICE • MAINTENANCE • CUSTODIAL • CLERICAL/ ADMINISTRATIVE SUPPORT 	<p>other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.</p>
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NYSED Plan Requirements

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;
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
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;
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
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; and
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.

INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS

Pursuant to Section 175.5 of Education Law the school district may decide to transition to remote instruction in the event emergency conditions dictate the closure of the PreK through Grade 12 facilities. Under the provisions of New York State Education Law and the District Emergency Remote Instruction Plan any instruction sessions provided during the closure of the school facilities are counted towards annual hour requirements for meeting 180 days required for State financial aid.

Annual Hourly Requirements for the purpose of apportionment of State Aid (for districts receiving foundation aid) are noted below:

- 900 instructional hours for pupils in full-day kindergarten and grades one through six
- 990 instructional hours for pupils in grades seven through twelve



The district estimates the number of instructional hours it intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions from a minimum of 1 remote instruction day due to emergency conditions, up to the full year's annual hourly requirement.

TRANSPORTATION

When a school district is in remote session, pupil transportation must be provided to students attending religious and independent schools, charter schools or students whose individualized education program (IEP) have placed them out of district. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation for students attending school outside of the district. Decisions not to transport need to be based on real-time information relevant to the safety of students, staff and vehicles. School districts and religious and independent schools, charter schools and other programs are encouraged to work together to ensure continuity of education while ensuring that transportation can be provided in a safe and efficient manner.

REPORTING

IMMEDIATELY

Whenever a school building must close to instruction due to the activation of its District-wide School Safety Plan or Building-level Emergency Response Plan, a *Report of School Closure* must be submitted to the Commissioner of Education by the School Superintendent as required under CR 155.17(f) via the NYSED Report of School Closure portal. Even when remote instruction is provided during an emergency closure, a *Report of School Closure* must be submitted. This also applies when instruction can be delivered in an interim location or via another instructional modality.

When it is determined that it is safe to re-open a school building after an emergency closure, the School Superintendent must notify the Commissioner by completing a corresponding *Report of School Re-Opening*, via the NYSED Report of School Re-Opening portal.

The *Report of School Closure* is intended to provide immediate notification to the Commissioner regarding an emergency closure. The *Report of School Re-Opening* notifies the Commissioner of the re-opening and also collects the actual duration of the closure, the location and modality of instruction, and detailed information that may not have been available at the time of the closure.

Reasons for building closures may include, but are not limited to, natural disasters, power outages, instances of infectious disease, extraordinary adverse weather conditions and threats of violence. It is no longer required to submit a *Report of School Closure* for routine snow days.

ANNUALLY BY JUNE 30TH

The School Superintendent shall notify the NYSED Commissioner the results of the survey on student access to computing devices and access to internet connectivity through the Student Information Repository System (SIRS) every year by June 30th.

END OF THE SCHOOL YEAR



The school district shall report Emergency Remote Instruction through the State Aid Management System at the end of the school year. After the close of the school year starting with the ending of 2023-2024, the School Superintendent reports remote instructional days under emergency conditions through the State Aid Management System, and certifies this at the time NYSED's *Form A* is submitted as part of other required certifications. Using the NYSED prescribed form, the School Superintendent certifies to NYSED:

- That an emergency condition existed on a previously scheduled session day and that the school district was in session and provided remote instruction on that day;
- How many instructional hours were provided on such session day; and
- Beginning with the 2023- 2024 school year, that remote instruction was provided in accordance with the district's Emergency Remote Instruction Plan.

BOARD OF EDUCATION APPROVAL

As part of the District-wide School Safety Plan, the school district's Board of Education shall make the Emergency Remote Instruction Plan available for public comment and public hearing for no less than thirty days (30) prior to adoption. The plan must be adopted as part of the District Wide School Safety Plan annually prior to September 1st and posted on the district website in a conspicuous location.



APPENDIX C: Communicable Disease & Pandemic Plan

Communicable Disease - Pandemic Plan – 3/16/21

Our District School Safety Plan is based on addressing the currently accepted phases of emergency management (Prevention/Mitigation; Protection; Response; Recovery). This concept is more simplistically defined as a way of looking at a potential emergency before, during and after the event. This Pandemic Plan is built upon the components already existing in our District-Wide School Safety Plan that also incorporates our Building-Level Emergency Response Plans. It is a flexible Plan, developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. The Plan will be tested (exercised) routinely as part of the overall exercise of the District-Wide School Safety Plan. The District Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-Level Emergency Response Team. **Effective April 1, 2021**, Labor Law §27-c, amends Labor Law §27-1 and adds a new provision to Education Law §2801-a. Labor Law §27-c requires public employers to develop operation plans in the event of certain declared public health emergencies. **Education Law §2801-a** requires school districts to develop plans consistent with the new Labor Law requirement. The new law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. **Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a.** The Plan addresses the required components in the sections as noted below:

Prevention/Mitigation

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

Protection/Preparedness

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

Response

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

Prevention/Mitigation:

- We will work closely with the Clinton County Department of Health to determine the need for activation of our Plan. The following procedures will be followed by administrators, principals, school nurses for reporting communicable disease, including Coronavirus, Influenza, etc., and communicating with the Health Department:
- The Clinton County Department of Health will monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.
- The **Superintendent, Facilities Director & Health, Safety & Security Director** will help coordinate our Pandemic planning and response effort. These personnel will work closely with the District Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District Safety Plan. The school district Medical



Director and nurses will be vital advisors to the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the school district administrator overseeing technology will also be an important Team member. The Assistant Superintendent (or designee), Business Official, Facility Director, Food Service Director, Transportation Coordinator, and Public Information Officer will also be vital to the planning effort. Other non-traditional individuals may also be required to be part of the Team.

- The District Safety Team will review and assess any obstacles to implementation of the Plan. The *CDC School District Pandemic Influenza Planning Checklist* was reviewed for this determination and has considered issues related to Planning and Coordination; Continuity of Student Learning; Core Operations; Infection Control Policies and Procedures; and Communication.
- The school district will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings and direct mailings for this purpose.

(1) Essential Positions/Titles

In the event of a government ordered shutdown, similar to our response to the Coronavirus in the spring of 2020, we are now required to consider how we would prepare for future shutdowns that may occur. As part of our planning we are now required to provide information on those positions that would be required to be on-site or in district for us to continue to function as opposed to those positions that could realistically work remotely. The following information is addressed in the table below:

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

The worksheet below has been completed by each department which includes Central Administration, Facilities Services, Transportation, Food Service, Communications, Technology, Instructional Programs, Athletics, Special Education, Messenger/Mail Services, and Security. **Actual information can be found in Appendix C, Essential Employee Worksheets, page 45.**

Human Resources Essential Positions (Example Table)				
Title	Description	Justification	Work Shift	Protocol

2) Protocols Allowing Non-Essential Employees to Telecommute

Ensure Digital Equity for Employees

- **Mobile Device Assessments:**



- Survey agency departmental staff to determine who will need devices at home to maintain operational functions as well as instructional services
 - Conduct a cost analysis of technology device needs
- **Internet Access Assessments:**
 - Survey agency departmental staff to determine the availability of viable existing at-home Internet service
 - Conduct a cost analysis of Internet access needs
- **Providing Mobile Devices and Internet Access:**
 - To the extent practicable, decide upon, develop procurement processes for, order, configure, and distribute, if and when available, appropriate mobile devices to those determined to be in need.
 - To the extent practicable and technically possible, decide upon, develop procurement processes for, and when available, provide appropriate Internet bandwidth to those determined to be in need. WIFI hotspots and residential commercial Internet options will be evaluated for anticipated effectiveness in particular situations.

Technology & Connectivity for Students - Mandatory Requirements:

The Plattsburgh City School District is advantaged relative to many other districts in that high-speed internet service is available throughout the locality. Past technology and connectivity surveys indicated that student internet access in the home was near-universal. During the Spring 2020 school closure, what few instances of non-connectivity arose were quickly addressed via two means: the provision of district-owned, district-funded mobile ‘hot spots’, or the assistance to families from the district’s Technology Integrationists in arranging free cable internet made available by the local provider. The PCSD plans to secure a small number of additional mobile ‘hot spots’ for Fall 2020 so as to support families if these free cable internet subscriptions expire. Strategies employed by other districts such as the provision of wireless connectivity in school parking lots and via stationary school buses may also be possible, but these actions have not been necessary to date, nor is this expected.

At the time of the Spring 2020 closure, the district was working towards a 1:1 deployment of personal computing devices at most grade levels. PCSD has met the goal of all of our students having a 1:1 device.

As it pertains to technology, the most inspiring aspect of the Spring 2020 closure was likely the tremendous support which district personnel provided to students and families. These included a technology ‘hotline’, direct outreach to families who expressed frustration or for students who became non-engaged, and the creation of several online tutorials. These same technology supports will remain in-place through Fall 2021. Further, regardless of the instructional mode (in-person, remote, or hybrid) the district’s Technology Integrationists will offer weekly technology ‘office hours’.

Mobile Devices Delivery:

Technology offers schools and districts increased options for continuing learning during extended closures. Technology can be leveraged in different ways to meet local needs, including but not limited to:

- Communication (e-mail, phone, online conferencing, social media)
- Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)
- Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses)
- Learning Materials and Content (digital content, online learning activities)
- Additional Technology Devices Assessments:
 - Identify students’ technology needs to include adaptive technologies
 - Use the Asset Tracking Management System procedures to check out all mobile devices
 - If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to those who cannot pick them up..



- Support instructional programs as needed in preparation of non-digital, alternative ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models in circumstances in which students do not yet have sufficient access to devices and/or high-speed internet. For additional information, see "**Instructional Packets**" heading on the **Remote Instruction Schedule** page.

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

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

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

The school district will utilize these base strategies and expand upon them as necessary in order to address any public health emergency. **Actual information can be found in Appendix C, Essential Employee Worksheets, page 45.**

Protection (Preparedness):

We have collaborated with our partners to assure complementary efforts. We have invited representatives from the Clinton County Department of Health, Police Department, Office of Emergency Management and others to attend our District Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic related issues.

- **Plattsburgh City School District** houses the District-Wide Command Center located at 49 Broad Street Plattsburgh NY (unless circumstances dictate an alternate venue) will be activated at the direction of the School District Incident Commander. This location **does not have emergency power** in the event of power outage. We have established our District-wide Incident Command Structure as follows:

○ Jay Lebrun	Superintendent of Schools	518-957-6001
○ Carrie Zales	Assistant Superintendent of Curriculum	518-957-6005
○ Scott Osborne	Director of Management	518-957-6003
○ Joe Leonard	Director of Facilities	518-726-6721

Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems. Our central administrators and school building principals have completed both the IS 100 (Introduction to Incident Command) IS 362 (Multi-Hazard Emergency Planning for Schools) and IS 700 (National Incident Management System) training courses which are available through the FEMA website. *We are also recommending that all District-Wide School Safety Team members, administrators, principals, nurses and others take the Johns Hopkins University COVID-19 Contact Tracing Course which is offered free-of-charge at <https://www.coursera.org/learn/covid-19-contact-tracing>.*

- The school district has designated a COVID-19 safety coordinator, for the School District, whose responsibilities include continuous compliance with all aspects of the school’s reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or “new normal” levels. The coordinator shall be the main contact upon the identification of positive COVID-19 cases and are responsible for subsequent communication. The coordinator shall be responsible for answering questions from



students, faculty, staff, and parents or legal guardians of students regarding the COVID-19 public health emergency and plans implemented by the school.

School/Program	COVID-19 Safety Coordinator/Administrator	Contact #
Superintendent	Mr. Jay Lebrun	(518) 578-3946

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include; websites; school postings; general mailings; e-mails; special presentations; phones and cell phones, texting; reverse 911 systems, and the public media. **The communication systems and notifications methods are VOIP communication, One Call Now, Informacast Mobile, website postings, social media, district emails, two-way radio communication as well as district phone chains. All district systems are tested and exercised on a regular basis.**
- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
 - Overall Operations – we have defined the following decision-making authority for the district **Superintendent, Assistant Superintendent of Curriculum, Director of Business, Director of Facilities & Operations, and Health, Safety & Security Director.** Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by hand-held radios, cell phones, e-mail, and district automated phone notification system.
 - The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. We have defined the following job titles for having back-up responsibility in these areas Recognizing the need for job cross-training, we have trained individuals with the following job titles as back-ups for other essential business functions. We have also established the ability to maintain these essential functions off-site from remote locations. **Off-site function was tested on March-June 2020.**
 - Maintenance and Cleaning of facilities will be difficult with a reduced or absent maintenance/custodial staff. The Director of Facilities will keep the business office informed of such status and of the point at which buildings can no longer be maintained. The Director of Facilities has provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc. along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems). If necessary, we will pool maintenance/custodial staff to form a mobile central team to help assist in essential building function and cleaning of critical areas such as bathrooms. Teachers may be asked to assist in this effort. If necessary, we may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only.
 - Human Resources will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to district policies and procedures to reflect crisis response may become necessary and will be implemented by District Administration. District Administration in conjunction with all bargaining units will manage emergency use of personnel in non-traditional functions and changes in the normal work-day such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, District Office will help to decide if schools need to be closed.
- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include in-person, hybrid and remote instruction.

We have obtained input from curriculum staff in development of these strategies and have tested these methods on March 2020- Present.

Obtaining and Storing Personal Protective Equipment (PPE)



PPE & Face Covering Availability:

- The school district will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms).
- Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- Information should be provided to staff and students on proper use, removal, and washing of cloth face coverings.
- Masks are most essential in times when physical distancing is difficult.
- Procurement, other than some very basic preliminary purchases will be done on a consolidated basis to ensure that the Agency is getting the most for its PPE dollars.
- Teach and reinforce use of face coverings among all staff.
- We have encouraged all staff to utilize their own personal face coverings but have secured and will provide PPE for any employee requesting such protection. Specialized PPE (N-95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. Those individuals that are required to wear N-95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so. We will work in partnership with the CVES Health, Safety and Risk Manager to provide this capability. Staff can submit a waiver declining medical screening and fit-testing. Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

PPE Supply Management: The Facilities Department is working with programs to determine the overall PPE needs of the Agency. Centralized purchasing will be used when possible.

Disposable Face Covering Supplies					
Group	Quantity per 100 per Group	12 Week Supply 100% Attendance	12 Week Supply 50% Attendance	12 Week Supply 25% Attendance	Assumptions
Students	100 Masks per Week	1200	600	300	1 Disposable Mask per Week per Student (supplements parent provided)
Teachers/Staff	500	6000	3000	1500	5 Disposable Masks per Week per Teacher
Nurse/Health Staff	1000	12,000	6000	3000	10 Disposable Masks per Week per School Nurse

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



**Note: N-95 respirators are recommended only if staff will be in contact with a suspected COVID-19 positive case and/or aerosol-generating procedure. Those employees required to wear N-95 respirators will need to be fit tested and medically evaluated in order to determine if the employees are capable of wearing an N-95 respirator without impacting health.*

Response:

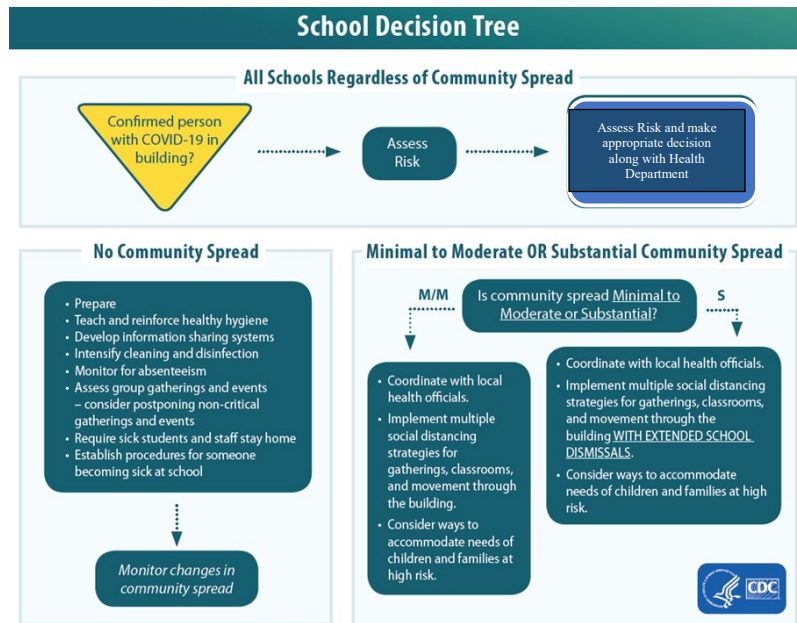
The District Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the Clinton County Department of Health and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.

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

**(5) Preventing Spread, Contact Tracing and Disinfection
Confirmed COVID-19 Case Requirements & Protocols**



Instructional programs must be prepared for COVID-19 outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission. CDC has provided the following decision tree to help schools determine which set of mitigation strategies may be most appropriate for their current situation:



CDC and NYSDOH Recommendations:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Opening outside doors and windows to increase air circulation in the area.
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- Refer to DOH’s **Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure** for information on “close and proximate” contacts.
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

Return to School After Illness:

NYS Department of Health REQUIRES school staff/students with any one symptom of COVID-19 to have one of the items listed below to return to work/school (The District will follow the CCDOH guidelines that exist at that time to determine what a return to school requires).

- Negative COVID PCR Test (rapid test is not acceptable): proof is the lab result
- HCP Note: Explaining a diagnosis of a known Chronic Condition with unchanged symptoms. Diagnosis alone is not enough.



- HCP Note of a Confirmed Acute Illness (e.g., laboratory-confirmed influenza, strep throat) AND COVID-19 is not suspected, then a note signed by a HCP explaining the alternate

diagnosis is required. Diagnosis alone is not enough. Students may return to school as instructed by the HCP.

The Clinton County Health Department will issue isolation orders if a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms they should not be at school and should stay at home until:

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

NYSDOH recommends 10 days of quarantine after exposure based on the time it may take to develop illness if infected. Thus, it is possible that a person known to be infected could leave isolation earlier than a person who is quarantined because of the possibility they are infected. The district will require documentation from the Clinton County Health Department (Release from isolation papers) before any person returns in person to the school setting. Thus, it is possible that a person known to be infected could leave isolation earlier than a person who is quarantined because of the possibility they are infected. (Remove this sentence.) Add: Those persons that are considered fully immunized may not have to quarantine. The health department will be responsible for issuing guidance on isolation and quarantine.

Staff Absenteeism

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

Employee Assistance Program (EAP)

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

Medical Accommodations

- The Business Office will continue to handle medical and COVID-19 accommodations.

New York State Contact Tracing Program

If a student or staff member tests positive for Coronavirus the New York State Contact Tracing Program will be implemented. As such, it is important for everyone to understand how contact tracing works. The information below is provided by the New York State Contact Tracing Program:

New York State has partnered with Bloomberg Philanthropies, Johns Hopkins Bloomberg School of Public Health and Vital Strategies to create the NYS Contact Tracing Program, a nation-leading initiative to help slow the spread of COVID-19 and make it safer to begin to return to normal again.



Contact Tracers work with people who have tested positive for COVID-19 to identify people they have had contact with and let them know they may have been exposed to the disease.

If you get a call from “NYS Contact Tracing” (518-387-9993) or “Clinton County Health Department” (518) 565-4870), PLEASE answer the phone. Answering the phone will keep your loved ones and community safe.

A contact tracer will:

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

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

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

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

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

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



Facilities: Cleaning, Disinfecting and Sanitizing

Cleaning removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection. Visibly soiled surfaces and objects must be cleaned first. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface.

Disinfecting kills microscopic organisms (germs, viruses, fungi) on surfaces. Disinfection is usually achieved by using EPA-Approved chemicals that kill the organism and prevent them from spreading.

Sanitizing lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by cleaning and disinfecting surfaces or objects to lower the risk of spreading infection.

Routine cleaning of school settings includes:

- Cleaning high contact surfaces that are touched by many different people, such as light switches, handrails and doorknobs/handles
- Dust- and wet-mopping or auto-scrubbing floors
- Vacuuming of entryways and high traffic areas
- Removing trash
- Cleaning restrooms
- Wiping heat and air conditioner vents
- Spot cleaning walls
- Spot cleaning carpets
- Dusting horizontal surfaces and light fixtures
- Cleaning spills

Classroom/Therapy Rooms:

Custodial Workers with additional cleaning supplies will ensure continuous disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.

Common Areas:

Smaller common areas, like kitchenettes and copy room areas, should have staggered use. If users cannot maintain six feet of distance, they shall wear a mask (or what the CCDOH guidance requires at the time of the event). Signage has been posted in common areas to remind staff of health and safety etiquette.

Disinfecting:

Disinfecting kills germs on surfaces or objects by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

- Cleaning and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health will be adhered to.
- Custodial staff will be assigned pandemic cleaning/disinfecting tasks to their daily job duties. This assignment sheet will be distributed at the beginning of a pandemic being identified.
- Hand hygiene stations will be provided and maintained, including handwashing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.
- Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.
- Regular cleaning and disinfection of restrooms will be performed.



- Cleaning and disinfection of exposed areas will be performed in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces.
- Although cleaning and disinfection is primarily a custodial responsibility, appropriate cleaning and disinfection supplies will be provided to faculty and staff as approved by PCSD Administration.
- Additional paper towel dispensers may be installed in other designated spaces.

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

- Bus seats and handrails.
- Buttons on vending machines and elevators.
- Changing tables.
- Classroom desks and chairs.
- Door handles and push plates.
- Handles on equipment (e.g., athletic equipment).
- Handrails.
- Weight room and/or Aerobics room floor.
- Kitchen and bathroom faucets.
- Light switches.
- Lunchroom tables and chairs.
- Positive Academic Support Solution (PASS) Rooms.
- Related Services Spaces.
- Shared computer or piano keyboards and mice.
- Shared desktops.
- Shared telephones.

Hand Sanitizing:

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

Trash removal:

- Trash will be removed daily.
- Garbage cans or process for collecting trash during lunch periods in classrooms will be increased where necessary.

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

It is recognized that as the work environment changes to adapt to the emergency situation and typical work schedules are modified it can become more difficult to track employees especially if they conduct work off site or in numerous locations. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis. **Our plan to track such individuals can be found in Appendix C, Essential Employee Worksheets, page 45.**

(7) Emergency Housing for Essential Employees

Emergency housing for essential workers is not considered to be generally required for school employees as opposed to healthcare workers and other critical care employees. However, Plattsburgh City School District has canvassed local hotels/motels so we may be prepared for an unanticipated need and should be able to access the following if necessary:

1. Best Western Plus, Plattsburgh
2. Comfort Inn & suites, Plattsburgh
3. Days Inn by Wyndham, Plattsburgh
4. FairField Inn & Suites, Plattsburgh



5. Golden Gate Lodging, Plattsburgh
6. Inn & Suites, Plattsburgh
7. Holiday Inn Express, Plattsburgh
8. LaQuinta Inn & Suites by Wyndham, Plattsburgh
9. Microtel Inn & Suites, Plattsburgh
10. Quality Inn & Suites, Plattsburgh
11. Super 8, Plattsburgh

Plattsburgh City School District has also established school building shelter sites across the District in cooperation with the Red Cross and Clinton County Office of Emergency Management which may be utilized in the event of any emergency situation. If deemed necessary, the school districts will work closely with the Red Cross and Office of Emergency Management to determine housing options.

Recovery:

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



APPENDIX D: Youth Safety Advocate Agreement

General Terms and Conditions

The City and the School District enter into this Youth Safety Advocate Agreement for the purpose of placing three (3) City law enforcement officers on site at the School District to serve as Youth Safety Advocates (“YSAs”).

The YSA assignment is a daytime assignment, Monday through Friday, regular school hours when students are in attendance. The City will assign three (3) SROs to the School District according to a mutually agreeable schedule, in accordance with the terms set forth herein.

The work site to which a YSA is assigned shall include the school grounds and any associated buildings on the school grounds. This includes elementary, middle school and high school campuses, which specific campus is to be set forth by the School District.

The City agrees that services rendered under this Agreement will be in compliance with applicable federal, state or local laws, rules, regulations, including but not limited to, applicable regulations of the Commissioner of Education.

The City, as the employer, shall have primary responsibility for obtaining employment waivers, as needed, from appropriate agencies, for Youth Safety Advocates who are retirees of a New York State Public Pension System. The School District shall collaborate and cooperate fully with the City’s efforts to obtain such waivers.

YSA Program Objectives

The objectives of the Youth Safety Advocate program are to:

- Provide a Law Enforcement presence in the School District in order to promote and provide an atmosphere of enhanced school safety for faculty, staff, students and school visitors;
- Provide a Law Enforcement resource to students, teachers, school administrators and parents, so as to:
 - Increase student awareness about crime preventions, internet safety, conflict resolution, violence prevention, restorative justice and peer mediation; and
 - Increase school faculty and staff awareness about policies
- Facilitate crime preventions, Law Enforcement, and security consultation;
- Build lines of communication and promote positive attitudes between students and the Plattsburgh Police Department;
- Provide a confidential counseling resource to students who may be experiencing a variety of school, family, or social problems;
- Proactively address problems and pressures as they relate to students before such problems manifest into socially and legally unacceptable behavior. These problems may involve the use of alcohol, drugs, and tobacco. They may also involve peer pressure, gang activity, and sexual activity;
- Provide a positive role model to students; and
- Provide education in Law Enforcement, as requested and appropriate.

Qualifications of Youth Safety Advocates

All individuals performing services under this Agreement shall be and remain at all times properly licensed and/or credentialed in accordance with applicable law to perform services in accordance with this Agreement. Upon request, copies of any such license or credential(s) shall be made available to the School District by the City. If at any time during this Agreement, the license and/or required credential of any individual providing services is revoked, terminated, suspended or otherwise impaired, the City shall prohibit such individual from performing services and immediately notify the School District. The School District reserves the right, as its sole discretion, to reject an individual from performing services which it reasonably believes is inappropriate for any reason.



Fingerprinting and Criminal Clearance

The City agrees to use best efforts to cooperate with the School District to have any individuals providing services who will have direct contact with students on School District premises to furnish fingerprints and submit to a criminal background check and clearance by the State Education Department's Office of School Personnel Review and Accountability (OSPRA) prior to performing services. These best efforts may include, but are not necessarily limited, to completing paperwork and filing such paperwork with an appropriate agency, e.g. BOCES, for the purpose of submitting for criminal clearance. The School District shall be solely responsible for any costs associated with the required fingerprinting and criminal clearance. The City shall provide a complete roster of all persons who will and/or may be providing services under this Agreement and shall further be responsible for providing updated lists as necessary.

Specific Responsibilities of the Plattsburgh Police Department ("PPD")

In addition to any other responsibilities of the Plattsburgh Police Department set forth in this Agreement, the Plattsburgh Police Department will:

- Ensure that each YSA is on site at the school building they are assigned to at least 20 minutes prior to the start of each school day for that respective school building and leaves the campus no sooner than 20 minutes after the school day ends for that respective school building;
- Design appropriate verification forms to be signed by authorized Plattsburgh Police Department personnel to provide auditable proof of time spent in the School District; and
- Cooperate with the School District to implement the YSA Program with the least possible disruption to the education process.

Specific Responsibilities of the School District

In addition to any responsibilities of the School District set forth in this Agreement, the School District will:

- Designate a School District Building Principal who shall serve as the building-level school representative for the YSA program;
- Provide designated YSAs with full access to its school facilities, personnel and students;
- Ensure that school personnel, school board members, students and parents are informed of the duties and presence of YSAs in the School District;
- Provide time and appropriate office space for YSAs to conduct approved staff, student and parent training;
- Provide space for YSAs to store instructional materials and perform necessary tasks directly related to the YSA program; and

Information Sharing

The School District will share relevant information about school safety issues with the YSA, but not limited to:

- Copies of School District and building safety/crisis plans;
- Codes of conduct;
- Disciplinary policies including suspension/expulsion procedures;
- Uniform violent incident reports in accordance with the New York State Education Law, Safe Schools Against Violence in Education Act; and
- Reports pertaining to alleged incidents of Child Abuse in an Education Setting.



The Plattsburgh Police Department YSA will share relevant information about school safety issues with the School District including, but not limited to:

- The YSA's monthly activity, **excluding police prohibitive materials, (e.g., juvenile arrests made off the school property, identifying information about victims of sexual abuse when the abuse does not occur on school property);**
- Any necessary interventions/referrals to service providers arising from incidents/reports received on school property, e.g., suicide prevention, drug or alcohol abuse, reports of sexual abuse;
- Any information pertinent to school safety and/or safety of individuals on school property; and
- Any training or educations opportunities for YSAs or School District representatives relative to school safety.

Specific Duties of Youth Safety Advocates (YSAs)

In addition to any other duties set forth in this Agreement, each YSA assigned to the School District shall provide services that meet the program objectives, including, but not necessarily limited to the following:

- Provide for the security and safety of all students, staff, and visitors, protect school property and maintain order in and around the school site
- Report all violations of law, school rules, regulations or policies to the School District's administration.
- Enforce all governing New York State and federal laws, rules, and regulations and assist schools in meeting requirements mandated by New York State law.
- When feasible and requested to do so by School District's officials, and in a manner which does not infringe upon individuals' Constitutional rights, screen persons entering the building or school grounds.
- Assist with crossing guard duties if no crossing guard or patrol officer is available.
- Be highly visible and available, maintaining an outside presence at arrival and dismissal and when students are outside.
- Conduct perimeter checks of the buildings, parking lots and campus. Periodically check doors and windows. Assist with traffic flow and address parking violations to ensure the safe drop off and pick-up of students.
- Upon request of the School District, Youth Safety Advocates may be requested to a police presence at School District events to promote and provide an atmosphere of enhanced school safety for faculty, staff, students and school visitors.
- Act as liaison with police and other emergency personnel and build relationships by being a liaison between the Police Department and the School District
- Take part in any safety planning and drills.
- Provide education in law enforcement and safety drills as requested and appropriate.
- Develop and maintain a positive and open relationship with students, administrators, faculty, staff, and parents while serving as a positive role model to students
- Advise the School District's administration of any circumstances or situation that may create any potential harm to persons, or damage to, or loss of property
- The YSA will respond when called upon to ensure safety in times of crisis or conflict, assisting staff members when a student is exhibiting unsafe behavior, providing intervention between students and/or staff using appropriate techniques to calm and control situations.
- When requested, participate in meetings with school officials and/or parents to assist in dispute resolution and/or in developing policy and procedures concerning school safety.
- Attend Superintendent's hearings with students as requested by the School District.
- Assist the principal and/or school administration in assessing threats of violence connected to the school setting
- Seize and store/dispose of any illegal substance or contraband seized by school officials as required/not required for evidence in the prosecution.
- Conduct home visits with school officials, assisting with investigating issues of truancy or families who are non-residents



- Respond to active shooter events in accordance with the Plattsburgh Police Department Active Shooter Response policy
- The YSA shall not act as a school disciplinarian, as disciplining students is a school responsibility. It is agreed and understood that the principal and appropriate school staff shall be responsible for investigating and determining, in their discretion, whether a student has violated a school and/or Board of Education disciplinary codes of standards and the appropriate administrative action to take.
- The Principal or school administration may advise the YSA of incidents or activities possibly giving rise to criminal or juvenile violations and the YSA shall then determine whether law enforcement action is appropriate. The YSA will communicate and collaborate with other law enforcement colleagues to identify and preemptively address potential issues, such as matters that occur outside the school environment that may impact the school, as well as to investigate potentially unlawful and unsafe activities in close coordination with the respective building principal or designee.

Supervisory Authority; Uniform Equipment; Communications/Notifications; Assignment Specifications

YSAs assigned to the School District are under the direct supervision of the command officers of the Plattsburgh Police Department.



APPENDIX E: SUDDEN CARDIAC ARREST PREPAREDNESS

SUDDEN CARDIAC ARREST PREPAREDNESS – CARDIAC EMERGENCY RESPONSE PLAN

In compliance with Education Law §2801-a(n) (Desha’s Law) and Public Health Law §917, Plattsburgh City School District has established a **Cardiac Emergency Response Plan (CERP)** to ensure a prompt, coordinated, and effective response to incidents of sudden cardiac arrest (SCA) or similar life-threatening emergencies occurring on any school site or at any school-sponsored event.

Plattsburgh City School District will maintain a district-wide CERP, comprised of Building Level CERPs, aligned with the American Heart Association’s (AHA) evidence-based core elements, which include, but are not limited to:

- establishing a response team
- activating the plan
- ensuring automated external defibrillator (AED) availability and maintenance, and
- providing ongoing training.

Each building shall develop and maintain venue-specific CERP annex(es) that conform to the standards established in this section and follows the NYSED functional annex format requirements for Building-Level Emergency Response Plans. Building-Level annexes must include venue-specific response protocols for all athletic facilities and off-site events, identifying AED locations, access routes, and trained personnel coverage.

