

# District-Wide School Safety Plan



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OCSD Emergency Remote Instruction Plan



#### **SECTION I**

#### GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

#### **Purpose**

The Oneonta City School District-wide Safety Plan is intended to provide information required by all staff involved in a campus or regional emergency due to the occurrence of a natural or man-made disaster.

#### **Overview**

This District-wide Emergency Response Plan (ERP) is intended for use by the District-wide School Safety Committee members and employees of the Oneonta City School District. It is designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local, county and state resources in the event of emergency situations on our school campuses. The district-wide plan is responsive to the needs of all schools within the Oneonta City School District and is consistent with the more detailed emergency response plans which have been developed at the school building level. In the event of an emergency, the ERP will serve as a reference for effective action. Recipients of this manual should become familiar with its contents and it should be maintained in an easily accessible location.

These plans have been reviewed and revised to conform to both Education Law 2801-a and section 155.17 of the regulations of the New York State Commissioner of Education. In accordance with Commissioner's Regulation 155.17, at the direction of the Oneonta City School District Board of Education, the Superintendent of the Oneonta City School District has appointed a District-wide School Safety Coordinator who is charged with the development and maintenance of the District-wide School Safety Plan.

The Oneonta City School District-wide Emergency Response Plan follows regulatory requirements by having established policies and procedures for addressing implied or direct threats of violence or disaster.

#### **Authority**

The Board of Education of the Oneonta City School District recognizes that natural disasters such as earthquakes, floods, tornadoes and winter storms, man-made disasters such as fires, chemical accidents, toxic spills, and civil disorders such as bomb threats and hostage situations are potential threats to the school and the community.

#### Legal Basis for the School Safety Plan

This plan is developed in accordance with the Regulations of the Commissioner of Education, Section 155.17, and in recognition of the legal responsibilities for actions during emergencies set forth in Article 2-B and in Chapter 181 of the laws of 2000. The requirement for school districts to develop and annually update a school emergency management plan will remain in effect until the adoption of the district-wide safety plan and building-level emergency response plan. This



information includes use of warning and communication systems, operating procedures, individual responsibilities, authoritative structure, available resources, maps and blue prints, and specific guidelines for the various levels of response available to the Oneonta City School District officials and school safety personnel to protect life and property during and after an emergency.

#### **Key Components of the Regulation**

The Building Level Emergency Response Plan and District-wide School Safety Plan will be reviewed and updated annually. Policies are found in the Board Policy Handbook (Policy D.22 & Policy D.23) and specific emergency response procedures are in the Building Level Emergency Response (BLER) Plans.

The Oneonta City School District has submitted a ERP Plan to the State Education Department and all Building-Level Emergency Response Plans have been submitted to local law enforcement and state police. The district will provide written information to all students and staff about emergency procedures by July 1st of each year.

The following informational and reference items are included in the plan(s):

- 1. Policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school.
- 2. Identification of sites of potential emergencies.
- 3. Identification of appropriate responses to emergencies.
- 4. Description of methods for obtaining assistance from emergency services and government agencies.
- Description of procedures to coordinate use of school district resources and manpower during emergencies.
- 6. Identification of district resources available for use in emergencies.
- 7. Description of plans for dealing with school cancellations, early dismissal, evacuation and sheltering.
- 8. Information on school population, number of staff, transportation needs, and phone numbers of key officials.
- 9. Policies and procedures relating to school building security including, where appropriate, the use of school safety officers and/or security devices or procedures.
- 10. Policies and procedures for annual multi-hazard school safety training for staff and students.
- 11. Procedures for annual review and conducting of drills and other exercises to teach components of the emergency response plan, including the use of table top exercises, in coordination with local and county responders and preparedness officials.

The Superintendent of Schools will act as the chief communication liaison for all local educational agencies between their respective districts and the Otsego County Emergency Management Offices within their territorial limits.



#### **Assumptions**

Although outside assistance will most likely be available in emergency situations affecting the Oneonta City School District, it is still necessary for the district to plan for and be able to carry out immediate responses during the early stages of an emergency. The District must also be prepared to effectively coordinate community resources in the event of a more widespread emergency.

In keeping with the national, state and county strategy of developing an integrated emergency management system, this plan is concerned with all types of emergencies and includes plans for activities before, during and after an emergency occurs.

#### **Identification of School Teams**

The Oneonta City School District has appointed a District-wide School Safety Committee consisting of, but not limited to, representatives of the School Board, teachers, administrators, parent organizations, school safety personnel and other school personnel. The members of the District-wide Safety Committee and their positions are located in the **Appendix** of the District-wide School Safety Plan.

This District-wide ERP has been shared with the District-wide School Safety Committee, Board of Education, along with local, county and State authorities and shall be reviewed as necessary and/or at least annually.

#### **Concept of Operations**

This plan is based on the concept that emergency activities for school personnel will generally parallel their normal day-to-day activities. It is generally true, however, that a disaster is a situation in which the usual way of doing things is no longer sufficient. It is necessary to maintain organizational continuity and assign familiar tasks to personnel. However, it may also be necessary to draw on people's special skills and ask them to assist in the areas of greatest need.

#### **Organization and Assignment of Responsibilities**

In an emergency it is vital that a command structure be adhered to. However, upon the arrival of local, county, or State emergency personnel, district personnel will advise the responders of the situation and defer to their expertise. The Superintendent or his designee may declare a state of campus emergency, immediately implementing the District-Wide ERP as deemed appropriate by existing circumstances.

As soon as feasible, the Command Post (District Conference Room [Distance Learning Room] at 31 Center Street) or the alternate Command Post (Oneonta Senior High School Conference Room) will be placed into service and the District Crises Team will report there if possible. Only authorized personnel will be allowed to enter or remain in the command post during an incident. For security purposes, the Educational Official in Charge may assign a security person to limit access to the Command Post.



The Educational Official in Charge or his/her designee will remain in charge of all emergency activities, in consultation with the Superintendent of Schools or his designee, as appropriate, until the conclusion of the emergency or until civil or local emergency authorities take control of the situation. A Chain of Command list can be located in the **Appendix**.

#### <u>District Safety Committee Chairperson and/or Educational Official in Charge; Duties</u> and Responsibilities

- 1. Assume **full control** upon being notified of an emergency:
- 2. Make immediate decisions regarding emergency response, including the activation of the District or Building Emergency Response Team(s).
- 3. Order activation of the District-wide emergency response plan.
- 4. Notify appropriate representatives of local, regional and state emergency response agencies and local law enforcement offices.
- 5. Be prepared to turn over control to appropriate outside agencies as required by law.
- 6. Submit post-emergency reports verbal or written to the Superintendent of Schools, District Safety Committee, and the New York State Education Department where applicable.
- 7. Perform testing of the District-wide ERP on an annual basis.
- 8. Meet with local government and emergency service officials to develop procedures for advice and assistance in situations that exceed the expertise and/or resources of the district.
- 9. Determine when and which educational agencies within the school district shall be notified of an emergency and the action to be taken.
- 10. Develop and annually update the District-wide ERP as needed. The plan will include procedures to be followed for in-house and outside occurrences. The plan will be reviewed by July 1st of each year.
- 11. Carry out any other activities deemed necessary by the Superintendent of Schools.

#### **Plan Review**

Pursuant to Commissioner's Regulation, Section 155.17 (e) (3), this plan is made available for public comment at least 30 days prior to its adoption. The District-wide plan may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. This plan must be formally adopted by the Board of Education. Copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. This plan will be reviewed periodically during the year and will be maintained by the District-wide School Safety Committee. The required annual review will be completed on or before July 1st of each year before its adoption by the Board of Education. A copy of the plan will be available at the District Office and in the OCSD Shared Drive.



#### **Plan Modification and Maintenance**

The plan shall be evaluated and updated, if necessary, after each drill, and no later than July 1st of each year. All changes other than those of personnel names and phone numbers shall be listed on the Plan Modifications Record which will be located in the appendix of this manual. Replacement sheets shall be forwarded to all team members and any other employees who may hold copies of the plan. Members of the safety team shall be designated to provide this service.

#### **Parental Notification**

The District Safety Committee Chairperson will be responsible to:

- A. Advise the residents of the district that a Building-level Emergency Response Plan Summary exists and that it is available for review.
- B. Direct the Building Principals to inform the staff and students that a Building-level Emergency Plan Summary exists. This will be accomplished through staff and parent handbooks and/or through a posting on our district web site.

Parents of all students who are regularly on the Oneonta City School District campuses shall be notified annually regarding the availability of this plan and the scheduling of any drills which involve an early dismissal. These notifications will be the responsibility of the district.



#### **DEFINITIONS**

**Building-level Emergency Response Plan (BLER):** Individual plan for each building which focuses more directly on critical actions that must be taken at the building level to protect the safety of students and adults in the event of an emergency.

**Building-level Emergency Response Plan; Summary:** A document containing information which may be shared with the public. This is a separate plan from the District-wide Safety Plan and the Building-level Emergency Response Plan.

**Building-Level Crises Team:** A building-specific team that responds to incidents and implements some elements of the Building-level Emergency Response Plan. Building-Level Crises Team members are listed in the building emergency plans.

Chief Educational Official: The district member who assumes control of the incident.

**Clear and Sanitized Area:** An assembly location, such as the gymnasium, that is used to shelter students, faculty and staff after it has been thoroughly searched by school volunteers and law enforcement for suspicious packages and objects.

**Command Post:** The Incident Command Post is a location where the Incident Commander oversees all operations. This location should be isolated with limited access. The Command Post for most operations will be located in the District Office Distance Learning Room or in the event that another location is needed, the conference room in the Oneonta Senior High School will be utilized.

**District-wide Emergency Response Plan (ERP):** The District-wide Emergency Response Plan provides the framework for a school district to identify and implement appropriate strategies for creating and maintaining a safe and secure learning environment for all of its students. <u>For security purposes, this plan is confidential and cannot be shared with the public.</u>

Incident Command System (ICS) - The Incident Command System is a standardized, on-scene, all-hazard incident management approach which; is based on proven incident management practices, defines incident response, organizational concepts and structures, consists of procedures for managing personnel, facilities, equipment and communications and is used throughout the lifecycle of an incident. ICS is a standardized on-scene emergency management system that allows multiple agencies to work together without jurisdictional boundary problems. Utilization of the ICS system allows those managing an incident to define the chain of command as a series of management positions in order of authority.

**Lockdown:** A procedure used when there is a possibility of an immediate and imminent threat to the school building population. School staff and students employ an Avoid / Deny / Defend or Run / Hide / Fight response based on the fluidity of the situation. All OCSD exterior doors are locked as a matter of procedure. However, during a Lockdown, no unauthorized personnel are



allowed into the building. A Lockdown allows the school and law enforcement to isolate the threat. Lockdowns are most commonly used when it is suspected that a building may have an intruder (See Immediate Response Procedures for Lockdown instructions and procedures).

**Lockout:** A Lockout occurs when a perceived threat outside the buildings exists. During a Lockout, no unauthorized personnel are permitted to enter the building. All OCSD exterior doors are locked as a matter of procedure., all exterior doors are locked and the main entrance is monitored by administrators and/or security personnel. A Lockout allows the school to continue with the normal school day but curtails outside activity. (See Immediate Response Procedures for Lockout instructions and procedures)

**Plan Modification Record:** A listing of all updates in the plans that occur during the yearly review or as a result of review of a drill or an actual emergency.

**Shelter-in-Place:** A Shelter-in-Place response is utilized when movement of students and staff members within a building is restricted. Students may be sheltered in their current location or moved to another location which is deemed safe (See Immediate Response Procedures for Shelter-in-Place instructions and procedures).



#### **SECTION II**

#### MITIGATION, RISK REDUCTION, PREVENTION AND INTERVENTION

#### **Hazard Mitigation**

Established safety procedures and regular safety inspections of school buildings and equipment on the Oneonta City School District campuses are conducted to identify hazards that exist and to minimize the disruption of services which may occur. Regular emergency drills should be conducted to prepare staff and students to react quickly and appropriately in an emergency situation.

#### **HAZARD IDENTIFICATION**

(Sites/Causes of Potential Emergency Situations)

Natural Disaster and Weather Related Emergency: The Susquehanna River, Otego Creek, Oneonta Creek and Silver Creek are located near one or more district facilities. Flooding from these waterways may impact those facilities and/or the residences of the faculty, staff, and students of this district. In addition, a flood event may result in numerous issues with the Transportation Department as they deliver students to their residences. If roads were closed due to weather related emergencies, it may be necessary to shelter displaced residents in district facilities. In addition, the campus may be utilized as an emergency shelter for the surrounding area.

**Chemical Spill or Hazardous Material Incident:** Because of the proximity of some of the district facilities to a major highway and railroad, there is potential for an accident involving a truck or train hauling hazardous materials or dangerous chemicals. An airborne release of chemicals could require an evacuation or shelter-in-place response until the situation has been stabilized.

**Fire or Explosion:** The district's buildings regularly pass fire inspections; however, the potential always exists for a fire or explosion in one of the buildings. The science wing of the high school and science classrooms in the middle school have a number of chemicals and gas burners which are used for lab assignments. There is a large food preparation area/cafeteria containing cooking appliances in the high school. Both the high school and middle school contain classrooms where students use kitchen appliances including ovens and stoves.

**Potential Delays in Response by Emergency Personnel:** With professional fire, rescue, and law enforcement in this geographical are, the response time for these agencies should be swift. However, an incident may occur requiring district personnel to act in the role of "first responders".

**Motor Vehicle Crash:** Because of the close proximity of the campus to heavily traveled roadways, there is always potential for an accident to occur near district facilities. Because the district also conducts numerous "bus runs" on a daily basis, emergency and safety plans include procedures for a school bus accident.



**Train Derailment:** Due to the fact that there is an active railroad within the Oneonta City School District, the possibility of a train derailment exists. It is possible that the train may be carrying some form of hazardous material.

**Plane Crash:** The Oneonta Municipal Airport, a small private airport, is located a short distance from the high school/middle school campus and may pose a threat to these facilities. Although traffic in and out of the airport is minimal, the possibility exists that a small plane may crash on or near district property due to its proximity to the airport.

**Bomb Threat:** As is the case with any school district, bomb threats are not an uncommon occurrence. It is difficult to predict when a bomb threat may be received and due to the configuration of the Oneonta City School District, a bomb threat in any of its facilities has the potential to cause a tremendous disruption to the school day. Depending upon the specificity of the threat, buildings may have to be evacuated until emergency responders and school staff can conduct a thorough search for suspicious objects. Staff members should receive regular training regarding how to properly respond to a bomb threat.

**Health Related Issues (Infectious Disease):** Any type of virus or infection introduced to the school environment poses a risk of an outbreak to the more than 2,000 students, faculty and staff members attending Oneonta City schools. Continuing education for students, faculty and staff regarding hygiene and proper disinfecting techniques should be provided regularly. Additionally, the use of already exiting disinfectant stations throughout the district may assist in preventing the spread of viruses or infections.

**Medical Emergency:** On occasion, an active school community with numerous sports activities and a daily population of over 2,000 is very likely to require emergency medical care. The district is serviced by the City of Oneonta Fire Department whose ambulance service covers a large rural and suburban area. Although a response from the Oneonta Fire Department to any of our district facilities will be swift, the district may have to rely upon its own resources to stabilize a medical emergency situation until an ambulance arrives. This means that coaches, physical education teachers and school nurses must have up-to-date training in first aid and the necessary supplies and equipment to stabilize a medical emergency situation.

**Biological or Radiological Emergency:** Due to the proximity of some of our district facilities to both a major highway and a rail line there is always a risk of exposure to hazardous materials, including nuclear or biological waste. If an accident were to occur on one of transportation routes, some of the district's facilities may be susceptible to airborne hazards and may be included in an evacuation of at-risk areas. District facilities may also be utilized as emergency shelters for people evacuated from their homes.

**Child Abduction or Kidnapping:** As is the case with any community, the OCSD has a number of families involved in child custody disputes. Students may be named in court orders denying visitation to one or both parents. This places students at risk of custodial interference or a possible parental abduction. These situations can be extremely volatile and often place district



personnel in a difficult position as they are left to interpret court orders. In most cases involving court orders, it is best to involve law enforcement if a dispute occurs on campus.

**Mass Gatherings:** The district is frequently the host of large events which may require a great deal of planning and preparation. Prior to such an event, plans should be made regarding parking, medical care for the attendees and the possibility of fighting or disorderly conduct by those in attendance.

**Student or Staff Deaths:** Schools must have a plan for crisis intervention in the event that the death of a student or employee occurs. Whether the death occurs on or off campus, it is likely to cause a severe disruption to the educational process. The district must have a plan for crisis intervention and counseling services and training should be provided for counselors and staff members who will be involved in the crisis intervention process. As many staff members as possible should receive training which includes recognizing warning signs of people experiencing emotional difficulties and ways to assist those in need.

**Violent Incident or Threat:** The district must be proactive in addressing potential threats of violence by students. These threats can manifest themselves as direct threats by a student or an indirect threat indicated by anti-social behavior. Faculty and staff need training in methods of evaluating the potential for violence and subsequent intervention. Students also must be provided an avenue to report threats (implied or direct) by other students.

**Natural Disasters:** Analysis of weather patterns indicates that the highest likelihood for a natural disaster would be from a severe and sudden winter storm. Additionally, thunderstorms with high winds have also been known to cause significant damage in the area. A moderate likelihood exists for damage from an earthquake, hurricane path storms, or flooding and damage from a tornado can never be ruled out.

**Nuclear Disaster:** While considered a low probability risk, a nuclear disaster is also addressed in this plan.

**Civil Disturbances:** As is with the case with all school campuses, the Oneonta City School District must address the potential that a violent act may be committed by an intruder or a member of the school community.



#### RISK REDUCTION/PREVENTION AND INTERVENTION PROGRAMS

The Oneonta City School District shall provide appropriate ongoing training programs and/or informative materials for staff and students that address topics related to conflict resolution, peer mediation, detection, prevention and intervention of potentially violent behavior. To improve communication among students and between students and staff and to facilitate the reporting of potentially violent incidents, the Oneonta City School District has implemented the following initiatives:

**Dignity For All Students Act** - The Dignity for All Students Act (Chapter 482 of the Laws of 2010) was signed into law on September 13, 2010, and implemented on July 1st, 2012. The goal of this law is to provide students in public elementary and secondary schools (including BOCES and public charter schools) with a safe and supportive environment free from discrimination, intimidation, taunting, harassment, and bullying on school property, on a school bus, or at a school function.

The Oneonta City School District offers the following opportunities to connect students to school in an attempt to stop, reduce, and educate against bullying and acts of discrimination:

**Morning Program** – Offers age-appropriate positive activities to elementary students. Expected Outcomes: To develop positive values and behaviors through a variety of activities fostering the attitude that we belong and can make a difference.

**Student Council** - This is a student government organization that is responsible for coordinating activities for the student body.

**Bucket Fillers** - Bucket Fillers is a program based off the educational programs of Merrill Lundgren, the Bucket Man. Members of the school community provide kind words to other community members.

**D.A.R.E (Drug Abuse Resistance Education)** – Designed to provide students the life skills they need to avoid involvement with drugs, gangs, and violence.

Character Education Assemblies (OMS Live & OHS Live) – Designed to promote community.

Reporting Mechanisms for Threats of School Violence - All teaching staff are encouraged to be viewed as being approachable by the student body. This is fostered by the teachers supervising in the lunch room and in the hallways during the day, being present in the halls during the change of classes, serving as club advisors and coaches and working with students outside of class. If teachers become aware of a potentially violent situation the building principal should be notified immediately. The OCSD also employs an anonymous TIP line on its district web page, as well as each respective school's web page.



**Response to Intervention (Rtl)** - Each building will employ a Response to Intervention mechanism (Rtl). The Rtl program will be utilized as a vehicle for the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information concerning the student.

**Door/Hall Monitors:** The building principal or administrator assigns hall monitor duties to teachers and teacher aides dependent on program and academic needs. Each district school has a mechanism in place for single point of entry door monitoring. The roles of these hall monitors are as follows:

- Check student passes
- Monitor the number of students in the restrooms at any given time
- > Direct students to return to their classrooms if they are wandering through the halls
- Monitor student movement throughout the building
- > Assist students to the nurse's office
- Assist and intervene with students who are having a problem or conflict with another student
- Escort students to their proper rooms and areas
- Provide emergency relief to classroom teachers if necessary
- > Direct visitors to the main office and offer assistance to unfamiliar individuals
- Ensure that visitors who are in the halls have properly signed in and are wearing visitor's badges

#### **EMPLOYEE HIRING & SCREENING:**

All perspective employees will be required to submit an Oneonta City School District Employment Application and participate in a face-to-face interview with a member of the administration. The successful candidate will be subject to fingerprinting and clearance by the Office of School Personnel Review and Accountability (OSPRA) of the New York State Education Department.

#### **IMPLEMENTATION OF SCHOOL SECURITY**

All district employees are encouraged to remain vigilant in our effort to continually review the security of each of the district's buildings. During regular school hours, each of the district's buildings housing students will have a single point of entry where visitors will be asked their purpose on the campus and will be directed accordingly. All Oneonta City Schools will be locked out to the general public who will now have to "check in" prior to their entry into our buildings. District buildings housing students have visitor sign-in/departure sheets that will indicate the person's name, destination, time that the person arrived and the time when they departed. Each visitor will be supplied with a visitor's pass/sticker as well. If a person refuses to obtain a pass a building or district administrator, security officer in middle/high school, or the Oneonta Police will be summoned. The district will utilize surveillance cameras in and around all district facilities.



## SECTION III PREPAREDNESS

#### **STAFF AND FACULTY TRAINING**

In order to implement this plan effectively, every effort will be made to work cooperatively with school, as well as state and local authorities to receive the type of training necessary to address concerns appropriately.

The district will conduct a test of its District-wide Emergency Response Plan relative to various emergency situations (i.e. sheltering, early dismissal, lockdown/out, fire) throughout the school year.

#### **Training, Drills and Exercises**

The Oneonta City School District provides online instruction on the Emergency Response Plan, school safety training, and the components of mental health. The mandated instructional opportunities take place prior to September 15<sup>th</sup>. All new employees to the Oneonta City School District receive this training during our "New Staff Orientation Day" held each year in late August. At least once every school year, the Oneonta City School District will coordinate and conduct a test of some component of the District-wide Emergency Response plan with local fire and police agencies. Annual training, drills and exercises shall be conducted as specified in Appendix D; Annual Training, Drills and Exercises. Transportation and communication procedures shall be included in the test. Parents or guardians shall be notified in writing or by using the School Messenger auto-notification system prior to such drills. The District Safety Committee will assemble and review the drill and modify the plan as necessary.

**Table Top Drills:** At least annually, the District's Safety Committee Chairperson, or the District Safety Committee as a whole in cooperation with one or all of the following; City of Oneonta Fire Department, City of Oneonta Police Department, Otsego County Sheriff's Department, New York State Police, State University of New York College at Oneonta Police Department, and the Hartwick College Safety and Security Department, will participate in a table top drill to determine the effectiveness of the District-wide Safety Plan. The District Safety Committee will then assess the response and effectiveness of the plan and make changes if appropriate.



### SECTION IV RESPONDING TO EMERGENCY SITUATIONS

#### **Early Dismissal**

Should circumstances dictate the early dismissal of Oneonta City School students, transportation will be determined by the Superintendent of Schools or his designee, in coordination with the Durham School Services Terminal Manager. Early dismissal may be considered as an option in the following circumstances:

- > Flood warning
- Severe windstorm or snowstorm warning
- > Fire
- > Electrical failures
- Other impending emergency situation

Early dismissal should be used only if it is likely that all students will reach their homes safely and be reunited with a family member or other responsible person. If a community-wide disaster is impending, it may be preferable to evacuate the students to a safe location or shelter where parents can pick them up (See Release of Students procedure).

#### **Direction and Control**

Upon receiving notice of an emergency in which the health and safety of students or staff is at risk, the Superintendent of Schools, the Assistant Superintendent of Schools, the Business Executive, or the Building Principals, shall implement the District-wide Safety Plan.

The Superintendent of Schools, the Assistant Superintendent of Schools/District Safety Committee Coordinator shall be responsible for contacting the appropriate community emergency service agencies if they have not already been contacted.

If necessary, members of the District Safety Committee shall report to the Command Post (District Conference Room at 31 Center Street) or the alternate Command Post (Oneonta Senior High School Conference Room) (District Office or Elementary Main Office).

The District Safety Committee Chairperson shall follow the appropriate response procedures for the specific emergency.

Whenever an emergency encompasses a wider area than the Oneonta City School District, the Superintendent, the Assistant Superintendent of Schools/District Safety Committee



Coordinator Chairperson shall establish contact with the City of Oneonta Fire and Police Departments and/or the New York State Police and Otsego County Sherriff's Department.

In the case of an emergency which involves the use of fire or police resources, command will be turned over to the appropriate emergency authority, and shall work in cooperation with the incident commander to ensure the best possible response.

Whenever outside emergency services are called to a district facility, members of the custodial staff and grounds personnel should be contacted so that maintenance and custodial staff can restrict traffic and direct emergency personnel and vehicles to the appropriate areas.

**Responsible Person:** The responsible person is the person, working in whatever capacity, calls 911 or Maintenance and/or Grounds for emergency situations.

#### **Evening and Weekend Emergencies**

In the event that a district employee notices a situation deemed to be an impending threat to a district facility, (ie. Broken window/possible intruder, smoke/fire) the Oneonta Police or Oneonta Fire Department should be notified as well as the Assistant Superintendent of Schools and building principal if the facility is used as a school. The on-call maintenance/grounds member shall be notified as well who will assess the situation after police and fire personnel response. The on-call maintenance/grounds member may need to request additional maintenance and custodial personnel to the impacted facility. Members of the District Safety Committee should be notified if/when possible.

In the case of an evening or Saturday emergency when students are on campus, the Assistant Superintendent of Schools as well as the building principal will be notified immediately and if he/she/they is/are on campus, he/she/they will assume responsibility for giving emergency instructions to students and faculty. In his/her/their absence the Head Custodian, or custodian assigned to the event will be responsible for announcing necessary emergency instructions and calling 911 to report the emergency.

In the case of a weekend emergency when no maintenance, custodial, or supervisory staff is on campus, the instructor or sponsor of any event being held shall act as the "Responsible Person," notify emergency services as needed, and notify the Superintendent of Schools as soon as possible. Important telephone numbers should be posted near telephone in the respective custodial office areas in each district facility.

#### **Emergency Announcements and Communication**

**Warning System:** The public address system, which can be activated from any phone on any OCSD campus, shall be used to alert of a pending emergency and proceed with verbal alert information. Proceed with the verbal alert information, (located in the red binders in the high school) in a clear, calm voice. It is recommended that plain language is utilized so that everyone will understand the situation and what is required of them. In the event of a need to evacuate a



building or the campus for any reason other than fire, the public address system will be used to provide specific instructions.

The "all clear" signal will be announced verbally on the public address system in evacuation or shelter/hold-in-place scenarios. No one will enter the building unless given permission by the emergency response commander (Fire Chief or representative, Police Chief or representative, Trooper or Deputy Sheriff).

**Communication Considerations:** During times of emergency response, it is important to use communication discipline. This means that only emergency related communication should be transmitted over the PA system, email, or two-way radios, if applicable).

#### **Communication Resources**

- > PA Systems in each school building.
- Cell phones.
- > Hand-held radios used by designated district personnel.
- > Email messages to district personnel.
- > Hand carried messages in the event of a power outage.

<u>External Communication (Media)</u>: The Superintendent of Schools, Assistant Superintendent of Schools, or his/her designee shall issue all public communications, prepare news releases and brief the media as appropriate. **No Oneonta City School District staff member should provide information to the media before, during or after an emergency unless specifically authorized to do so.** 

<u>Communication Center:</u> In the case of a major emergency occurring on campus, a media communications center may be designated by the Superintendent of Schools or Assistant Superintendent of Schools. A communications link will be established with the Command Post, if established, either by telephone or by radio. The Superintendent of Schools, Assistant Superintendent of Schools, or his/her designee will brief the media on a regular basis regarding the status of the emergency.

<u>Family Notification (Death or Serious Injury)</u>: In the event of an injury or death of an Oneonta City School student or staff, family members shall be notified as soon as possible. The Superintendent of Schools, Assistant Superintendent of Schools, or his/her designee along with a building principal, guidance counselor, or school psychologist will be responsible for the notification of family members:

The media will not be given information regarding injuries or deaths until the next of kin have been notified and the release of information has been authorized by the Superintendent of Schools, Assistant Superintendent of Schools, or his/her designee. It is essential to remember that certain privacy laws preclude the release of specific types of information.



The American Red Cross number for disaster welfare inquiries will be utilized for evacuation or major disaster information. The Red Cross may be contacted in Cooperstown at 607.547.2441.

#### **Calling 911 from District Phone Extensions**

Emergency 911 can be dialed from any district telephone. With the conversion to Voice Over Internet Protocol (VOIP) telephones, dialing 911 is now simply 911.

If you dial 911 accidentally, you must stay on the line and explain that it was an accident and that no emergency exists. If you need to call emergency services back to explain an accidental call do not dial 911. The non-emergency numbers for the Otsego County Emergency 911 Center are: 607.547.5351 or 607.547.1697.

#### **Emergency Response Protocol**

#### Use of Buildings and Grounds, Maintenance and Custodial Personnel

As circumstances dictate, in the event of a building or district-wide lockout or lockdown, it may be necessary to utilize Buildings and Grounds, Maintenance or Custodial personnel for securing the campus. There will be three stages of response as directed by the Building Principal or his/her designee.

#### Stage 1

**Readiness Alert:** Notification will be facilitated by the Building Principal or his/her designee. Personnel will be advised that the potential for an emergency response exists and that they should remain available to secure the campus if directed. In preparing for an emergency response, they should gather necessary equipment (2-way radios, etc.). Personnel will be released from Readiness Alert as soon as practicable.

#### Stage 2

**Standby:** During this stage, personnel will respond to their assigned posts (entrances to school grounds) and await further instructions. While at their posts, personnel may be requested to monitor traffic in and out of the campus or to advise the command post of any suspicious activity. Under no circumstances will assigned personnel confront individuals if a potentially violent situation exists. Personnel will remain at their assigned posts until advised by the Building Principal or Incident Commander (police and fire personnel) that they have been released from their assignment.

#### Stage 3

**Campus Lockout:** During certain emergency situations it may become necessary to implement a lockout of the campus. Personnel will be advised by the Chief Educational Official that they are to report to their posts (if applicable) to perform a lockout of the district. During this phase, only emergency responders or people approved by the Command Post will be allowed access to the campus. Communications shall be directed to the Building Principal through landline at the command post or through two-way radio communication if applicable. Under no circumstances will assigned personnel confront individuals if a potentially violent situation exists. Personnel



will remain at their assigned posts until advised by the Building Principal or Incident Commander (police and fire personnel) that they have been released from their assignment.



#### Section V Recovery

After an emergency which has resulted in injury or death to student or staff, or which has been otherwise traumatic, all those affected by the event will have access to debriefing and counseling services. Oneonta City School District counselors will be available to provide debriefing and counseling services to students and staff.

For situations that require the utilization of community mental health resources, a member of the District administrative staff will assume responsibility for contacting the appropriate county mental health agency and for scheduling debriefing sessions.

See the Appendix for Crisis Team and recovery resource contact information.

#### **Post Emergency Report and Assessment**

The Building Principal shall assemble the Building-level Crisis Team or District-level Crisis Team as soon as feasible after an emergency to assess the response to the incident and to evaluate the effectiveness of the emergency plan. The team will report any response/procedural concerns to the Safety Committee who will address said concern(s) and report to the Superintendent of Schools or his/her designee.







### **OCSD CPR & AED Certifications**

Employee Name Certification Start Date End Date



Oneonta City School District 31 Center Street Oneonta, New York 13820 Switchboard Phone: 607-433-8200

Thomas F. Brindley – Superintendent 607-433-8200 Ext. 1301 607-267-6441

Greater Plains Elementary 60 West End Avenue Oneonta, New York 13820 Phone: 607-433-8272 Fax: 607-433-8207

Riverside Elementary 39 House Street Oneonta, New York 13820 Phone: 607-433-8273 Fax: 607-433-8210 Middle School 130 East Street Oneonta, New York 13820 Phone: 607-433-8262 Fax: 607-433-8203

High School 130 East Street Oneonta, New York 13820 Phone: 607-433-8243 Fax: 607-433-8204

Valleyview Elementary 40-46 Valleyview Street Oneonta, New York 13820 Phone: 607-433-8252 Fax: 607-433-8211

Crisis Team Member

<u>Title</u>

**Telephone** 

List of members contained in District-accessible version



Revised: July 2019

### **DISTRICT SCHOOL SAFETY MEMBERS**

NAME	Position	TELEPHONE NUMBER & ROOM Ext.		
List of members contained in District-accessible version				





Issue Date: September 2018

### **IMPORTANT TELEPHONE NUMBERS**

### **Emergency Phone Numbers**

Oneonta Police and Fire (Emergency)	Call 911		
Local Police and Fire Department (Non-Emergency)			
City of Oneonta Police Department	607-432-1111		
City of Oneonta Fire and Rescue Department	607-433-3480		
SUNY Oneonta Police	607-436-3550		
Otsego County Sheriff's Department	607-547-4271		
New York State Police	607-432-3211		
FBI (Albany Office)	518-465-7551		
US Secret Service (Albany Office)	518-436-9600		
Hospital & Urgent Care Facilities			
A.O. Fox Memorial Hospital (Oneonta)	607-432-2000		
Oneonta Foxcare Center	607-432-2000		
Bassett Medical Center (Cooperstown)	607-547-3456		
Bassett Convenient Care (1 Associate Dr. Oneonta)	607-433-6300		
Other Emergency Numbers			
Otsego County Department of Social Services	607-547-4355		
NYS Child Protective (Abuse) Service Hotline	1-800-342-3720		
NYSEG – New York State Electric and Gas	1-800-572-1121		





Issue Date: July 2019

## DISTRICT SCHOOL SAFETY COMMITTEE MEMBERS

Name Business Phone Email

List of members contained in District-accessible version



Issue Date: September 2018

### **MEDIA CONTACT NUMBERS**

**Newspapers** 

Hometown Oneonta 607-547-6103 <u>info@allotsego.com</u>

The Daily Star 607-432-1000

**Radio Stations** 

WRHO 89.7FM Hartwick College users.hartwick.edu/wrho/
WONY 90.9FM SUNY Oneonta oneonta.edu/development/sa/wony

WZOZ 103.1 607-432-1030 Oneonta wzozfm.com WSRK 103.9 607-432-1030 Oneonta wsrkfm.com

**Television Stations** 

YNN – You News Now 315-234-1010 http://centralny.ynn.com/ WBNG News – Binghamton http://www.wbng.com/

WKTV News – Utica http://www.wktv.com/





Date: September 2014

### **PLAN MODIFICATION RECORD**

Reference Number	Title of Emergency Response	Proposed Change	Date of Revision



Issue Date: September 2018

# GREATER PLAINS ELEMENTARY SCHOOL DRILL REPORT FORM

Drill	Date
Lockdown (4 per year)	1.
	2.
	3.
	4.
Early Dismissal (1 per year)	
Sheltering in place (1 per year)	
	1.
Fire Drills (8 per year as per	2.
Education Law 807 (1-a))	3.
	4.
8 of 12 <u>Lockdown and fire drills</u>	5.
must be performed before	6.
December 31 <sup>st</sup>	7.
	8.
4 <u>Lockdown and fire drills</u> must be	9.
<i>performed between</i> December	10.
31st and Summer recess	11.
	12.



Issue Date: September 2018

## RIVERSIDE ELEMENTARY SCHOOL DRILL REPORT FORM

Drill	Date
Lockdown (4 per year)	1.
	2.
	3.
	4.
Early Dismissal (1 per year)	
Sheltering in place (1 per year)	
	1.
Fire Drills (8 per year as per	2.
Education Law 807 (1-a))	3.
	4.
8 of 12 <u>Lockdown and fire drills</u>	5.
must be performed before	6.
December 31 <sup>st</sup>	7.
	8.
4 <u>Lockdown and fire drills</u> must be	9.
<i>performed between</i> December	10.
31st and Summer recess	11.
	12.



Issue Date: September 2018

## VALLEYVIEW ELEMENTARY SCHOOL DRILL REPORT FORM

Drill	Date
Lockdown (4 per year)	1.
	2.
	3.
	4.
Early Dismissal (1 per year)	
Sheltering in place (1 per year)	
	1.
Fire Drills (8 per year as per	2.
Education Law 807 (1-a))	3.
	4.
8 of 12 <u>Lockdown and fire drills</u>	5.
must be performed before	6.
December 31 <sup>st</sup>	7.
	8.
4 <u>Lockdown and fire drills</u> must be	9.
<i>performed between</i> December	10.
31st and Summer recess	11.
	12.



Issue Date: September 2018

## ONEONTA MIDDLE SCHOOL DRILL REPORT FORM

Drill	Date
Lockdown (4 per year)	1.
	2.
	3.
	4.
Early Dismissal (1 per year)	
Sheltering in place (1 per year)	
	1.
Fire Drills (8 per year as per	2.
Education Law 807 (1-a))	3.
	4.
8 of 12 Lockdown and fire drills	5.
must be performed before	6.
December 31st	7.
	8.
4 <u>Lockdown and fire drills</u> must be	9.
<i>performed between</i> December	10.
31st and Summer recess	11.
	12.



Issue Date: September 2018

## ONEONTA SR. HIGH SCHOOL DRILL REPORT FORM

Drill	Date
Lockdown (4 per year)	1.
	2.
	3.
	4.
Early Dismissal (1 per year)	
Sheltering in place (1 per year)	
	1.
Fire Drills (8 per year as per	2.
Education Law 807 (1-a))	3.
	4.
8 of 12 <u>Lockdown and fire drills</u>	5.
must be performed before	6.
December 31 <sup>st</sup>	7.
	8.
4 <u>Lockdown and fire drills</u> must be	9.
<i>performed between</i> December	10.
31st and Summer recess	11.
	12.





### **STUDENT RELEASE FORM**

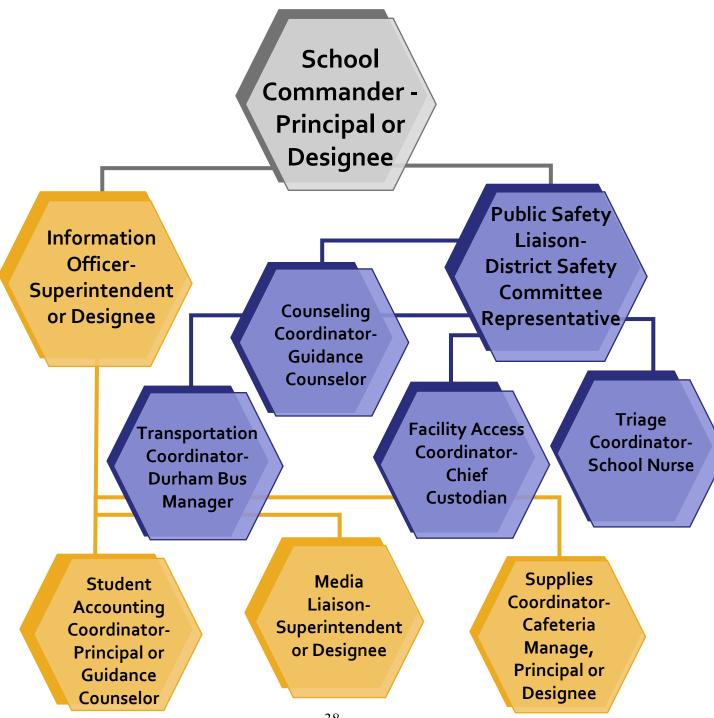
	DATE:			
Student Name	Person Student is Released to:	Relationship	Time	Signature



# Oneonta city school district

HOME OF THE YELLOW JACKETS

### **Incident Command Structure**





## **Incident Command System by Building**

#### **Greater Plains**

Name	ICS Role	Office Number	Cell Number
	Incident		
	Commander		
	Safety Officer		
	Liaison Officer		
	Liaison Officer		
	Public Information		
	Planning Section		
	Finance & Admin		
	Operations		
	Logistics		

#### Riverside

Name	ICS Role	Office Number	Cell Number
	Incident		
	Commander		
	Safety Officer		
	Liaison Officer		
	Public Information		
	Planning Section		
	Finance & Admin		
	Operations		

#### Valleyview

Name	ICS Role	Office Number	Cell Number
	Incident		
	Commander		
	Safety Officer		
	Liaison Officer		
	Public Information		
	Planning Section		
	Finance & Admin		
	Operations		
	Logistics		

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### Oneonta Middle School

Name	ICS Role	Office Number	Cell Number
	Incident		
	Commander		
	Safety Officer		
	Liaison Officer		
	Public Information		
	Planning Section		
	Finance & Admin		
	Operations		
	Logistics		

### Oneonta High School

### Incident Commander

	Name	Title	Phone number
Primary			
Alternate			
Alternate			
Alternate			

### Safety Officer

		Name	Title	Phone number
_	Primary			
_	Alternate			
	Alternate			

#### Liaison Officer

	Name	Title	Phone number
Primary			
Alternate			
Alternate			

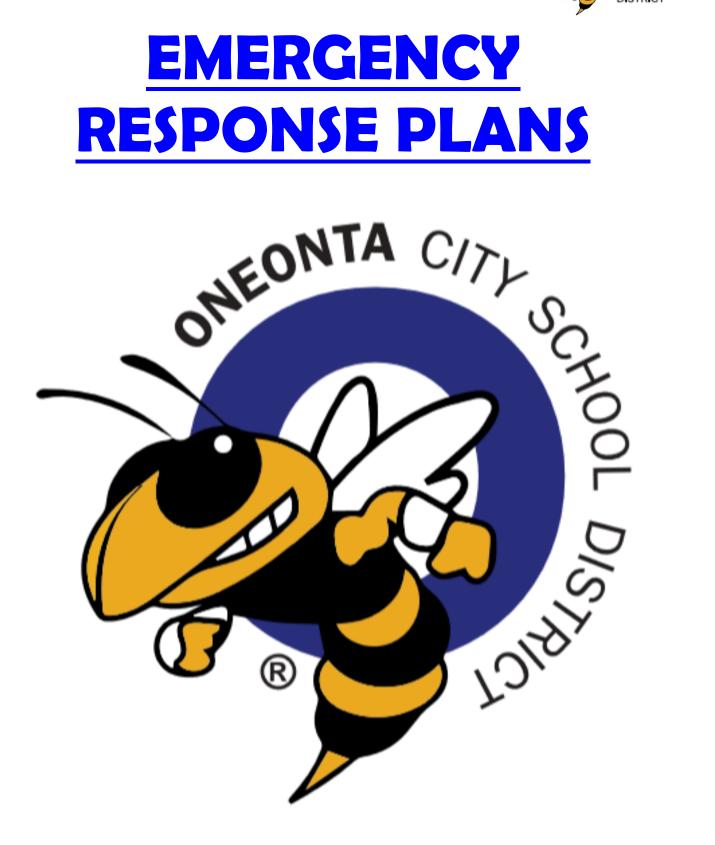
### **Public Information Officer**

	Name	Title	Phone number
Primary			
Alternate			
Alternate			

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# **EMERGENCY** RESPONSE PLANS





Issue Date: November 2013 EVACUATION OF BUILDING [NOT A FIRE ALARM ACTIVATION]

Revision Date: October 2022

Reference Number: 8 – A-1

Purpose:

To provide guidelines for district personnel for an evacuation when it is determined that it is unsafe to remain in the building.

Background:

Situations may arise when it is necessary to evacuate a building because of an imminent threat or after the occurrence of an incident (manmade or natural) because it is not safe to remain inside the building. It may be necessary to evacuate under immediate and exigent circumstances (bomb threat, fire, hazardous material spill, etc.) or in a less urgent manner (power-outage, water shutdown, etc.). The primary objectives of a building evacuation are:

- 1. To minimize injury or death by moving to a safer location
- 2. To remove students and staff from a building where a dangerous situation (or the threat of a dangerous situation) exists.
- 3. To empty a building of occupants so that emergency personnel may perform their duties (bomb search, fire suppression, hazardous materials removal, etc.).
- 4. To establish safe routes and designated evacuation locations

Faculty and students will assemble in designated evacuation locations, however, evacuation may take three different courses:

- evacuate to designated locations per fire alarm practices (based upon maps located in each classroom),
- evacuation to a specific location on district property or in district buildings, and,
- evacuation to an off-campus area or non-district facilities.

\*The designated evacuation sites for each district building are located on the last page of this directive.

If a building evacuation is deemed necessary, in most cases it is advisable to first shelter-in-place at a current location prior to conducting an evacuation. This will provide the opportunity for taking attendance and subsequently, a more orderly movement of students to the evacuation location.



### **District Owned (On-campus) Indoor Evacuation Locations**

District Building Location	Evacuation Location	Room Location(s)	Capacity
Greater Plains			
Elementary School			
Riverside			
Elementary School			
Valleyview			
Elementary School			
Oneonta Middle			
School			
Oneonta Senior High School			

### District Owned (On-campus) Outdoor Evacuation Locations

District Building Location	Evacuation Location
Greater Plains Elementary School	
Riverside Elementary School	
Valleyview Elementary School	
Oneonta Middle School	
Oneonta Senior High School	

### Non-District (Off-campus) Evacuation Locations

District Building Location	Evacuation Location	Capacity	Contact Information
Greater Plains Elementary School			
Riverside Elementary School			



Valleyview Elementary School		
Oneonta Middle School		
Oneonta Senior High School		



Issue Date: March 5, 2023 Revision Date:

FIRES ALARM ACTIVATIONS

Reference Number: 8 – A -2

Purpose: To provide guidelines for district personnel for responding to a fire alarm on an

OCSD property.

Background: If a fire alarm is sounded, a quick response is critical to prevent injuries and

property damage. Recent incidents of school violence have shed light on fire alarms being used in the commission of these criminal acts. As such, the

following protocol has been enacted:



Issue Date:
November 2013
Revision Date:
September 2023

**LockDown** 

Reference Number: 8 – A - 3

**Purpose:** To provide guidelines for district personnel regarding a building lockdown.

**Objective:** To keep students, faculty, staff, and visitors as safe as possible.

**Background:** There may be times when it is necessary to implement the lockdown of a building.

If necessary, a building administrator, faculty or staff member may implement a lockdown based upon an actual or imminent or violent event where the perceived threat is within the building (not including bomb threats). A lockdown is a response to a worst-case scenario and must be executed with appropriate urgency and seriousness. The primary objectives of a lockdown are:

■ To minimize the possibility of injury and death.

■ To facilitate an effective response to an emergency situation.

■ To move as many people as possible to a safe and secure location.

■ To neutralize a threat.

• To restrict movement inside a building so that emergency responders may perform their duties without risk to students and staff.





### LOCKDOWN (STUDENTS NOT IN CLASSROOMS)

Reference Number: 8 – A - 4

Purpose: To provide guidelines for district personnel regarding those faculty, staff, and

students who are outside of their respective classrooms or building in the event

of a building lockdown.

**Objective:** To keep students, faculty, staff, and visitors as safe as possible.

**Background:** There may be times when it is necessary to implement the lockdown of a building.

If necessary, a building administrator, faculty or staff member may implement a lockdown based upon an actual or imminent or violent event where the perceived threat is within the building (not including bomb threats). A lockdown is a response to a worst-case scenario and must be executed with appropriate

urgency and seriousness. The primary objectives of a lockdown are:

■ To minimize the possibility of injury and death.

To facilitate an effective response to an emergency situation.

■ To move as many people as possible to a safe and secure location.

■ To neutralize a threat.

• To restrict movement inside a building so that emergency responders may perform their duties without risk to students and staff.



### **LOCKOUT**

Reference Number: 8 – A - 5

Purpose: To provide guidelines for district personnel regarding a building lockout.

Objective: To keep students, faculty, staff, and visitors as safe as possible.

**Background:** There may be times when it is necessary to implement the lockout of a building. If necessary, a building administrator, faculty or staff member may implement a lockout based upon an actual or imminent threat that exists outside the building\*. A lockout is a response which allows for movement inside a school building while entering and exiting the building is restricted. Students and staff are aware of the circumstances surrounding the lockout and except for the termination of outside activities (gym classes, field trips, etc.) there is no disruption to the normal school schedule. In some cases, to protect the identity of individuals involved in the incident, all of the details surrounding the lockout do not need to be shared with the students. The primary objectives of a lockout are:

- To minimize the possibility of injury and death.
- To keep students and staff in a safe and secure location.
- To limit access of visitors to the school building.
- To promote minimal disruption to the education process when there is a potential or actual incident outside the building.

\*Examples of situations which may warrant a Lockout are; hazardous material spill in the area surrounding the school, an escaped fugitive, custodial interference, etc.



### **SHELTER IN PLACE**

Reference Number: 8 – A - 6

Purpose:

To provide guidelines for district personnel for a shelter-in-place response during an emergency situation. A shelter-in-place response is utilized as a protective measure when movement about the school could be potentially hazardous.

**Background:** Situations may arise when it is necessary to restrict movement of students within the building or to isolate students and staff from the outdoor environment. Generally, there are two types of shelter-in-place protocols:

- 1. Faculty and staff are instructed to implement a shelter-in-place and all students are held at their current location inside a classroom or office.
- 2. Faculty and staff are directed to move the school population to a single location or to multiple locations within the school building.

In most cases, a shelter-in-place response is implemented when there is a threat (or an occurrence) of a weather related incident or a bomb threat. A shelter-inplace response allows school personnel the opportunity to secure the building during an incident as plans are made to respond to the incident, including a building evacuation. The primary objectives of a shelter-in-place response are:

- 5. To minimize injury or death
- 6. To restrict movement within a building
- 7. To locate and contain any device or damage caused by severe weather
- 8. To facilitate further emergency response (i.e. evacuation of building)
- 9. To establish safe routes and designated shelter locations

If an alternate shelter location or a building evacuation is deemed necessary, in most cases it is advisable to first shelter-in-place at a current location (Section I below) and then move to an alternate shelter location (Section II below). This will provide the opportunity for taking attendance and subsequently, a more orderly movement of students.



### **AED's - AUTOMATIC EXTERNAL DEFIBRILLATORS**

Reference Number: 8 – B - 1

Purpose:

To provide guidelines regarding the deployment and use of district owned Automatic External Defibrillators through the public access program.

Background: An automatic external defibrillator (AED) is a device used to treat a patient with cardiac arrest whose heart is beating irregularly (fibrillating). If the heart does not return to a regular rhythm within 5-7 minutes, this fibrillation could be fatal. To stop the fibrillation, an AED is used to administer an external electric shock through the chest wall to the heart with the use of conductive adhesive pads. Built-in computers analyze the patient's heart rhythm, and interpret the rhythms that require defibrillation shocks. Audible and/or visual prompts guide the user through the process. Most AEDs require an operator to initiate the delivery of the shock in some way, such as pushing a button.

> Under NYS Public Health Law Section 3000b and NYS Education Law Section 917, the Oneonta City School District is a Public Access Defibrillation (PAD) provider. Public access refers to accessibility for trained users to use AEDs in public places. Public access does not mean that any member of the public witnessing a sudden cardiac arrest should be able to use the device. AEDs are to be used only by individuals with the proper training and certification in accordance with state and local laws.

#### New York State Education Law Section 917; On-site cardiac automated external defibrillator (September 1, 2002):

- 1. School districts, boards of cooperative educational services, county vocational education and extension boards and charter schools shall provide and maintain on-site in each instructional school facility automated external defibrillator equipment, ...... to ensure ready and appropriate access for use during emergencies.
- 2. Whenever public school facilities pursuant to subdivision one of this section are used for school sponsored or school approved curricular or extracurricular events or activities and whenever a school-sponsored athletic contest is held at any location, the public school officials and administrators responsible for such school facility or athletic contest shall ensure the presence of at least one staff person who is trained, pursuant to paragraph (a) of subdivision



- three of section three thousand-b of the public health law, in the operation and use of an AED. Where a school-sponsored competitive athletic event is held at a site other than a public school facility, the public school officials shall assure that automated external defibrillator equipment is provided on-site.
- 3. Public school facilities and staff pursuant to subdivisions one and two of this section shall be deemed a "public access defibrillation provider" ....... and shall be subject to the requirements and limitations of such section.
- 4. Pursuant to section three thousand-a and three thousand-b of the public health law, any public access defibrillation provider, or any employee or other agent of the provider who, in accordance with the provisions of this section, voluntarily and without expectation of monetary compensation renders emergency medical or first aid treatment using an AED which has been made available pursuant to this section, to a person who is unconscious, ill or injured, shall be liable only pursuant to section three thousand-a of the public health law. {This is known as the Good Samaritan clause}

#### The Effectiveness of Defibrillation:

The sooner defibrillation is provided with an AED, the better the victim's chances of survival. When provided within the first 5 minutes of a cardiac arrest, the odds are about 50% that a victim's life will be saved. With each passing minute during a cardiac arrest, the chance of successful resuscitation is reduced by 7% to 10%. After 10 minutes there is very little chance of successful rescue. {Source: American Heart Association}

Each instructional school facility should have as its goal a specific response plan that targets a victim's collapse to defibrillation time less than or equal to 4 to 5 minutes. {Source: International Consensus on Science, Guidelines 2000 for Cardio-pulmonary Resuscitation and Emergency Cardiovascular Care. Vol. 102, #8. American Heart Association. August 2000.}

More information regarding NYS Education Department requirements can be found at; <a href="http://www.emsc.nysed.gov/sss/HealthServices/AEDs/">http://www.emsc.nysed.gov/sss/HealthServices/AEDs/</a>.





### **AIRCRAFT CRASH**

Reference Number: 8 – B - 2

**Purpose:** To provide guidelines for district personnel in the event that an aircraft crashes

on or near school property.

**Background:** This procedure addresses situations involving an aircraft crash on or in proximity

to school property. Three possible scenarios are addressed in this directive:

• Aircraft crash into a school building,

• An aircraft crash on school property but not involving a school building, and,

• An aircraft crash which occurs in the area near school property.





### **ALARMS; BOILER & FIRE RESET PROCEDURES**

Reference Number: 8 – B - 3

Purpose: To provide guidelines for district personnel in the event that the boiler or fire

alarm needs to be reset after it has been determined that no emergency exists.

Background: District buildings are equipped with alarms which activate when a fire or smoke

condition exists or the boiler fails. In most cases, when an alarm is activated, the head custodian or his/her designee will respond to determine the cause of the alarm, to meet with emergency responders and to reset the alarm system. Procedures outlined in this directive are to be followed in instances when the head custodian or his/her designee is not available to respond or their response

time is delayed.





# ARMED PERSON HOSTAGE OR TERRORIST ACTIVITIES ON SCHOOL PREMISES

Reference Number: 8 – B - 4

## ARMED PERSON, HOSTAGE OR TERRORIST ACTIVITIES ON SCHOOL PREMISES

NOTIFICATION: First responsible person aware of event will contact the Main Office



# Oneonta city school district HOME OF THE YELLOW JACKETS

### Assessment of a Student Who May Be a **THREAT**

Reference Number: 8 – B - 5

Purpose:

The following procedures are provided as guidelines for the prevention of target acts of violence. These are only guidelines and an appropriate course of action will be determined based upon all of the circumstances surrounding a potential threat.

Background: All threats made against individuals or groups must be taken seriously and investigated to determine whether or not they pose a real danger to students or staff. All threats received must be assessed and managed in consideration of the circumstances surrounding the threat. These circumstances may include; the nature or motivation behind the threat, the type of threat, the specificity of the threat and the background of the student making the threat.

- ١. Types of Threats – In general, the more direct and detailed a threat is, the more serious the risk of its being acted upon. Threats of violence can generally be classified into the following categories:
  - 1. **Direct** A direct threat identifies a specific act against a specific target and is delivered in a straightforward, clear and explicit manner.
  - 2. **Indirect** Indirect threats tend to be vague, unclear and ambiguous. The threat may not include a specific plan, intended victim, motivation or other important aspects of the possible violent act.
  - 3. **Veiled** A veiled threat implies but does not explicitly threaten violence. The potential victim feels that they may be in danger but does not have specific details regarding the threat.
  - 4. Conditional A conditional threat is usually based upon a specific demand or circumstances. The person making the threat may state that if certain conditions exist, the violent act will occur.
- II. Threat / Risk Levels - Threats will fall into one of three levels of risk:
  - 1. Low Level of Threat This level poses a minimal level of risk to the victim and public safety. The threat is vaque, indirect, inconsistent, implausible or lacking in detail. The threat may also lack realism or the content of the threat suggests that the person is unlikely to carry it out.



- 2. Medium Level of Threat While this threat could be carried out, it may not appear entirely realistic. The wording of the threat may be more direct and include more details when compared to a low level threat. The person making the threat demonstrates that they have actually given some thought as to how the violent act will be carried out and they may provide more specific details as to a location, time and reasons behind the threat. This level of threat may have some details but there is no indication that the person making the threat has taken steps to prepare for the violent act.
- 3. High Level of Threat A threat that appears to pose an imminent and serious danger to the safety of others will be considered to be a high threat level. This includes direct, specific and plausible information and there are indications that steps have been taken towards carrying out the threat.
- III. FBI Threat Assessment Model When conducting a threat assessment, there are a number of factors to consider. A properly done threat assessment includes the examination of all relevant information including; the student's personal history, relationships at home and school, recent life events, resiliency and coping style. To provide general guidelines for threat assessment, the Federal Bureau of Investigation has developed a Four-Pronged Assessment Model that examines:
  - 1. Personality of the Student:
    - Behavioral Characteristics
      - Capacity to cope with stress and conflicts
      - Ways of dealing with anger, humiliation, sadness or disappointment
      - Level of resiliency related to failure, criticism or other negative experiences
      - Response to rules and authority
      - Need for control
      - Capacity for emotional empathy or respect for others
      - Sense of self-importance compared to others (superiority/inferiority)
    - Personality Traits
      - Tolerance for frustration
      - Coping skills
      - Focus on perceived injustices
      - Signs of depression or other mental illness
      - Self-perceptions (narcissism/insecurity)
      - Need for attention
      - Focus of blame (internalizes/externalizes)



- 2. School Dynamics (actual or the student's perception):
  - Student's attachment to school
  - Tolerance for disrespectful behavior
  - Approach to discipline (equitable/arbitrary)
  - Flexibility/inclusiveness of culture
  - Pecking order among students
  - Code of silence
  - Supervision of computer access
- 3. Social Dynamics:
  - Peer group relationships and culture
  - Use of drugs and alcohol
  - Media entertainment, technology
  - Level and focus of outside interests
  - Potential copycat effect of past incidents
- 4. Family Dynamics:
  - Parent-child relationship
  - Attitudes toward pathological behavior
  - Access to weapons
  - Sense of connectedness/intimacy
  - Attitude toward/enforcement of parental authority
  - Monitoring of TV, video games or Internet usage
- IV. Creating a Climate of Trust: Studies have shown that in most cases of school violence, students often know of potential problems well in advance of adults. In light of this, it is important to create a climate of trust where students will feel comfortable telling a trusted adult about concerns they have regarding potential violent acts. There should be a common understanding of the following:
  - Violence prevention is everyone's responsibility
  - The school has a threat assessment process in place
  - All information received will be handled as discretely as possible
  - Threats will be taken seriously



# **BOMB THREATS**Reference Number: 8 – B - 6

Purpose: To provide guidelines for district personnel in the event that a bomb threat is

received or a suspicious package is located on school property.



### **Bus Accident**

Reference Number: 8 – B - 7

Purpose: To provide guidelines in the event of an accident involving a district-owned school

bus.

**Background:** These procedures are for use by bus drivers, school staff and administrators when a school bus accident occurs. There are a number of medical, legal and logistical obligations involving a bus accident. The first priority after an accident occurs is attending to any injured passengers in the vehicles involved. In most cases, the accident needs to be reported to law enforcement so that an accident investigation can be conducted and a report filed. The areas to be addressed in this directive include:

- Actions to be taken immediately following a bus accident
- Reports and documentation required
- Conducting the investigation
- Release of students

It is important to remember that an accident scene must not be disturbed. If at all possible, students should remain where seated at the time of the accident as law enforcement personnel will need this information. This means that unless approved by law enforcement personnel, no one should remove, move or tamper with items that are at the scene.





### **CHILD ABDUCTION**

Reference Number: 8 – B - 8

NOTIFICATION: Local Law Enforcement (CALL 911)

PERSON RESPONSIBLE: Any staff member who witnesses suspected

abduction/abductor





# CIVIL DISOBEDIENCE AND/OR STUDENT DISORDER

Reference Number: 8 – B - 9

#### PRELIMINARY INDICATORS OF TROUBLE

- 1. Gatherings of unusually large groups of disorderly students.
- 2. Unusually large numbers of students tardy or refusing to go to class.
- 3. A pattern of general loudness, disorder or defiance to supervisors and teachers.
- 4. Outbreaks of students fighting, unprovoked assaults, and/or property damage.
- 5. The forming of groups in the vicinity of the school which become active or move onto the school grounds.



# Oneonta CITY SCHOOL DISTRICT HOME OF THE YELLOW JACKETS

# **CLOSING SCHOOL OFF SITE (ONEONTA CITY SCHOOLS REMAIN IN SESSION (IE. BOCES)**

Reference Number: 8 – B - 10



### **CRIM SCENE MANAGEMENT**

Reference Number: 8 – B - 11

**Purpose:** To provide guidelines for district personnel in managing a crime scene on school

property.

Background: In July, 2000, Project SAVE (Safe Schools Against Violence in Education)

legislation was enacted. SAVE requires schools to develop policies and procedures for securing and restricting access to a crime scene in order to preserve evidence in cases of violent crimes which occur on school property. Crime scenes often contain information which is critical to identifying a

perpetrator and subsequently obtaining a conviction in court.



# DEATH OR SERIOUS INJURY OF A STUDENT OR EMPLOYEE DURING SCHOOL HOURS

Reference Number: 8 – B - 12





### **EARTHQUAKE**

Reference Number: 8 – B - 13

NOTIFICATION: ADVANCE WARNING UNLIKELY

PERSON RESPONSIBLE: TEACHERS AND STAFF

ACTION: Specific Procedures are limited to District-Accessible Versions



### FIELD TRIP PROCEDURES

Reference Number: 8 – B - 14





### FOOD POISONING OR OTHER MASS ILLNESS

Reference Number: 8 – B - 15

Purpose:

To provide guidelines for district personnel in the event that food poisoning or mass illness occurs on the campus. This procedure should be followed if suspected contamination of food or water occurs. This procedure applies where there is evidence of tampering with food packaging, observation of suspicious individuals in proximity to food or water supplies (water treatment facility as identified by police or fire personnel). Indicators of contamination may include unusual odor, color, taste, or multiple people with unexplained nausea, vomiting, or other illnesses.



### HAZARDOUS MATERIAL SPILL

Reference Number: 8 – B - 16

Purpose:

To provide guidelines for district personnel in the event of a hazardous material spill that occurs inside a building or outdoors, on or near school property.

**Background:** A hazardous material release is an incident involving the discharge of a biological or chemical substance in a solid, liquid or gaseous state. Potential chemical threats within or adjacent to schools include the discharge of chemicals in a school laboratory and a train derailment or overturned truck that contains hazardous materials. Three possible scenarios which involve the release of hazardous materials to be addressed are:

- Hazardous materials released inside a building,
- An outdoor release of hazardous materials on school property, and,
- An outdoor release or threat of release of hazardous materials in the area surrounding district property.

**Chemical exposure information:** In the event that information regarding a specific chemical is needed, 3E Company may be contacted (see accompanying page for contact information).





# SERIOUS INJURY OF AN ATHLETE DURING PRACTICE OR ATHLETIC EVENT

Reference Number: 8 – B - 17

Purpose: To provide guidelines for district personnel in the event that an athlete is seriously injured during

a school athletic competition.

Background: Minor injuries to athletes during practice or competition are common occurrences which are

addressed by coaches when they occur. When an athlete is injured during a practice or competition and the injuries appear to be serious in nature, specific procedures must be created to facilitate the emergency medical care of the injured athlete, to provide for notification of

appropriate persons and for the release of information to the public and media.





### RADIOLOGICAL EMERGENCIES

Reference Number: 8 – B - 18

NOTIFICATION: THERE ARE TWO TYPES OF RADIOLOGICAL EMERGENCIES, WHICH MIGHT IMPACT ONEONTA CITY SCHOOLS. THE FIRST IS A SPILL OR LEAK OF RADIOACTIVE MATERIALS BEING TRANSPORTED THROUGH THE AREA. THE SECOND IS THE POTENTIAL FOR NUCLEAR ATTACK. IN EITHER CASE, AN ALERT WILL BE PROVIDED THROUGH OUR STATE AND/OR LOCAL FIRE AND/OR LAW PROFESSIONALS.





# SHELTERING AND RELEASE OF STUDENTS **UNDER EMERGENCY CONDITIONS** (AFTER HOURS) Reference Number: 8 – B - 18

To provide guidelines for district personnel in the event that students must be sheltered in Purpose:

school facilities after normal school hours and for releasing students under emergency

conditions.

**Background:** There may be occasions when an emergency occurs or there is a disruption of transportation

services which necessitates the sheltering of students and staff in school buildings after normal school hours. In some instances there may be assistance available from the federal, state or county government or agencies such as the Red Cross if sheltering is the result of a disaster.

Literature regarding disaster feeding has been attached to this directive.





### **STUDENT RELEASE FORM**

Student Name	Person Student is Released to:	Relationship	Time	Signature
	_			
	_			
	_			
	_			
	_			
	_			
	_			
	_			
	_			



# SUICIDE OR SUICIDE ATTEMPT IN SCHOOL DURING REGULAR HOURS

Reference Number: 8 - B - 20

Purpose:

To provide guidelines for district personnel in the event that a student or staff member commits suicide, or threatens or attempts to commit suicide on school premises during regular school hours.

#### Background:

**Definition:** Suicide is the act of deliberately taking one's own life. Suicidal behavior is any deliberate action with potentially life-threatening consequences, such as taking a drug overdose, deliberately crashing a car, etc.

**Causes:** Suicidal behaviors can accompany many emotional disturbances, including depression, bipolar disorder, and schizophrenia. More than 90% of all suicides are related to a mood disorder or other psychiatric illness.

Suicidal behaviors often occur in response to a situation that the person views as overwhelming, such as social isolation, death of a loved one, emotional trauma, serious physical illness, aging, unemployment or financial problems, quilty feelings, or dependence on alcohol or another drug.

In the U.S., suicide accounts for about 1% of all deaths each year. The elderly have the highest rate of suicide, but there has been a steady increase among adolescents. Suicide is now the third leading cause of death for 15- to 19-year-olds, after accidents and homicide.

Suicide attempts that do not result in death far outnumber completed suicides. Many unsuccessful suicide attempts are carried out in a manner that makes rescue possible. These attempts often represent a desperate cry for help

The method of suicide can be relatively nonviolent (such as poisoning or overdose) or violent (such as shooting oneself). Males are more likely to choose violent methods, which probably accounts for the fact that suicide attempts by males are more likely to be completed.

Relatives of people who seriously attempt or complete suicide often blame themselves or become extremely angry, seeing the attempt or act as selfish. However, when people are suicidal, they often mistakenly believe that they are doing their friends and relatives a favor by taking themselves out of the world. These irrational beliefs often drive their behavior.

**Symptoms:** The following are just a few of the possible warning signs of a person who may be contemplating suicide:

Early signs:



- Depression
- Statements or expressions of quilt feelings
- > Tension or anxiety
- Nervousness
- Impulsiveness

### Critical signs:

- > Sudden change in behavior, especially calmness after a period of anxiety
- Giving away belongings, attempts to "get one's affairs in order"
- Direct or indirect threats to commit suicide
- Direct attempts to commit suicide

#### Intervention

Suicide attempts and threats should **always** be taken seriously. About one-third of people who attempt suicide will repeat the attempt within 1 year, and about 10% of those who threaten or attempt suicide eventually do kill themselves. Mental health care should be sought immediately. Dismissing the person's behavior as attention-seeking can have devastating consequences.

A person who threatens or attempts suicide must be evaluated immediately by a mental health professional. **A suicide threat or attempt should never be ignored**.

**Prevention:** Many people who attempt suicide talk about it before making the attempt. Sometimes, simply talking to a sympathetic, nonjudgmental listener is enough to prevent the person from attempting suicide.

<u>Source</u>: Paul Ballas, D.O., Department of Psychiatry, Thomas Jefferson University Hospital, Philadelphia, PA. Review provided by VeriMed Healthcare Network. 11/15/2010

US National Library of Medicine and the National Institute of Health <a href="http://www.nlm.nih.gov/medlineplus/ency/article/oo1554.htm">http://www.nlm.nih.gov/medlineplus/ency/article/oo1554.htm</a>

**Legal Background:** NYS Mental Hygiene Law Section 9.41 states that when a person is deemed to be exhibiting behavior that is harmful to themselves or others, a Police Officer may take that person to a hospital for immediate observation, care and treatment. This means that when a person who exhibits suicidal or homicidal tendencies will not go willingly they may be taken into police custody and transported to a treatment center.



# UTILITY SERVICE INTERRUPTIONS (GAS, ELECTRIC AND WATER)

Reference Number: 8 – B - 21

**Purpose:** To provide guidelines for district personnel during times when utility services are interrupted or

in the event of a gas leak or fallen power lines.

**Background:** During times of extreme weather conditions there is a potential for interruption of utility services

or for downed power lines, a gas leak or the loss of water to the school buildings. It may be possible for the district to operate under conditions of limited utility service interruption, however, a loss of utilities may also require an emergency closing of school until service can be restored. In the case of power loss, the Oneonta City School District does not have back-up generators. However, all district schools have battery-powered emergency lights. If electrical

wires are downed or a gas leak is suspected, extreme caution should be used.

## **Natural Gas Properties:**

**Non-toxic** – Natural gas is not poisonous. It is not harmful to breathe except if present in sufficient quantities to displace the normal air concentration and cause suffocation due to oxygen deficiency.

**Lighter Than Air –** Natural gas is only a little over half as heavy as air and it will rise if not confined.

**Easy to Ignite** – Almost any tiny spark is sufficient to ignite a combustible mixture. A combustible mixture almost always exists somewhere in the vicinity of a leak and may be as low as 5% of gas in air.



# WEATHER RELATED EMERGENCIES

Reference Number: 8 – B - 22

Purpose: To provide guidelines for district personnel in the event of a weather related emergency.

Background: The Oneonta City School District is geographically located in northern foothills of the Catskill Mountains in central New York State. Accordingly, there are a number of potential weather related situations which may occur including; flash flooding, flooding, severe thunder and lightning storms, heavy winds, snowstorms and ice conditions. The risk of tornadoes also exists. It is important that emergency planning includes these potential weather-related threats so that provisions are made in the event that weather related emergencies occur while school is in session.

### **Definitions:**

WEATHER EVENT	<b>W</b> ATCH	WARNING
Severe Thunderstorm	Severe thunderstorms are possible in the area.	A severe thunderstorm is imminent or has been indicated by Doppler RADAR or reported by storm spotters.
Tornado	Tornadoes are possible in the area. Remain alert for approaching storms.	A tornado is imminent or has been indicated by Doppler RADAR or reported by storm spotters.
FLASH FLOOD OR	Flash flooding or flooding is	Flash flooding or flooding is
FLOOD	possible in the area.	occurring or is imminent.
WINTER STORM	Hazardous winter weather conditions, such as heavy snow and/or ice are possible.	Hazardous winter weather conditions are forecast to occur within 12 hours or are about to begin.
HURRICANE OR TYPHOON	Hurricane/Typhoon conditions are possible in the area of the watch.	Hurricane/typhoon conditions are expected in the area, usually within 24 hours.

Source – NOAA Weather Radio {http://www.stormready.noaa.gov/awareness.htm}





Reference Number: 8 – B - 23

To provide guidelines for district personnel for responding to a fire in a building. Purpose:

Background: If a fire is discovered on school grounds, a quick response is critical to prevent injuries and property damage. Pursuant to New York State Education Law Section 807 (see below), each building within the Oneonta City School District must perform a specific number of fire drills to ensure that students, faculty and staff are prepared to respond if an actual fire occurs on school grounds during the school day. During a fire or fire drill, procedures will be similar to the Evacuation Procedures which can be located under the Immediate Response Procedures section. The procedures contained in this directive are guidelines which address a specific type of incident and can be included in an evacuation type response.

- \* In the case of after-school programs, events or performances which are conducted within a school building and which include persons who do not regularly attend classes in such school building, the principal or other person in charge of the building shall require the teacher or person in charge of such after-school program, event or performance to notify persons in attendance at the beginning of each such program, event or performance, of the procedures to be followed in the event of an emergency so that they may be able to leave the building in a timely, orderly manner.
- \* It shall be the duty of the board of education or school board or other body having control of the schools in any district or city to cause a copy of this section to be printed in the manual or handbook prepared for the guidance of teachers, where such manual or handbook is in use or may hereafter come into use.
- \* Neglect by any principal or other person in charge of any public or private school or educational institution to comply with the provisions of this section shall be a misdemeanor punishable at the discretion of the court by a fine not exceeding fifty dollars; such fine to be paid to the pension fund of the local fire department where there is such a fund.

**Specific Procedures are limited to District-Accessible Versions** Procedures:



# **DISASTER RECOVERY / BUSINESS CONTINUITY PLAN**

Reference Number: 8 – B - 24

Purpose:

To provide guidelines and procedures to be utilized in the event of a disaster that compromises the "administrative or business operations" of the district.

**Background:** For the purposes of this directive, a disaster is any event which compromises the Information Technology and data storage functions of the district. Disasters may include power outages, an accidental deletion of data, natural disasters (flooding, hurricanes, tornadoes, etc.), computer viruses or sabotage or a structure fire. Disaster planning can be complex and there is no level of advance planning that will address all risks or occurrences; however, proper planning will provide the foundation for recovery in the aftermath of a disaster. A well designed disaster prevention program will help to eliminate the occurrence of a disaster and/or mitigate the amount of recovery time necessary to regain function of critical information technology services.

> A major part of a disaster recovery or business continuity plan is assessing potential risks or threats to the district and determining the impact of each threat to the data system or network. In assessing a potential threat to the data infrastructure of the district, two areas should be considered; probability and impact. The following diagram can assist in assessing potential threats:

Low Probability/	High Probability/
Low Impact	Low Impact
Low Probability/	High Probability/
High Impact	High Impact

1

## **Objectives:**

The Oneonta City School District recognizes the need for a comprehensive disaster recovery plan to be utilized in the event that an unexpected disaster which threatens or compromises records and data stored on the district information network. The following objectives will be addressed by this document:

- 1. To identify potential threats to the data and information network.
- 2. To identify prevention or mitigation techniques utilized by the district which will reduce the possibility that data or records will be permanently lost or unavailable for long periods of time.
- 3. Creation of a plan for duplication of records (backup of data).



- 4. To identify members of the Disaster Recovery Team.
- 5. To identify data and information this is critical for continued operation of the district in the event of a disaster.
- 6. To outline recovery procedures which will enable the district to avoid a severe disruption of services in the event that a disaster occurs.

Oneonta CITY SCHOOL



# Vicinity Surrounding: Greater Plains Elementary School

# 60 West End Avenue Oneonta, NY. 13820

Specific Procedures are limited to District-Accessible Versions

# <u>Greater Plains Elementary School – Floor Plans</u>

# Vicinity Surrounding: Riverside Elementary School

# 39 House Street Oneonta, NY. 13820

**Specific Procedures are limited to District-Accessible Versions** 

# Riverside Elementary School - Floor Plan

# Vicinity Surrounding: Valleyview Elementary School

# 40-46 Valleyview Street Oneonta, NY. 13820

Specific Procedures are limited to District-Accessible Versions

# Valleyview Elementary School – Floor Plan

**Specific Procedures are limited to District-Accessible Versions** 

Vicinity Surrounding:
Oneonta Middle School
130 East End Avenue
Oneonta, NY. 13820

Specific Procedures are limited to District-Accessible Versions

# Oneonta Middle School – Floor Plan

Specific Procedures are limited to District-Accessible Versions

Vicinity Surrounding:
Oneonta Sr. High School
130 East End Avenue
Oneonta, NY. 13820



# Oneonta High School – Floor Plan Specific Procedures are limited to District-Accessible Versions



ALL Building Specific Plans are maintained in District-accessible versions.





## **Oneonta City School District Emergency Remote Instruction Plan**

### **Purpose:**

This plan establishes guidelines and procedures for the Oneonta City Schools to deliver instruction in a remote setting. It outlines procedures and describes the roles and responsibilities of all parties involved with remote learning. For the purposes of this document, "remote learner" is defined as an individual unable to attend inperson instruction at Oneonta City School campus.

### Accessibility

Oneonta City Schools will assess student digital accessibility prior to and/or at the beginning of the school year to prepare for online instruction. Students with:

- The Oneonta City School District adopted a 1:1 Device Intitative long before COVID-19. As such, our students are already in possession of the devices they would need should the need for remote online instruction occur.
- <u>Limited internet accessibility and the potential to use a mobile hotspot device for online instruction</u> will be provided with a mobile hotspot in addition to their device.
- *No internet accessibility* will be provided instruction through paper/book assignments.

Oneonta City Schools will provide opportunities for parents to pick up learning materials and will arrange for delivery as needed. Where pickup or delivery is not possible, arrangements will be established between such families and the Oneonta City School District to facilitate material exchange.

Teachers will collect student work and/or provide additional materials for pickup/delivery/mailing. If any staff member is unable to enter the building, they will contact administration to ensure work is delivered to students in a timely manner. If determined to be necessary and in an attempt to reduce exposure risks, student work (paper) via mail will be isolated for 24 hours before being handled.

#### Accommodations

The Oneonta City School District will collaborate with parents/guardians, to ensure to the greatest extent practicable, each student with a disability will be provided educational and related services as identified in the student's individual education plan (IEP).

The Oneonta City School District administrative team will collaborate with the Committee on Special Education (CSE) to ensure that students' programs and services are consistent with IEP recommendations in all instructional delivery environments (remote, hybrid, in-person). Student progress will be shared with CSE and parents on a regular basis. The Oneonta City School District will ensure that all necessary stakeholders will participate in the CSE processes. Teachers and Related Service Providers will utilize a variety of methods to monitor student progress as referenced in the district's reopening document.



#### Instruction

The Oneonta City School District will provide for continuity of learning through educational support using their own or District provided traditional materials, as well as using District provided and supported distance learning platforms and tools such as email, Schoology (Learning Management System) ZOOM or other similar District approved technology to engage with students.

Assigned coursework may include a combination of synchronous and asynchronous activities such as class discussion via Zoom meetings, YouTube videos for skill/activity demonstrations and student interaction, online review modules for certification exams. Remote learners will be provided with alternative opportunities for obtaining hours towards work-based learning experiences and/or industry certification requirements. Remote learners will remain eligible to earn all the Oneonta City School District awards and achievements, including honor roll designations, scholarships, etc. Remote learners will be held to the grading standards and policies of the District outlined in the student handbook and will follow the Oneonta City School District calendar for all holidays, breaks, marking periods, etc.

Administration will develop a school-wide remote schedule for students to interact and seek feedback and support from their teachers that follows individual students' daily schedule. Opportunities will be built in provide remote student/staff office hours to provide instructional support and answer questions. These dedicated opportunities may also be used for remote students to enter the building by appointment to minimize exposure to health risks and complete lab portions of their coursework and/or meet with service providers.

Student contact will be made by teachers, LTAs, and/or other staff to maintain instructional connections and strengthen school/home relationships. Each teacher will maintain a student contact log as well as maintain daily student attendance as verified through student activity in the learning management system.

In instances where a remote learner is not engaging in the required coursework, the following steps will be taken:

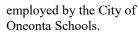
- 1. Concerns will be raised to the student's school counselor
  - School Counselor will connect with the parent/guardian through non in-person methods.
  - School counselor will connect with related service providers if necessary or outside organizations for intervention.

#### **Counseling**

The Oneonta City School District counselors, school psychologists, and social workers will establish daily office hours for remote learners and schedule secure virtual conference meetings to provide mandated IEP counseling.

Roles and Responsibilities

Roles and Responsibilities				
Teachers	School Counselors	Licensed Teaching Assistants	Consultant Teachers	
<ul> <li>Create and maintain Schoology classrooms</li> <li>Hold office hours and communicate such times to students - be available for questions via several communication tools</li> </ul>	<ul> <li>Evaluate student academic progress and social-emotional wellbeing as often as possible</li> <li>Develop a plan to support each student's IEP or 504</li> </ul>	<ul> <li>Serve as a resource for students and teachers</li> <li>Provide feedback and support concerning instruction</li> <li>When appropriate, attend and participate</li> </ul>	Consultant teachers will continue to support students on their assigned caseload     Consultant teachers will continue to collaborate with their colleagues to	



- Develop instruction that is foundational for future learning in their program and for success in the next level of work or education
- Teachers with college credit bearing classes will continue teaching those classes per college guidelines
- Teachers will use email, phone, Schoology, or other means to communicate with students to determine health and safety, and to identify potential supports

- Maintain regular communication with teachers to address student concerns
- Coordinate between teacher, parent/guardian, and any additional student needs such as through our BOCES partners.
- Provide progress notes and attend CSE review meetings for students on their caseloads

- in the on-line learning environment
- Conduct daily checkins with assigned students and act as a resource to share needs

increase opportunities for student success

• To the greatest extent possible, Consultant teachers will continue to support the IEP or 504 for each student

Related Service Providers (OT, PT, Speech, APE, School Psychologists, Social Workers, Nurses)

- Establish daily routines for engaging in supporting your students.
- Regularly monitor communications involving your assigned students.

#### **Remote Learners**

- Establish daily routines for engaging in learning.
- Regularly monitor email to check for announcements and feedback from teachers and staff.
- Complete assignments with integrity and academic honesty.
- Do your best to meet timelines, commitments, and due dates.
- Be proactive with your teachers when having difficulty.
- Comply with the Acceptable Use Policy including expectations for online etiquette.

#### **Parents/Guardians of Remote Learners**

- Regularly communicate concerns and issues related to the education of your child to the appropriate district staff.
- Ensure your child complies with the Acceptable Use Policy including expectations for online etiquette.
- Read and understand the student handbook/code of conduct as well as the Learning Plan for Remote Learners available at:

https://www.oneontacsd.org/MenuItem/Public%20Version%20Safety%20Plan%20-%208-10-23.pdf

# **Technical Support**

Technical support will be provided through the Oneonta City School District Informational Technology Services Department for students and families. A link with technical support information will be provided on the district website.

### **Communication by the Agency for Remote Learners**

Communication for an individual basis:

- Telephone call
- Email
- Postal Mail



# Communication for group notifications: • Postal Mail

- District webpage
- District Facebook
- Use of ParentSquare