



District-wide School Safety Plan

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Risk Management Department

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INTRODUCTION

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. School districts are required to develop a District-Wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The Minisink Valley CSD District-Wide Safety Plan is responsive to the needs of all schools within the district and is consistent with the more detailed Emergency Management Operations Plan required at the school building level. School districts are at risk of a wide variety of acts of violence, natural, and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the school district and its schools.

The Minisink Valley CSD supports the SAVE Legislation, and intends to engage in a planning process. The Superintendent of Schools encourages and advocates ongoing district-wide cooperation and support of Project SAVE.

Section I: GENERAL CONSIDERATIONS & PLANNING GUIDELINES

Purpose

The District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the School District Board of Education, the Superintendent of the School District appointed a District-Wide School Safety Team and charged it with the development and maintenance of the District-Wide School Safety Plan.

Identification of School Teams

The Minisink Valley Central School District (MVCSD) has appointed a District-Wide School Safety Team consisting of, but not limited to, representatives of the School Board, teachers, administrators, parent organizations, school safety personnel, other school personnel, and transportation representatives. The District-Wide School Safety Team consists of the following positions or affiliations:

Superintendent	Assistant Superintendent for C & I
Assistant Superintendent for HR	Assistant Superintendent for Business
Director of PPS	New York State Police Representative
Minisink Valley Elementary Principal	Mount Hope Police Chief
Minisink Valley Intermediate Principal	Director of Buildings & Grounds
Otisville Elementary Principal	Director of Transportation
Minisink Valley Middle School Principal	Minisink Valley High School Principal
Support Staff Representative	Director of Health, PE & Athletics
Orange County Sheriff's Office	MVCSD Transportation Representatives

Concept of Operations

- The District-Wide School Safety Plan is directly linked to the individual Building- Level Emergency Management Operations Plan for each of the school buildings. Protocols reflected in the District-Wide School Safety Plan will guide the development and implementation of the individual Building-Level Emergency Management Operations Plan.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by that school's Building Principal or Designee.
- With authorization from the Building Principal or Designee and or the Superintendent of Schools, local emergency response personnel (fire/police/EMS) shall be notified. If deemed necessary by the Building Principal or Designee and or the Superintendent of Schools, activation of the building Emergency Response Team shall take place.
- Additional local/county/state resources could supplement the district efforts through

existing protocols or emergency response actions, including post incident response, and may be supplemented by county and state resources through existing protocols.

Plan Review and Public Comment

- Pursuant to Commissioner’s Regulation, Section 155.17 (e) (3), this District-Wide Plan was adopted by the School Board after one public hearing that provided for the participation of school personnel, parents, students, and any other interested parties. The plan was formally adopted by the Board of Education on August 21, 2025.
- Full copies of the District-Wide School Safety Plan were submitted to the New York State Education Department within 30 days of its adoption. The Building-Level Emergency Management Operations Plan was submitted to local and state police within 30 days of its adoption.
- This plan is reviewed periodically during the year and is maintained by the District- Wide Safety Team. The required annual review is completed on or before September 1 of each year. A copy of the plan is available in the Office of the District Superintendent.
- While linked to the District-Wide School Safety Plan, the Building-Level Emergency Management Operations Plan shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers law or any other provision of law in accordance with Education Law Section 2801 – a.

Section II: RISK REDUCTION/PREVENTION & INTERVENTION

Prevention / Intervention Strategies and Strategies/Program Initiatives

Note: Risk Reduction/Prevention and Intervention are activities that are taken prior to an emergency or disaster to eliminate the possibility of the occurrence, or reduce the impact of such an emergency if it does occur.

Prevention/Intervention Strategies

Listed below are documents, programs and activities the Minisink Valley CSD has developed and utilizes in support of the prevention of violence, as well as attempted early intervention to prevent escalation of deteriorating personal or group problems.

Student Rules (Code of Conduct)

The Minisink Valley CSD has revised the student Code of Conduct, which was approved by the Board of Education on June 5, 2025. This document clearly defines the long-standing set of expectations for conduct on school property and at school functions. These expectations are based on the principles of civility, mutual respect, citizenship, character, tolerance, honesty and integrity. This Code of Conduct identifies possible consequences of unacceptable conduct, and ensures that discipline, when necessary, is administered promptly and fairly.

Student Harassment and Bullying Prevention Intervention:

MVCSD Board Policy #3420 - Title VI Civil Rights Act Non-Discrimination and Anti-Harassment in the Schools

MVCSD Board Policy #7550 - Dignity for All Students

Extended Day and/or after school activities:

There are many after school clubs that help give our students a chance to further develop their interests and develop leadership skills. These include student clubs, interscholastic athletics, and enrichment opportunities across the K-12 spectrum.

Other Program Initiatives:

- National Incident Management System (NIMS) training for emergency response team members
- New York State School Safety Guide (2007)
- School Safety Plan Guidance (SAVE -2010) Collaboration with the local Fire and Police Agencies
- MVCSD Counseling Center Services which can assist students with issues concerning: suicide prevention, substance abuse, peer mediation and/or conflict resolution.

Minisink Valley Central School District encourages students to report school violence and any symptoms of potentially violent behavior to counselors, principals, student coordinators, psychologists, and teachers or any other mentor without fear of retaliation by communicating this to all students at the beginning of the school year and periodically throughout the school year as appropriate.

Training Requirements and Exercises

All district personnel (faculty, custodial staff, office staff and administrators) will receive an orientation to the district's multi-hazards emergency plans on an annual basis. The orientation will focus on the district's policies and procedures for fire evacuations and emergency response procedures, emergency communications and the district's incident command system. (Substitute Teachers and Teacher Aides will receive training on the district's policies and procedures upon initial assignment). Building Administrators will be responsible for compliance.

1. Emergency response procedures will be practiced on as follows:

- a. LockDown**
- b. Secure LockOut**
- c. Evacuate**
- d. Hold (Hold-in-Place)**
- e. Shelter (Shelter-in-Place)**

2. **Building emergency drills** will be practiced a minimum of **12 times per school year**. Four of these drills will be lock-down drills, the remaining eight are required to be evacuation drills. These procedures will normally be tested and evaluated during the facilities fire evacuation drills. Eight of the required twelve drills must be completed in the first half of the school year. The date of completion of these drills is December 31 of each school year. The amendments to Education Law §807 (1-a) expanded fire drill requirements including the emergency drills to prepare students to be able to respond appropriately in the event of a sudden emergency.
3. **Trauma Informed Drills**
 1. Drills and training will be conducted in a trauma-informed, developmentally and age-appropriate manner;
 2. Drills and training will not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency; and
 3. Students and staff will be informed when a school is conducting a drill.
4. The district will conduct **one early go-home drill** to test its alerting and warning procedures, communications procedures, resources, staff procedures, transportation procedures, public information procedures, and evacuation procedures on an annual basis. These drills have historically been attached to an evaluation of our emergency contact system through Orange-Ulster BOCES.
5. **The emergency plan for sheltering** in the event of a severe weather threat such as a tornado or thunderstorm will be practiced on an **annual basis** to test alerting and warning procedures. These include communications procedures, staff procedures and the movement of students to designated areas within the school building. The drills will be conducted by individual schools and evaluated by members of the Building Level Safety Committee. The drill will be documented within their Safety Committee Meeting Minutes.
6. The district will endeavor to conduct **one drill and/or table-top** exercise with local law enforcement agencies and other emergency response agencies to practice and review its emergency procedures for a “violent incident” on an annual basis.

Following a program orientation, drill and/or exercise, participants are encouraged to forward their observations to their Building Level Safety Committee/Team representative for further review and/or discussion. If immediate action is needed, the Building’s Principal will be notified in order to take corrective action. The Building Level Safety Committee/Team will review after-action reports and forward their findings, recommendations and suggestions, in writing, to the District-Wide Safety Committee, via the Assistant Superintendent for Curriculum & Instruction.

School Security

The Minisink Valley CSD is committed to providing a safe working and learning environment at each of its schools. To help ensure the personal safety of staff and students the following has been adopted.

1. Screening of potential new employees which includes:

- Providing a resume
- Providing three references
- Submit to a criminal history background check that includes fingerprinting (for all new employees hired after July 1, 2001)

2. Training of all current and new staff regarding violence prevention and intervention using the National Incident Management System (NIMS) training for Schools program or other similar programs that meet the stipulated guidelines and requirements.

Implementation of School Security

1. Every door will be accessible as an exit.

2. Only one main door is used for visitors to access the school building and is manned by a school security officer during school hours.

3. No visitor will be allowed access to the school building without having a practical reason.

4. All staff have been assigned Picture IDs.

6. Cameras have been installed at the main entrance and other strategic locations to monitor various buildings.

7. A district-wide monitoring procedure routinely utilizes existing staff to maintain a presence in hallways during passing times and maintain a presence in school parking lots at the beginning and end of school days.

School Resource Information (Vital Education Agency Information)

Each Building-Level Emergency Management Operations Plan will include the following information:

1. School population
2. Number of staff
3. Transportation needs
4. Business and home telephone numbers of key officials of each educational agency

The Building-Level School Safety Teams will ensure that this information is updated routinely and is accurate.

Early Detection of Potentially Violent Behaviors

Minisink Valley CSD will:

- Facilitate training for staff and students on specific policies regarding reporting of threats and conflicts, weapons, appropriate clothing and the clearly defined roles and responsibilities of all persons involved in the school setting.
- Announce and post the school's safety policies against violence in visible areas of the school.

There are early warning signs in most cases of violence to self and others. Certain emotional and behavioral signs that, when viewed in context, can signal a troubled student. Teachers should be given a checklist of these signs that can be used to signal a student that may need help. The more signs a student exhibits, the more likely he/she may need intervention. Such early warning signs may include but are not limited to the following:

- Social withdrawal
- Excessive feelings of isolation
- Excessive feelings of rejection
- Being the victim of violence
- Feeling of being picked on
- Low school interest and poor academic performance
- Expression of violence in writing and drawings
- Uncontrolled anger

- Patterns of impulsive, chronic hitting and bullying
- History of discipline problems
- History of violent and aggressive behavior
- Intolerance for differences and prejudicial attitudes
- Alcohol and drug usage
- Affiliation with gangs
- Inappropriate access / use of firearms
- Serious threats of violence

The above comes from the United States Department of Education's "Early Warning, Timely Response" document. This information will be available for all staff relating to early identification of potentially violent behaviors.

- Information will also be made available to parents / guardians on how to identify potentially violent behavior.
- If a teacher or administrator feels help for a student is warranted, it will be discussed with the appropriate school personnel to determine the next step.
- Interpersonal violence prevention education packages will be taught as appropriate.
- The District Superintendent will set specific time for the building principal(s) in conjunction with the Minisink Valley CSD Professional Development Plan to organize activities of particular concern.

Hazard Identification of Sites of Potential Emergencies

Potential hazards in the neighborhood and community are considered, such as facilities containing toxic, chemically reactive, and/or radioactive materials; high voltage power lines; transportation routes of vehicles including trucks and trains carrying hazardous materials; underground gas and oil pipelines; underground utility vaults and above- ground transformers; multi-story buildings vulnerable to damage or collapse; water towers and tanks; and other potentially hazardous sites in the community. The Minisink Valley CSD has consulted with local emergency managers on the hazard analysis for the area in which the school district is located. The Minisink Valley CSD has identified sites of potential internal and external emergencies and has included procedures within our Building Level plans for appropriate response actions.

Section III: RESPONSE

Notification and Activation (Internal and External Communications)

- Upon being notified of an emergency, the Building Principal or Designee will contact law or emergency personnel in accordance with stated response protocol and request the closest response agency to ensure that the response to the incident is as rapid as possible.
- In the event of an emergency, the Building Principal or Designee will notify all building occupants to take the appropriate protective action. Follow established procedures as listed in Building-Level Emergency Management Operations Plan.
- The following systems may be utilized as forms of communications:

Telephone	District Webpage
District Mobile App	District Radio Systems
Intercom	Emergency Alert System Fax
E-mail	NOAA Weather Radio Local
Media	School Messenger

- Should parental and / or media notification be required, the school district will contact appropriate parents, guardians or persons in parental relation to the students/staff via media release, telephone contact, or other appropriate means in the event of a violent incident or early dismissal following the protocol listed in the Building-Level Emergency Management Operations Plan.

Situational Responses

Multi - Hazard Responses

The district's multi-hazard response plans for taking actions in the following emergencies are included in the Building-Level Emergency Management Operations Plan. They are as follows:

Criminal Offenses
Bomb Threat
Written Threats
Telephone / Verbal Threats
Suspicious
Packages
Outside Facility

Evacuation for Bomb Threat
Shelter in Place for Bomb Threat
Bomb Threat Response Form
Civil Disturbance / Prison Break
Hostage Taking / Kidnapping
Intrusion
Suspected Student with a Weapon on Campus
School Shooting
Suicide Threat

Natural Hazards

Severe Thunderstorm / Tornado
Winter Storm / Ice Storm
Hurricane / Tropical Storm
Flood
Reservoir / Canal / Dam Failure
Earthquake

Technological Hazards

Mail Handling Protocol
Anthrax / Biological Threat On-Site
Biological Threat Off-Site
Air Pollution
Aircraft Crash
Gas Leak
Hazardous Material Incident – On Site
Hazardous Material Incident – Off Site
Radiological Incident
Water Emergency

Explosion and Fire

Explosion / Fire Emergency

Systems Failure

Building Structure Failure
Cyber Failure/ Computer Loss
Electrical System Failure
Energy Supply Loss / Utility Restrictions
Heating System Failure
Sewage System Failure
Transportation Fleet Loss

Medical Emergencies

School Bus Accident (Off-Site)

Epidemic / Human Disease

Responses to Acts of Violence / Implied or Direct Threats

The school district has adopted policies and procedures dealing with acts of violence and responses to acts of violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the acts of violence. The normal procedures to respond to implied or direct threats of violence will be:

- Use of staff trained in de-escalation or other strategies to diffuse the situation
- Inform building principal of implied or direct threat
- Determine level of threat with District Superintendent / Designee
- Contact appropriate law enforcement agency if necessary
- Monitor situation, adjust response as appropriate, include the possible use of the Emergency Response Team

Responses to Acts of Violence

The Minisink Valley CSD recognizes that appropriate response to acts of violence by students, teachers, other school personnel and visitors varies greatly depending upon the actual threat or act as well as the magnitude of such emergency. The Building-Level Emergency Management Operations Plan and Code of Conduct details the appropriate response to such emergencies utilizing the following procedure:

- The threat level will be determined
- If the situation warrants, the immediate area will be isolated and evacuated
- Administration will be notified
- If necessary, lockdown procedures will be initiated and appropriate law enforcement officials will be notified
- The situation will be monitored and the appropriate response will be adjusted accordingly. If necessary, early dismissal, sheltering or evacuation procedures may be initiated

Response Protocols

The district recognizes that appropriate response to emergencies, such as bomb threats, intrusions, hostage takings and kidnappings, varies greatly depending on the situation. The

Building-Level Emergency Management Operations Plan details the appropriate response to such emergencies utilizing the following protocols:

- Identification of the decision makers
- Determination of threat level
- Plans to safeguard students and staff
- Procedures to provide transportation, if necessary
- Procedures to notify parents
- Procedures to notify media
- Debriefing procedures

Arrangements for Obtaining Emergency Assistance from Local Government

During emergencies, local government agencies, including emergency services, can be obtained by contacting the county Emergency Management Coordinator. The Incident Commander will authorize the request for assistance from these agencies.

New York State Police (Greenville Barracks):	(845)856-6440
Mount Hope Police Department:	(845)351-5111
Orange County:	911 or (845)615-0400

Procedures for Obtaining Advice and Assistance from Local Government Officials

If the nature of the emergency necessitates advice and/or assistance from local governmental officials, the Incident Commander will notify the county Emergency Management Coordinator at:

Orange County: 911 or (845) 615-0400

and/or the highest ranking local governmental official for obtaining the advice and assistance. The district resources, which may be available during an emergency, include the following but not limited to:

Red Cross	NYS Dept. of Env.Conservation
Fire Department	NYS Dept. of Transportation
Police	NYS Dept. of Health
Private Industry	Village / Town Officials
Private Individuals	State Emergency Mgmt Office
Religious Organizations	Other

Specific resources are identified in the Building-Level Emergency Management Operations Plan.

District Resources Available for Use in an Emergency

The district has committed the full inventory of its resources to be available for use during an emergency. These resources will be utilized in line with the Building-Level Emergency Management Operations Plan as deemed appropriate by the Incident Commander. Specific resources are identified in the Building-Level Emergency Management Operations Plan.

Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies

The district uses the Incident Command system model for emergency actions. For district-wide emergencies the incident commander will be the Superintendent or designee. In building-level emergencies, the administrator in charge or designee will act as the Incident Commander. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building-Level Emergency Management Operations Plan.

Protective Action Options

Depending on the emergency, response actions may include:

- School cancellation
- Early dismissal
- Evacuation
- Sheltering sites

Refer to detailed response action guidelines in the Building-Level Emergency Management Operations Plan.

Section IV: RECOVERY

District Support for Buildings

After a critical incident has occurred, the District is committed to a thorough and comprehensive recovery for students, staff, and families. To achieve this goal, the Post Incident Response Team should consider the following steps:

Step 1: Consult with administrators and others to:

- Determine advisability of team involvement
- Determine nature of team involvement
- If team is needed, acquire release from currently assigned responsibility
- Inform Superintendent of nature of incident

Step 2: Acquire facts and circumstances as to the nature of the trauma/loss

Step 3: Determine those groups and/or individuals most affected by the trauma/loss (target population)

Step 4: Assist building administrator in the following:

- Arrange for staff meeting
- Formulate staff meeting agenda
- Dissemination of information to staff, parents, students, media, etc. (e.g., letters, etc.)
- Determine logistical needs (e.g., work space, crisis center, counseling rooms, class schedules, etc.)

Step 5: Assignment of team members and other staff to individual tasks

Step 6: Provide Crisis Team Services:

- Conduct faculty meeting with all building staff
- Provide educational information to teachers to be used in class
- Conduct classroom meetings with Team member and teacher in seriously affected classes
- Assess needs and arrange for follow-up meetings with individuals and small groups
- End of day staff meeting to update staff and administrator and plan for next day
- Crisis Team “debriefing” at the end of day

- Provide substitutes and aides as back-up staff for teachers
- Offer a separate room for parent contact, if necessary
- Crisis workers in offices to aid office staff to deal with parents' telephone calls and questions

Remind staff about "Teachable Moments"

- Death and grief education
- Personal safety
- Sorting rumor from fact
- Anatomy of the injury (e.g., what type, extent, what it means)

Step 7: Assist in creating a committee that can coordinate and plan for memorial contributions, expressions of sympathy, scholarship funds, etc., should be composed of staff students, and parents

Step 8: Follow-up plans for ending Crisis Team involvement:

- Staff meeting
- Alert staff to individual staff questions and needs
- Respond to individual staff questions and needs
- Provide feedback to teachers regarding individual student needs
- referral of literature
- Refer students and others to appropriate building personnel or other helping resources in the community
- Arrange for meeting with Crisis Response Team to determine effectiveness of the Crisis Response Plan in addressing the needs in this particular incident

Disaster Mental Health Services

The District will work closely with local mental health services to:

- Provide services to children and families that are appropriate for the type emergency/disaster
- Assess condition and immediate needs of children and family including food, shelter, clothing, medical treatment
- Follow-up on referrals
- Decrease the internal and external stressors which affect the children and family
- Provide opportunities for children and families to verbalize their feelings and provide emotional support to aid recovery
- Guide the family through the emergency/disaster and provide tools and techniques for the family to help themselves to recover

SECTION V: CHAIN OF COMMAND

The Minisink Valley Central School District Superintendent will be responsible for designation of response actions necessary to cope with an emergency.

Assistant Superintendent-Chief Emergency Officer

Christian Ranaudo

Office: (845) 355-5117

In the event the Chief Emergency Officer is not available, the response action designation responsibility shall be delegated as follows:

Superintendent of Schools

Brian Monahan

Office: (845) 355-5112

BUILDING ADMINISTRATION

Minisink Valley High School Principal

Kenneth Hauck

Office: (845) 355-5156

Minisink Valley Middle School Principal

Michael Larsen

Office: (845) 355-5206

Otisville School Principal

Julia Downey

Office: (845) 355-5884

Minisink Valley Intermediate School Principal

Paul Dombal

Office: (845) 355-5257

Minisink Valley Elementary School Principal

Deborah Gallant

Office: (845) 355-5272

***ALL EMERGENCIES
FOR FIRE, POLICE & AMBULANCE
DIAL 911***

SECTION VI: CONTINUITY OF OPERATIONS-PROTOCOLS FOR A PUBLIC HEALTH EMERGENCY

On September 7, 2020, Governor Cuomo signed into law Chapter 168 of the Laws of 2020 that requires public employers, including public school districts, to adopt a continuation of operations plan in the event that the governor declares a public health emergency involving communicable diseases.

The legislation amends subdivision 2 of section 2801-a of New York Education Law to require that District Safety Plans include protocols for responding to a declared public health emergency involving communicable disease that are “substantially consistent” with the provisions of section 27-c of the Labor Law.

The amendments to subdivision 2 of section 2801-a requires that the District Safety Team convene to develop protocols to identify, mitigate and respond to the following areas:

- **Essential Workers-** The creation and description of positions and titles considered essential in the event of a state-ordered reduction of in-person workforce, including a justification of such considerations for each position and title.
- **Telecommuting Protocols-**A description of protocols to be followed to enable all non-essential employees to telecommute, including how to equip these individuals with necessary connectivity (computers, telephones...etc)
- **Schedule Staggering-**Protocols to be used in order to stagger work shifts to the extent practicable for essential workers in order to reduce overcrowding in the workplace.
- **PPE Procurement-**A description of the district plan to procure a 6 month supply of necessary PPE for essential employees.
- **Exposure Protocols-**The district is required to be prepared to implement protocols to limit the potential spread of communicable diseases.
- **Security/Contact Tracing Protocols-**The district is required to have protocols that allow for the tracking of precise hours and work locations of employees in the event that tracing is necessary following a potential exposure to a communicable disease.
- **Emergency Housing for Essential Workers-**The district is required to have protocols that allow for the coordination with other local government agencies of efforts and resources to provide for the emergency housing of essential employees in the event of emergency circumstances.

Essential Workers

Administration	Superintendent, Asst. Superintendents & Directors	Required to ensure continuity of the response efforts.
Building Administration, Clerical Support & Health Services	Building Administrators & Clerical Support	Required to ensure continuity of the response efforts.
Buildings & Grounds	Director Asst. Director Senior Custodians Custodians Maintenance Mechanics Grounds	This group is needed to maintain the cleanliness and continued functioning of the buildings & grounds.
Business Operations	Accounting, Payroll, Accounts Payroll, Purchasing	Where necessary to ensure the continued operation of the District.
Faculty and Staff	Teacher/Related Service Provider	Should it become necessary to meet a student's needs under IDEA and/or Section 504 regulation (FAPE), teachers/related service providers may be deemed essential on an as needed basis.
Food Service	Food Service Director & Food Service Workers	To prepare and distribute meals to students.
Information Technology	Director Technicians	This group is needed to maintain the internet capability including remote learning and working from home.
Security	Security Coordinator & Security Assistants	To ensure the safety/security of the campuses.
Transportation	Director of Transportation, Support Staff & Transportation Contractor	To transport food to students who receive home meals and/or to transport students in the event they are attending in person instruction.

Telecommuting Protocols

To enable all non-essential employees to telecommute, District staff will be provided access to technology which will allow these employees to continue to carry out the functions of their assigned roles. For example, all faculty in the district have been provided a district-issued chromebook or laptop as well as access to the internet and/or network resources. Likewise, the district would follow a contingency plan in a similar format to that which was put in place during the pandemic shut down in March 2020 and the commencement of the 2020-2021 school year.

Teachers will continue to have access to various digital platforms, including, but not limited to:

● District Email	● Google Classroom Suite
● Seesaw	● Math/Reading IXL
● Brainpop	● Gizmos
● Discovery Ed	● Learning A-Z
● Screencastify	● Kami
● MusicFirst	● GradPoint
● Swank Movie Streaming	● Castle Learning

Schedule Staggering

Schedules for both employees and students will be developed in consultation with guidelines/requirements provided by Federal, State and local agencies, including and primarily the respective Department of Health agencies for each level of government. If and when necessary, based upon the guidelines/requirements protocols will be implemented that allows for minimizing social density, and contact to the extent necessary and practicable. For example, during the 2020-2021 school year, students were assigned a schedule that allowed for part time instruction in-person at school, and part time remote instruction. These protocols allowed the schools to operate at a less than 50% capacity thus significantly increasing social distancing. In addition, the following protocols may be implemented to further reduce the number of non-essential individuals on the school campus throughout the course of the day:

- In-person days may be staggered by cohorts groups.
- Visitors may not be permitted on campus without an appointment.
- Employees may be permitted to work remotely.
- Contractors may not be permitted on campus during school hours.
- Staff may be required to arrive on campus prior to students in a staggered work shift or staggered assigned day of work.
- Staff and students may walk or drive a personal vehicle to campus.

Many of the aforementioned protocols will allow the district to conduct transportation activities that are consistent with Department of Health and NYSED School Reopening guidelines. In order to maintain social distancing, district buses may operate at reduced capacity, and students and the driver may be required to utilize Personal Protective Equipment and take the following additional measures:

- Seating may be assigned and/or limited to minimize contact between members of different households.
- Dismissal times will be staggered to best suit building needs and to promote social distancing.
- Arrival and departure activities shall be supervised to ensure social distancing. Stagger arrival times of both buses and parent transportation to reduce density.
- The district will add or modify bus routes to reduce load levels on buses.
- Whenever possible, a single driver will be assigned to the same bus and routes.

PPE Procurement

The Minisink Valley CSD will maintain an inventory of PPE in accordance with NYS Education Department guidelines, and continually restock the same as needed. Storage of personal protective equipment will be on campus and comply with the manufacturer's storage recommendations for each item. PPE equipment will be readily available, if needed.

Exposure Protocols

In the event an employee, student or contractor is exposed to a known case of a communicable disease that is subject to a public health emergency, exhibits symptoms of such disease, or tests positive for such disease, the District will respond as per the Infectious Disease annex found in the Building Level Emergency Plan, the District's Reopening Plan as well as any Department of Health guidelines or requirements.

Security/Contact Tracing Protocols

- All building entrances will be locked and monitored. Visitors will not be permitted without an appointment.
- All employees will use their access cards or sign in as applicable for entrance which documents their arrival on premises.
- Payroll, attendance, and/or time cards will further document an employee's presence on campus.
- Contractors will sign in with the security guards/greeters, and their presence registered in the visitor log book or visitor management system.
- Non-essential visitors will not be allowed on site however exceptions will be made on a case by case basis.
- Offices, classrooms and other spaces will require accurate sign-in logs to be maintained.

Emergency Housing for Essential Workers

If emergency housing is needed, and approved, the District will lodge an essential employee on a district property or at a local hotel. Additionally, when required by local, state or federal requirements, the district will coordinate with essential workers to coordinate for child care needs.

Emergency Remote Instruction Plan

The Minisink Valley Central School District developed the following Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of the New York State Education Commissioner's Regulations for inclusion in the 2025-2026 District-Wide School Safety Plan.

The District may offer Remote Learning days to students in the event of an emergency condition, including, but not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficiency of water supply, shortage of fuel, destruction of a school building, or a communicable disease outbreak.

Definitions

1. "Asynchronous instruction" means instruction where students engage in learning without the direct presence (remote or in-person) of a teacher.
2. "Non-digital and/or audio-based instruction" means instruction accessed synchronously and/or asynchronously through paper-based materials where the student-to-teacher interaction occurs via telephone or other audio platforms.
3. "Remote instruction" means instruction provided by an appropriately certified teacher who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.
4. Remote instruction will encompass synchronous instruction provided through digital video-based technology and may also include asynchronous instruction intended to complement synchronous instruction. Digital video-based technology includes online technology and videoconferencing technology.
5. Remote instruction may encompass non-digital and audio-based asynchronous and/or synchronous instruction where this instruction is more appropriate for a student's educational needs.
6. "Synchronous instruction" means instruction where students engage in learning in the direct presence (remote or in-person) of a teacher in real-time.

Formats and Methods of Remote Instruction

Remote instruction may be delivered through a variety of formats and methods. Determinations about how to best deliver remote instruction will take into account a variety of factors including, but not limited to, the number of students involved, the subject matter, the students' grade levels, and the technological resources of both the District and students. Consideration will also be given to whether accommodations need to be made for students with disabilities or English language learners.

Instructional Options

The District may engage students in synchronous and asynchronous learning on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction. When remote instruction by digital technology is unavailable, appropriate special accommodations for students will be made to aid their learning.

Computer and Connectivity Access for Students

The District will ensure that students have the necessary equipment at home to participate in remote instruction. Commissioner's regulation 115.17(f) outlines the annual data collection that districts must submit to SED every year by June 30. It requires the school district to survey families regarding internet and device access at the student's place(s) of residence. The chief executive officer shall survey students and parents and persons in parental relation to students to obtain information on student access to computing devices and access to internet connectivity.

Minimum Instructional Hours

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

The Superintendent will certify to the New York State Education Department, on a form prescribed by the Commissioner, that an emergency condition existed on a previously scheduled school day and that the District was in session and provided remote instruction on that day. The form will specify the number of instructional hours provided on that day and certify that remote instruction was provided in accordance with the District's emergency remote instruction plan.

Remote Instruction Support

As necessary, the District will provide instruction on using remote instruction technology and IT support for students, teachers, and families. The District will also work to ensure that teachers and administrators are provided with professional development opportunities related to designing an effective remote instruction experience.

Compliance with District Policies, Procedures, and the Code of Conduct

Teachers and students are required to comply with any and all applicable District policies, procedures, and other related documents as they normally would for in-person instruction. Examples include but are not limited to, the District's policies and procedures on non-discrimination and anti-harassment, acceptable use, and copyright. Students will also be required to abide by the rules contained within the Code of Conduct at all times while engaged in remote instruction. Violations of the Code of Conduct and/or engaging in prohibited conduct may result in disciplinary action as warranted.

Privacy and Security of Student and Teacher Data

The District will take measures to protect the personally identifiable information of students and teachers from unauthorized disclosure or access when using remote instruction technologies in compliance with law, regulation, and District policy. Examples of these measures include but are not limited to, minimizing the amount of data shared to only that which is necessary, de-identifying data, and using encryption or an equivalent technical control that renders personally identifiable information unusable, unreadable, or indecipherable to unauthorized persons when transmitted electronically.

Policies

The plan adheres to the guidance set forth in the following Board of Education policies:

- 8271: Internet Safety/Internet Filtering
- 7315: Student Acceptable Use of Computerized Information Resources
- 6410: Staff Use of Computerized Information resources
- 3410: Code of Conduct

Internet & Digital Device Access

The school district provides all students in grades K-12 access to a mobile computing device. In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have devices at home for instruction. All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.

Pedagogy

All teachers in grade K-2 will use SeeSaw and/or Google Classroom as the primary instructional platform. All teachers in grades 3-12 will use Google Classroom as the primary instructional platform.

Several district-provided instructional technology software programs are available to support instruction along with a myriad of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach may include a combination of:

Synchronous “Live” Instruction: Using SeeSaw and/or Google Classroom along with other digital platforms, teachers will deliver real-time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project-based opportunities within this model.

Teachers will make personal connections with all students during scheduled class times via SeeSaw and/or Google Classroom. These connections will allow teachers to take attendance, introduce new content or skills, and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning.

All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction, students are expected to be school ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations.

Student Expectations

All students are expected to practice appropriate digital etiquette and responsible behavior during assigned Google Classroom.

- Mute yourself on meets as directed by your teacher.
- Cameras are to be kept on during classroom meets unless directed specifically by your teacher to do otherwise.
- Students are expected to work in an appropriate setting when participating remotely. Student dress must be appropriate on all platforms – the Student Dress Code section

of the Student Handbook/Code of Conduct applies to students on all platforms.

- If there are any circumstances preventing full and appropriate participation the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.

Daily Schedule

The virtual day will follow the same schedule framework as the HS, MS, and Elementary School to which the student is assigned. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled times. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these guidelines

Communication Protocol: Intervention

Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.

Special Services

School districts are required to implement supports, services, and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach.

NYSED Plan Requirements:

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction;
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
5. A description of how special education and related services will be provided to

- students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and
6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State Aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

End of the School Year

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

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

SECTION VII: EMERGENCY RESOURCE INFORMATION

APPENDIX A - IMPLIED OR DIRECT THREATS OF VIOLENCE

The purpose of this policy is to provide a mechanism to assure that threats of violence in a school environment are addressed, whenever possible, before they occur. The policy is intended to identify credible threats of violence and address those threats and the individual making the threat before the threat is carried out. NOTE: This policy is applicable during any school-sponsored event or function, whether the event or function be on school property or not.

The following procedure is separated into several sections in order to reflect those instances where a threatened act of violence may be received by specific individuals. The threatened act of violence may be on another individual, individuals, or themselves.

1. Any student, upon receiving information that a person is threatening to commit an act of violence, shall:

- Assume the threat is serious.
- Immediately report the threat to a parent/guardian, school staff, administrator or law enforcement officer.
- Be available and cooperative in providing a statement of information, with the understanding that the information source (student) will remain anonymous to the greatest extent possible.

2. Any parent or guardian, upon receiving information that a person is threatening to commit an act of violence, shall:

- Assume the threat is serious.
- Immediately report the threat to a school staff member, school administrator or law enforcement officer.
- Be available and cooperative in providing a statement of information, with the understanding that the information source (parent/guardian) will remain anonymous to the greatest extent possible.

3. Any school staff member, upon receiving information that a person is threatening to commit an act of violence, shall:

- Assume the threat is serious.
- Immediately report the threat to a Building Principal or Designee.
- Be available and cooperative in providing a statement of information, with the understanding that the information source (the staff member) will remain anonymous to the greatest extent possible.

4. Any school administrator, upon receiving information that a person is threatening to commit an act of violence, shall:

- Assume the threat is serious.
- Cause the student making the threat, if said student is on campus, to be immediately removed from the classroom and segregated into a secured area pending further investigation.
- Immediately notify the designated law enforcement officer assigned to the school and provide the officer with complete information regarding the information received.
- Require the school staff member, if this is the source of the information, to provide immediate written statements regarding the information received.

5. The designated law enforcement officer or administrator, upon receiving information that a person is threatening to commit an act of violence, shall:

- Assume the threat is serious.
- Immediately conduct an assessment interview of the subject making the threat. The assessment interview will include at least one administrator.

NOTE: The primary purpose of the interview is to engage in an assessment of the available information, in an attempt to determine the veracity of the threat, in order to decide what level of follow-up action is needed and appropriate.

6. Once the assessment is complete, law enforcement and administrators shall convene privately to discuss the threat and consider options for follow-up action.

A. If it is agreed the threat is credible:

1. The law enforcement officer shall immediately follow standard operating procedures (SOP) as the situation dictates.
2. The school administrator shall take administrative action in accordance with School Board policy.

3. The student's parent/guardian shall be notified in accordance with School Board policy.
 - B. If it is agreed that the threat is not credible, the school administrator shall assume responsibility to institute any further action deemed necessary.
7. Once the situation has been assessed and action taken, the School Principal assumes the responsibility for reporting to the Superintendent of Schools.

APPENDIX B - ACTS OF VIOLENCE

The Board of Education recognizes the danger that violent acts by students present to the safety and welfare of district students, staff and community. The Board acknowledges the need for an immediate and effective response to a situation involving such an act.

A violent act shall mean an offense against property or involving danger to another person, including oneself.

The Board prohibits any district student from committing violent acts directed at any student, employee, Board member, community member, school building or property.

The Board directs the Superintendent of Schools to react promptly and appropriately to information and knowledge concerning a possible or actual violent act.

The Superintendent of Schools shall be responsible for developing appropriate and necessary administrative regulations to implement this policy.

Staff members and students shall be responsible for informing the Building Principal regarding any information or knowledge relevant to a possible or actual act. The Building Principal shall immediately inform the Superintendent of Schools after receiving a report of such an act.

When an administrator has evidence that a violent act has been committed, the following guidelines shall be applied:

1. The threat level will be determined.
2. If the situation warrants, the immediate area will be isolated and evacuated if deemed appropriate.
3. Administration will be notified.
4. If necessary, LOCKDOWN procedure will be initiated and appropriate law enforcement officials will be notified.
5. Situation will be monitored and the appropriate response will be adjusted accordingly.
6. If necessary EARLY DISMISSAL, SHELTER, or EVACUATION procedures may be initiated.

APPENDIX C - MEDIA NOTIFICATION PLAN

- As media personnel arrive to cover a story, they should be directed to a media staging/reception area and should not be allowed to interview students without expressed permission.

Media Site Selection

- Several factors should be considered when selecting a site to which the media can go and from which information will be dispensed:

Physical Space: Select a room or area that will accommodate a media conference attended by several news agencies and school support staff.

Containment: Ensure the site does not permit access by the media to the Command Post or student population.

Necessary Accommodations: Choose a location that permits direct access to restrooms and telephones and has sufficient electrical outlets and space for equipment.

Dissemination of Information

- The Superintendent of Schools should assign, in advance, a staff member as the Public Information Officer (P.I.O.) or Media Coordinator to work with the media during a crisis. The individual assigned this duty assumes responsibility for organizing the details.
- During the crisis the Public Information Officer, P.I.O. / Media Coordinator should greet reporters, direct them to the media staging area where they will be provided a news conference or press release.

Recommended Policy

- The Superintendent of Schools will assign the P.I.O. or Media Coordinator for the district.
- If there is a police or emergency service presence, release of information will be coordinated with the information officers from those agencies.
- The P.I.O. for police, emergency personnel, and the school district will act as liaison to the media and coordinate press conferences and media deadlines.

- Confidentiality and privacy issues regarding the identity of juveniles, staff members, and their involvement in a particular situation must be monitored very closely to prevent unauthorized disclosure of information.
- The school district, law enforcement, and emergency response personnel have an obligation to keep the media aware of significant developments as long as the investigation, actions, and/or locations are not compromised or parent/guardian are not unnecessarily alarmed.
- Announcing to the media that only one person will be releasing information usually will prevent attempts to obtain information by circumventing the authorized channels.
- If an arrest results from the situation, the law enforcement should coordinate this announcement through the school district spokesman and the Superintendent of Schools so necessary steps can be taken by the school to prepare the staff, students, and parent/guardian.

Tips for the P.I.O.

- Ensure all media inquiries are routed to one person or office.
- Prepare an official statement about the crisis and action being taken. Include information to answer the basic who, what, when, where, why, and how questions.
- Do not reveal names of students or employees involved in the incident, without prior approval from the responding emergency response personnel and the school's legal department.
- When responding to the media, use the prepared official statement as your guide.
- Distribute the prepared statements to teachers, staff, and students, and ensure that they are given accurate and consistent information.

P.I.O. Guidelines

- Be brief.
- Avoid providing superfluous information or using professional jargon.
- Do not appear to be concerned mainly about the school's reputation.
- Anticipate questions especially on potentially controversial issues.
- Keep calm. Show sensitivity to the seriousness of the matter but do not overreact.
- Answer one question at a time and answer only the question that is asked.
- Do not treat anything as “off the record”.
- As an official spokesperson, do not hesitate to say, “I don’t know” or “I will have to get back to you”.
- Do not reply “No comment”. This infers that information is being withheld.
- Ignore abrasive comments made by reporters and maintain a professional attitude.
- Provide updates to the media as events unfold, even after the initial crisis is handled.
- Remember to follow up when information is available; bear in mind that the public has a right to know and understand what has happened.

APPENDIX D - PARENT/GUARDIAN NOTIFICATION PLAN

- Utilize districtwide notification systems (i.e. telephone, District mobile app, Apptegy, social media and School District Website) or television / radio media to notify parent/guardian of an emergency involving an occupied school facility.
- Designate a reception center at a location away from the incident. Provide this information during the notification process.
- Several factors should be considered when selecting a reception center. They are as follows:

Physical Space: Select a site that will accommodate a large influx of people to include parent/guardian and district representatives.

Containment: Ensure that the site does not permit access by the media and is isolated from the Incident Command Post (I.C.P.), Emergency Operation Center (E.O.C.), and student body.

Necessary Accommodations: Select a location that permits direct access to restrooms and telephones and allows for the serving of refreshments. Several rooms should be made available for grieving family members and counseling sessions.

Support Personnel/Agencies: If the situation warrants station counselors, members of the clergy, medical personnel and Critical Incident Stress Debriefing Team at the reception center. Law enforcement and emergency response personnel representatives should be at the site also.

Dissemination of Information: The Superintendent of Schools should assign, in advance, a staff member as the liaison/information specialist to work with the parent/guardian during a crisis. The individual assigned this duty must assume responsibility for arranging the details and providing accurate, up to date information regarding the incident.

- Confidentiality and privacy issues regarding the identity of victims and individuals involved must be monitored closely to prevent unauthorized disclosure of information. This will also maintain some privacy for the family members of victims and others involved in the incident.
- Periodic updates should be given to keep parent/guardian apprised of the situation and help reduce the potential for them to become unnecessarily alarmed.
- One person should be releasing the information to ensure there is no circumventing of authorized channels.

APPENDIX E - POST INCIDENT RESPONSE / RECOVERY

This section does not take precedence over the District Crisis Intervention Plan but may be used as a guide to establish a District Wide Post Incident Response.

- Faculty and staff will meet immediately after the students have been dismissed the day of the incident, so that rumors may be dispelled quickly and that the action taken, or to be taken, can be clarified.
- Facilities will be arranged for posttraumatic incident counseling by trained school personnel, health professionals, and/or community agencies. Dealing with the traumatic issues often requires counseling or intervention and accommodations will be made to allow students and staff to vent feelings and discuss what happened.
- When necessary, affected persons will be educated about the legal process and its requirements.
- A designated person will maintain contact with the law enforcement and be the liaison between the criminal justice system and school to inform affected persons of the status of the case.

Post Incident Response

- Disseminate facts and information using an established communication process.
- Any incident regardless of perceived seriousness will have an impact on those involved and the environment in which it happened.
- Facts about an incident should be quickly presented to school personnel, student body and other concerned or interested parties, even if it is only to dispel rumors or keep the incident from getting blown out of proportion.
- Initiate established counseling and mediation services.
- Teams of school personnel, law enforcement, community members, and student body representatives should be established to provide arbitration and mediation services to violence prone students/groups and to potential victims of violent actions.
- Mobilize Site-Level Post-Incident Response Team or Crisis Intervention Plan. A site level team, composed of all levels of school personnel, law enforcement, and health professionals should take the leadership role and make the decisions concerning the needs of the students and staff.

Site Level Post-Incident Response Team

- Be very visible and accessible during the aftermath of a crisis.
- Site team members will coordinate resources and activities for the days immediately following the crisis. Such activities may include:
- Conducting staff information and debriefing meetings.
- Coordinating communication between parent/guardian, students, staff, district personnel, media, and the community.
- Deciding which classroom activities will work best in the days immediately following the crisis.
- Establishing “Support Rooms” for staff and students to use for emotional breaks and support when needed during the school day.
- Provide referral services for victims and offenders.

APPENDIX F - RECOVERY PLAN

At the conclusion of an incident, the district will start the process of recovery. The district's Incident Command Team will redirect their efforts into meeting the needs of those affected and returning the educational environment back to normal as quickly as possible.

The district will activate its counseling services to assist with the mental health needs of students and staff. If additional assistance is required the district will contact the following mental health professionals for additional assistance.

Orange-Ulster BOCES Counseling Services

Contact: District Superintendent

Work: (845) 291-0100

Orange County Mental Health

Contact: Lacey Trimble, Commissioner of Mental Health

Work: (845) 291-2600

After normal business hours and weekends contact the 24 hour emergency line at 1-800-832-1200

Request a mental health worker on duty - give the information.

Recognizing that not all teachers would be comfortable speaking to students about death the district will provide:

- A simple script teachers can read to students
- Provide teachers with a daily update on details about planned viewings, funerals and discussion points for what students may or might expect to see and experience at the services

Currently the Superintendent of Schools or Designee acting as the Incident Commander and the Public Information Officer will provide information to families and students to:

- Dispel rumors about incident and any student/staff involved
- Provide parent/guardian with information on where they can receive status updates without calling the district
- District website
- TV and radio stations

- Provide information on condition of school building and steps being taken to reopen building
- Provide information to parent/guardian on scheduling of classes
- Provide parent/guardian staff, and students with information about counseling services that is available to them and their families
- Provide parent/guardian with handouts on symptoms for depression and other mental health issues that students and family members may experience
- Work with the local news media by providing parameters for media contact with students and staff and stipulate a central location where such contacts may take place

CISM Program:

- Supply students, families, and school personnel assistance in dealing with their victimization. In addition to emotional support, assistance could include guidance on medical treatment, financial advice, and legal assistance. Consider using existing student assistance program referral processes to direct students to support groups for counseling and help.
- Periodically check on feelings, attitudes, and behaviors associated with the incident.
- Evaluate the effectiveness of team and community response. After a reasonable length of time following the incident, evaluate the effectiveness of team and community responses and identify procedures that should be carried out differently in a future crisis.
- Add new team members as necessary. Veteran team members should be given the opportunity to resign from the team if they desire to do so.

APPENDIX G - SECURITY OF CRIME SCENE

In the event of an incident/crime on school property, the building shall utilize the following procedure(s) for securing and restricting access to the scene in order to preserve it from being disturbed or destroyed.

- Initial security at the scene is the responsibility of the Building Principal or Designee until relieved by law enforcement officials.
- No items shall be moved, cleaned, or altered without prior approval from the appropriate law enforcement agency.
- Nothing in this section should be interpreted to preclude the rescue and aid of injured persons.

School Crime Scene Management

In July 2000, Governor Pataki signed the SAVE legislation. The legislation requires schools to develop policies and procedures to secure and restrict access to a crime scene in order to preserve evidence in cases of violent crimes on school property.

How to avoid contaminating crime scene evidence

Crime scenes often have some of the most important evidence - evidence that is critical in criminal cases. Only trained professionals, called Crime Scene Technicians, should collect and preserve the evidence. Crime Scene Technicians say the biggest problem that they encounter is crime scene contamination.

Therefore, before the professionals arrive, it is paramount that the crime scene remains as uncontaminated as possible. There are steps that can be taken by people who are the first to arrive at the scene to help protect the evidence.

The following should guide schools in developing policies and procedures to manage school crime scenes. (Police agencies can be contacted to assist with additional education and training.)

Since school employees will be first at a school crime scene, it is recommended that a person from the school staff be designated to manage the crime scene prior to police arrival.

The acronym "RESPOND" should help school personnel remember how best to manage a school crime scene to minimize contamination. The letters in the acronym represent the words

respond, evaluate, secure, protect, observe, notify and document.

Respond

- Personal safety - Your safety comes first! You can't help others if you are injured.
- Organize your thoughts and formulate a plan on how to handle the situation.
- Make mental notes of your observations.

Evaluate

- Evaluate the severity of the situation. Is the crime/incident in progress or not? The school's Emergency Response Team should be calling 911 if appropriate.
- Identify all involved and uninvolved individuals in the area. Emergency response personnel should be offering aid to the victims
- Be aware of weapons and hazards.
- Be aware of potential evidence.
- Don't touch anything unless necessary.

Secure

- Clear away uninvolved people.
- Establish a perimeter with survey or custodial tape, cones, desks.
- Law enforcement will adjust the perimeter if they need to.

Protect

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

Observe

- Write down your observations - These notes will be utilized to report crime scene management to responding police. Your notes could possibly be used at a later date in criminal court.
- Record detailed information - don't rely on your memory.

Notify

- Call 911 if not already called or there.

Document

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

APPENDIX H - EMERGENCY PROCEDURES FOR STUDENTS WITH SPECIAL NEEDS

In order to ensure the safety of our students with special needs and the school district staff, the following procedures must be followed in the event of an emergency and during all emergency drills.

- With regard to a multi-level building, the student(s) on the ground floor will be escorted out of the building by designated personnel to a predetermined location.
- With regard to a multi-level building, the student(s) above the ground floor will be escorted by designated personnel to a predetermined location on that floor. The student(s) and staff will then be escorted out of the building by fire department personnel. In the event that the primary predetermined location is obstructed, the student(s) will be escorted to an alternative predetermined location, then escorted out of the building by fire department personnel.

ELEVATORS MUST NOT BE USED DURING EMERGENCY PROCEDURES!

Building Principals, in cooperation with the Committee on Special Education Chairperson will:

- Identify probable areas that are easily accessible to fire personnel
- Select interior and exterior locations, and notify Fire Department Chief and appropriate school district staff
- Designate appropriate staff, which should include: personal care aide(s), guidance counselors, and school psychologists
- Insure that designated staff have access (keys) to predetermined locations
- Explain in detail the emergency procedures to staff and students

1:1 Aides:

- Must be able to identify and locate appropriate safety areas pre-determined by the Building Principal
- Must, at all times, have access (keys if needed) to predetermined locations

- Must remain with student at all times

Designated Personnel (school counselors, school psychologist, or support staff):

- Must be able to identify and locate appropriate safety areas pre-determined by Building Principal
- Must be familiar with student's current schedule
- Must remain with student at all times

APPENDIX I - AUTOMATED EXTERNAL DEFIBRILLATOR (AED) LOCATIONS

Building	Location
MVHS	Main Lobby
MVHS	Pool
MVHS	Nurse
MVHS	Athletic Trainer
MVHS	Athletics Portable
MVMS	Lobby
MVMS	Nurse
MVIS/MVES	Lobby
MVIS	Nurse
MVES	Nurse
OE	Lobby
OE	Door 3
OE	Nurse
Central Office	Greeter Station
Athletic Field	Tennis courts/Soccer Field utility shed
Athletic Field	Softball field utility shed