

**DeRUYTER**

**CENTRAL SCHOOL DISTRICT**

**DISTRICT-LEVEL**

**Emergency Response Plan**

Safe Schools Against Violence in Education Act (SAVE)

Distribution List

School Superintendent  
CSE office  
School Business Official  
Principal, DCS Elementary School  
Principal, DCS MS/HS School  
Supervisor of Transportation  
Superintendent of Buildings and Grounds  
Director of Food Service  
Building Nurse  
Custodian's Office  
DeRuyter Fire Station  
State Police  
Madison County Sheriff's Office  
OCM BOCES Safety Officer  
Madison County Emergency Management (315-366-2789)

**Adopted by DCS Board of Education: 01/7/2026**

# DeRuyter Central School Comprehensive School Safety/Emergency Management Plan & Procedures

## INTRODUCTION

This District-wide safety plan has been developed to comply with the mandates of the Safe Schools Against Violence in Education Act (“Project SAVE”) and the Regulations of the Commissioner of Education at 8 NYCRR Section 155.17(e)(1). The Board of Education appointed a District-wide School Safety Team, comprised of representatives of the school board, administrators, faculty, staff, parent organizations, students, school safety personnel and other individuals, to develop the plan. It provides standard procedures to guide staff and students of the DeRuyter Central School District (the “District”) when responding to an emergency. It also sets forth the required drills to keep staff and students familiar with the standard response procedures. The plan includes legislative changes from May 2016 related to school emergency response planning.

Building-level safety plans have also been developed to comply with Project Save to establish specific emergency response plans for each school building. These building safety plans provide detailed response procedures for each school building **within the District**. In contrast to this Plan, which is accessible to the public, the building-level plans are confidential and not subject to disclosure under Article 6 of the Public Officers Law, the Freedom of Information Act, or any other provision of law, in accordance with Education Law, Section 2801-a. Therefore, the building-level plans provide a confidential means to outline sensitive emergency procedures not included herein. Such plans comply with the requirements of Education Law §2801-a (3) and the Regulations of the Commissioner of Education at 8 NYCRR §155.17(e)(2).

Project SAVE requires that this Plan include policies and procedures on several prescribed topics. In some instances, a general policy on a prescribed topic is set forth in the District Safety Plan and the specific procedures to implement such a policy are included in the Building-level Safety Plans or annexed as an appendix to the Building-level Safety Plans.

Emergency situations can range from man-made problems such as power outages, fires and bomb threats to natural disasters like blizzards and floods, and may present highly dangerous situations or mere inconveniences. In an emergency situation, District priorities are first the protection of life, then preservation of property, and restoration to normal activities. This Plan and the Building Safety Plans describe procedures for a variety of emergencies. Obviously, no plan can cover all possible emergencies. Therefore, District officials are to use their judgment and discretion in responding to an emergency in a manner consistent with the provisions of this Plan and the applicable school Building Safety Plan in a manner that will minimize loss of life, personal injury and property damage.

## 1. DEFINITIONS

A. ACCIDENTAL DISASTER - Any major fire, explosion, transportation crash, hazardous material incident or other major occurrence in which the lives, safety or property of numerous persons is in jeopardy.

B. BUILDING ADMINISTRATOR - The principal of a school building or his or her designee.

C. BUILDING SAFETY PLAN - A building-specific school emergency response plan that addresses crisis intervention, emergency response and management at the building level and contains the provisions required by 8 NYCRR §155.7(e)(2).

D. BUILDING RESPONSE TEAM – Individuals within the school building designated to serve specific roles in responding to an emergency or individuals that may be called upon to assist response and recovery efforts during a crisis.

E. CHIEF EMERGENCY OFFICER – The individual responsible for coordinating communication between staff and law enforcement and first responders and for ensuring staff understanding of the district-level safety plan. The chief emergency officer shall also be responsible for ensuring completion and yearly update of building-level emergency response plans.

F. CIVIL DISTURBANCE - An action by any individual or group that poses a substantial threat to peace, life and/or property or any tumultuous or violent activity that creates a grave risk of causing public alarm.

G. CRITICAL INTERVENTION TEAM – A district wide team that includes appropriate administrators, medical personnel, counselors, school social workers, school psychologist and others who can assist the school community in coping with the aftermath of a Serious Violent Incident or emergency.

H. DISASTER – The occurrence or imminent threat of injury, loss of life, or severe damage to property, resulting from any natural or manmade causes, such as fire, flood, earthquake, hurricane, tornado, high water, landslide, mudslide, windstorm, wave action, epidemic, air contamination, drought, explosion, water contamination, chemical accident, war or civil disturbance.

I. DISTRICT-WIDE SCHOOL SAFETY TEAM – A District-wide team appointed by the Board to develop the initial plan. The District-wide team shall include, but not be limited to, student, teacher, administrator, and parent organizations, local emergency agency personnel, and other school personnel.

J. EARLY DISMISSAL – Returning students to their homes or other appropriate locations before the end of the school day.

K. EMERGENCY – A situation, including but not limited to a disaster, that requires immediate action, occurs unpredictably, and poses a threat of injury or loss of life to students or school personnel or of severe damage to school property.

L. EMERGENCY COMMAND POST - **The on-scene location for command staff who will be responsible for determining the exact status of the emergency, resources needed, and incident strategy.**

M. EMERGENCY SERVICES ORGANIZATION – A public or private agency, organization or group other than a governmental agency, which provides police, fire, medical, ambulance, rescue, housing or other services for the relief of human suffering, injury or loss of life or property as a result of an emergency.

N. EVACUATION – Moving students for their protection from a school building to a predetermined outside or off-campus Safety Zone location in response to an emergency. All building occupants are required to exit the building and wait a safe distance from the building at the designated Safety Zone.

O. FIRE COMMANDER - The fire chief directing fire-fighting operations at the incident.

P. INCIDENT COMMANDER - The supervisor with decision making responsibility when responding to a particular emergency.

Q. IN-PLACE SHELTERING – The emergency response used in situations where it is necessary to have students/staff remain in their classrooms or work-areas temporarily during an emergency or medical emergency until things can be returned to normal or early dismissal can be arranged.

R. LOCK-DOWN - This emergency response is to be used when walking through the building would endanger the health and safety of students/staff. In the event of a dangerous person or intruder, students and faculty are to remain in place. Classroom doors and windows should be locked.

S. SECURE LOCK-OUT - This emergency response is to be used when the incident is occurring outside the school building, on or off school property, which allows the school to continue with the normal school day, but curtails outside activity, and allows no unauthorized personnel into the building.

T. MEDIA STAGING AREA - The location outside of the inner perimeter dedicated for media assembly and equipment staging. This location may also be used to conduct media briefings.

U. NATURAL PHENOMENA - Those incidents in which the forces of nature threaten the lives, safety and/or property of numerous persons (e.g., floods, tornado, lightning, severe high winds, and significant snowfall/blizzard, etc.).

V. SAFETY ZONE – Predetermined locations either inside the school building (“sheltering”), outside the building on school property, or off campus, where students and faculty are to assemble in the event of an Emergency. Inside safety zones are the locations for in-place sheltering.

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W. SCHOOL CANCELLATION – A determination by school officials that a school or schools should not be in session for one or more school days due to an emergency.

X. SERIOUS VIOLENT INCIDENT – An incident of violent criminal conduct that is, or appears to be, life threatening. This situation warrants the evacuation or “lock down” of students and/or staff because of an imminent threat to their safety or health. Situations include, but are not limited to: riot, hostage taking, kidnapping and/or the use or threatened use of a firearm, explosive, bomb, incendiary device, chemical or biological weapon, knife or other dangerous instrument capable of causing death or serious injury.

Y. SHELTERING – The emergency response of keeping students in school buildings and providing them with shelter when it is deemed safer for students to remain inside rather than to return home or be evacuated (e.g., air pollution problems, chemical spills, radiological emergencies). Staff and students or held in a designated shelter location or common area inside the building, inside a gymnasium, cafeteria or etc., during an emergency or medical emergency until things can be returned to normal or dismissal can be arranged.

Z. SHELTER SITE - A location established for providing temporary shelter or care for persons displaced by an Emergency.

AA. STUDENT RELEASE AREA – A predetermined location where parents or authorized persons can pick up students during an emergency.

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## SECTION 1: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

### A. Safety/Emergency Management Plan Brief

Providing an orderly plan for dealing with any emergency—whether related to an act of violence or not – is part of school officials’ responsibility for the management and overseeing of the safety of the District’s students and staff. “Emergencies” range from man-made problems, such as fires and bomb threats, to natural events, such as blizzards or floods, and carry consequences that extend from mere inconvenience to highly dangerous, life-threatening situations. The guiding principles for emergency planning are protection of life first, then preservation of property, including restoration to normal activities. Where appropriate, mandates which influence planning and decision making are included in this Comprehensive School Safety Plan. Careful planning and quick access to these plans will mitigate the effects of an emergency, minimize property damage, and most importantly, avoid injury and death. Small problems remain small and do not escalate into catastrophes. Finally, the situation can be restored to normal quickly and efficiently.

The District Level School Safety Plan will be in effect for the following sites of potential hazard during hours of regular daily student attendance.

- DeRuyter Central School Building and Grounds
- DeRuyter Central School Bus Garage Building and Grounds
- Morning and afternoon bus transportation
- Extracurricular and athletic bus transportation

A copy of the District Level Plan will also be located at:

- Superintendent’s office (HS)
- Principal’s office in both buildings
- Nurse’s office
- Custodian’s office
- CSE office
- Business office
- Bus garage
- DeRuyter Fire Station
- State Police
- Madison County Sheriff’s Office
- BOCES Health and Safety Coordinator

The Safety Plan will be reviewed annually by the Superintendent. The annual review will assure:

- One early dismissal drill each year that begins 15 minutes prior to the end of the regular school day, with parental notification at least one week prior to the dismissal
- One sheltering drill each year with different components of the procedure targeted for review
- 12 Emergency Drills per year
- Updates to personnel with duties listed in the Plan
- Updates to the list of personnel holding First Aid, CPR and AED certification
- Updates to inventories of maintenance vehicles, the bus fleet, and emergency resources



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- Review of, and provision for, any students with limited mobility
- A set of recommendations to enhance safety and security during that school year, developed by the District Safety Committee

Building Administrators are responsible for monitoring within any school facility all conditions which may affect the safety and welfare of students and staff. Therefore, each building administrator will be familiar with necessary emergency procedures and review the Safety Plan annually with staff, emphasizing key people and their responsibilities, meeting points, and assembly areas.

**Emergency Response Team**

When the Superintendent declares an emergency or the Superintendent is notified that a potential emergency/disaster exists (either by the County Emergency Director or other authority), he/she will notify the Emergency Response Team. Members will provide input on subsequent actions, based on their knowledge of existing conditions, and remain accessible to the Superintendent for the duration of the emergency.

**Emergency Response Team**

Dr. Neal Capone, Superintendent 7403  
Amanda Graham-Quirk, Business Executive 7502  
Stephen Rafferty, 5-12 Principal 7503  
Jennifer Valente, Director of Special Education, PK-4 Principal 7126  
Jody VanDee, Head Custodian 7301  
David Coye, School Resource Officer 7153

## SECTION 11 RISK REDUCTION/PREVENTION AND INTERVENTION

### A. Prevention/Intervention and Program Initiatives

The following safety and security measures, in effect in the district, are particularly relevant to Project SAVE and this Comprehensive School Safety Plan for DeRuyter Central School:

- Controlled access entrances for the public at DeRuyter Central School
- Other exterior doors have controlled access entrances for staff members and students. Exterior doors are locked with the exception of public access doors which visitors must identify themselves and be buzzed in.
- Visitor badges are required for all visitors to either building while classes are in session. Visitors must sign in and out of buildings.
- Unoccupied classrooms and spaces are locked.
- The District Safety Committee meets regularly (bi-monthly) and makes recommendations on safety issues.
- Parents are advised annually of district safety drills and office contact phone numbers via district publications.
- Two-way radios are used for district wide emergencies.
- Staff and faculty are visible in the hallways.
- Staff are trained yearly in the content of the safety plan, DASA, workplace violence prevention, and on mental health issues.

### B. Detection Strategies

Every effort will be made, building team meetings, and our counseling/bully referral process to identify and respond to student behaviors that are problematic.

#### **Training**

The district will provide training to identify and respond to student behaviors that have the potential to become problematic, including, but not limited to DASA (Dignity for All Students Act) training. Training will be done through assemblies, classroom lessons, staff conference days, etc.

The district will provide training/professional development and resources to prevent and respond to such issue as: suicide prevention, depression, anxiety and substance use disorder.

#### **Reporting mechanisms**

The “reporting process promotes ongoing open communication between students, teachers, parents/guardians, support staff, and administrators. The relationships among these school populations are maintained with a spirit of teamwork and cooperation that function as natural conduits for the expression of concerns.

#### **Threat Assessment**

The following outline is intended to give direction specifically to **assessing threats**. The district will continue to make every effort to assess threatening behaviors and verbalizations in a manner that avoids over-labeling and over-reaction, but recognizes the potential for violent

situations. High Level Threats will almost always require further examination of the personality and circumstances of the “threatener” and the social and school dynamics surrounding the situation.

**Low Level Threat:** A statement that is vague, indirect, lacks details, and/or consistency; is unlikely to be carried out. (Example: Note without details left in a bathroom.)

**Response:** Internal investigation; parental contact; consultation with school personnel on whether to move it to a higher level identification.

**Medium Level Threat:** Statement that is more direct and concrete, possibly referring to a time and place, though lacking detailed information. There is no obvious preparation by the threatener, but there may be a specific confirming statement like “I really mean that!” (Example: Threatening phone call to the school.)

**Response:** Internal investigation; consultation with law enforcement; parental contact; external investigation as called for.

**High Level of Threat:** Statement that is direct, specific, plausible and suggests concrete steps that *have been taken* to carry it out. It may include statement that threatener has acquired or practiced with a weapon or has had the “victim” under surveillance. (Example: Physical evidence; sight of a weapon or unknown package)

**Response:** Possible **Trauma-Informed Lockdown** or evacuation; immediate notification of outside law enforcement; parental contact when possible

### C. Early Detectyion of Potentially Violent Behaviors

In order to prevent violence before it begins, staff and students should look for certain warning signs of potentially violent behavior. The following list was adapted from the International Association of Chiefs of Police, Guide for Prevention of School Violence. Staff members or students who observe any of these warning signs in a student, and who believe that such student is a threat to himself/herself and/or others, or may display aggressive rage or violent behavior, shall immediately notify the Building Principal. As deemed necessary and/or appropriate, the Building Administrator will contact the following individuals: the potential victim(s) and/or their parents/guardians; the parents/guardians of the student who made the threat; law enforcement officials, the school psychologist and/or counselor; and the Special Education Director, if applicable, in order to discuss the student’s behavior and implement a plan of appropriate intervention as may be necessary. The Superintendent will be kept informed as to actions taken by the Building Administrator.

The following actions, procedures and policies are in place to provide early detection and intervention of potentially violent behaviors:

- Ongoing training is provided to all staff members regarding early detection of risk factors leading to violent behavior or other at-risk behavior.
- A Code of Conduct distributed to each student and staff member **address specific** consequences relative to violent or risky behavior.

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- A written reporting system allows staff to report and document violent and at risk behavior.
- Students are encouraged to report at risk behavior to a staff member including but not limited to the Building Administrator and counselor.
- School counselors and the school nurse are closely involved with the **Crisis Intervention Team** to bring at risk behavior or potential indicators of violent behavior to the attention of **Crisis Intervention Team** members.
- The CSE (Committee on Special Education) Team monitors students in the Special Education Program.
- The Section 504 Officer is responsible for students with Section 504 plans.
- Security Audit by the New York State Police

A. INDICATIONS OF POTENTIAL VIOLENT BEHAVIOR

Indications of potential violent behavior include the following:

1. Has engaged in violent behavior in the past.
2. Has tantrums or uncontrollable angry outbursts.
3. Continues exhibiting antisocial behaviors that began at an early age.
4. Forms and/or maintains friendships with others who have repeatedly engaged in problem behaviors.
5. Often engages in name-calling, cursing, or abusive language.
6. Has brought a weapon or threatened to bring a weapon to school.
7. Consistently makes violent threats when angry.
8. Has a substance abuse problem.
9. Is frequently truant or has been suspended from school multiple times.
10. Seems preoccupied with weapons or violence, especially associated with killing humans rather than with target practice or hunting.
11. Has few or no close friends despite having lived in the area for some time.
12. Is abusive to animals.
13. Has too little parental supervision given the student's age and maturity level.
14. Has been a victim of abuse or been neglected by parents/guardians.
15. Has repeatedly witnessed domestic abuse or other forms of violence.
16. Has experienced trauma or loss in his/her home or community.
17. Pays no attention to the feelings or rights of others.
18. Dwells on perceived slights, rejection, or mistreatment by others; blames others for his/her problems and appears vengeful.
19. Intimidates others, or is a victim of intimidation by others.
20. Seems preoccupied with TV shows, movies, video games, reading materials, or music that expresses violence.
21. Reflects excessive anger in writings and drawings.
22. Is involved in a gang or antisocial group.
23. Seems depressed/withdrawn or has exhibited severe mood or behavioral swings, greater in magnitude than peers.
24. Expresses sadistic, violent, prejudicial, or intolerant attitudes.
25. Has threatened or actually attempted suicide or acts of self-mutilation.

INTERPRETATION OF WARNING SIGNS

The fact that a student exhibits the behaviors above does not necessarily mean that such student is violent. The early warning signs listed above are offered as an aid to identifying and referring students who may be potentially violent and are in need of help. It is important to note that these early warning signs are not equally significant and are not presented in any particular order. Furthermore, it is inappropriate, and potentially harmful, to use the following warning signs as a checklist against which to match individual students. School staff should use the early warning signs for identification and referral purposes only; it is the responsibility of trained professionals (**IE: members of the Student Support Services Team**) to **consult** with the student's parents or guardians. Therefore, everyone concerned must take **precautions so that** students are not needlessly stigmatized.

**COMMUNICATION, EARLY DETECTION AND REPORTING OF POTENTIALLY VIOLENT BEHAVIORS** The District is committed to providing appropriate and quality intervention services for its students. Programs and strategies are developed and provided based upon careful assessment of student and community need. The district currently has on staff a school Psychologist (PK-12), High School Counselor (9-12), Middle School Guidance Counselor (5-8), Elementary Counselor (PK-4), and a School Social Worker.

The following is a list of intervention programs and services currently available at DeRuyter Central School District:  
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A. PROGRAMS UTILIZED THROUGHOUT THE DISTRICT:

1. Alcohol-Drug Abuse Prevention Education Program (ADA-PEP)
2. Crisis Intervention Team
3. Code of Conduct
4. Anti-Bullying Reporting System – available **on the District** website.
5. Emergency Response Team
6. Workplace Violence Reporting System
7. DASA Reporting System

#### D. Responding to Implied or Direct Threats of Violence

The District is committed to the prevention of violence against any individual or property in the schools or at school activities whether such acts and/or threats of violence are by students, staff, or others. Additionally, threats of violence against students, school personnel and/or school property, including bomb threats, will not be tolerated whether or not such threat occur on school grounds or during the school day.

Any acts and/or threats of violence, whether such threats are made orally, in writing, or by e-mail, shall be subject to appropriate disciplinary action in accordance with applicable law, District policies and regulations, the Student Code of Conduct, and collective bargaining agreements, as may be necessary.

The district shall make continuing efforts to assure that threats of violence are addressed, whenever possible, before any violence actually occurs in the school environment. This protocol is intended to identify credible threats of violence, so that District authorities can address such situations before the threat is carried out. This protocol is applicable during any school-sponsored event or function, held on District property or elsewhere.

The school district has taken a proactive approach in identifying and addressing potential acts of violence before they occur. This policy is applicable during any school-sponsored event, whether the event occurs on school grounds or not. It includes implied or direct threats of violence by students, teachers, other school personnel and visitors to the school.

Any student, school staff member, school administrator will assume the threat is serious and is required to report said information to the Principal or designee. A student may report such information to any school staff member.

The principal or designee shall remove the student making the threats from the classroom and segregate him or her into a secured area pending further investigation and interviews.

The Principal or designee shall notify local law enforcement, as warranted, and provide the officer with complete information regarding the information that was received.

The Principal or designee, in conjunction with local law enforcement if warranted, will interview the student making the threat in order to ascertain the veracity of the threat. Other school administrative staff may be included in the interview at the discretion of the Principal.

If it is agreed that the threat is credible:

The law enforcement officer shall follow appropriate law enforcement procedures as the situation dictates.

The Principal shall take administrative action in accordance with School Board Policy, including the notification of the student's parents.

## **RESPONDING TO IMPLIED OR DIRECT THREATS OF VIOLENCE - *continued***

### A. PROCEDURES

The following procedures are separated into several sections in order to reflect those instances where specific individuals may receive a threatened act of violence:

1. Any student, upon receiving information that a person is threatening to commit an act of violence, shall:
  - a. Assume the threat is serious;
  - b. Immediately report the threat to a **staff** member, a school administrator, and/or law enforcement officer;
  - c. Suicide threats should be reported immediately to a **staff member**,
  - d. Be available and cooperative in providing a statement or information, with the understanding that the reporting student will remain anonymous to the greatest extent possible.
  
2. Any parent or guardian, upon receiving information that a person is threatening to commit an act of violence, shall:
  - a. Assume threat is serious;
  - b. Immediately report the threat to a school staff member, school administrator or law enforcement officer; and
  - c. Be available and cooperative in providing a statement of information, with the understanding that the informant parent/guardian will remain anonymous to the greatest extent possible.
  
3. Any school staff member, upon receiving information that a person is threatening to commit an act of violence, shall:
  - a. Assume threat is serious;
  - b. Immediately report the threat to a school administrator/designee; and
  - c. If a threat is received by telephone, obtain as much information as possible and attempt to complete a Telephone Threat Information Sheet.
  - d. report of threat from a student, obtain as much information as possible and write it down. Report the incident to the Building Administrator and encourage the student to accompany you.
  - e. Be available and cooperative in providing a statement of information, with the understanding that the informant will remain anonymous to the greatest extent possible.
  - f. If the incident rises to the level of workplace violence, ensure that a Workplace Violence Report Form is completed.
  
4. Building Administrator, upon receiving a report of threat of violence, shall:
  - a. Evaluate and assess all threats of violence.
  - b. Require that the school staff member, if this is the source of the information, provide immediate written statements regarding the information received.

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- c. If person(s) making threat are observed, or found to be possessing, or are suspected of possessing any dangerous weapon, call 911 to contact local law enforcement agencies.
  - d. Bomb threats are a crime - Notify law enforcement
  - e. Threats of violence or bodily harm:
    - \* Discipline according to District Code of Conduct
    - \* Notify law enforcement - (May be charged as adult for harassment)
  - f. Notify Superintendent of serious threat
  - g. Convene Crisis Intervention Team
  - h. If the incident rises to the level of workplace violence, ensure that a Workplace Violence Report Form is completed.
5. Building Crisis Intervention Team shall do the following:
- a. Assess and document (Using Threat Assessment Report Form) all threats of violence. Factors to consider when determining whether a threat is credible are listed in the Building Level plan in Appendix F.
  - b. Investigate credibility and validity of threats. Interview person(s) reporting/observing threat
  - c. Summon and interview person(s) making threat. If there is the potential of violent reaction or confrontation, **consider the following:**
    - The nature of the threat
    - Who is sent to summon person(s) making threat
    - The training and ability of person sent.
    - The class schedule of person(s) making threat
    - The time of day
    - Proximity of other students and staff
    - The age and history of person(s) making threat
    - The use of on-site security or summoning local law enforcement, especially if individual is suspected of possessing a weapon.
  - d. Report occurrence, whether involving an actual confrontation or a threat of potential violence, to the potential victim(s) and/or their parents/guardians, to the parents/guardians of the student who made the threat, the school psychologist and/or counselor, and the Special Education Chair, if applicable. Coordinate with local mental health agencies and other outside resources as necessary.
  - e. Keep Superintendent apprised
  - f. Discipline person(s) making threat according to District Code of Conduct.



## **RESPONDING TO IMPLIED OR DIRECT THREATS OF VIOLENCE - *continued***

### A. PROCEDURES - *continued*

6. Once the threat assessment is complete, the law enforcement officer and administrator shall convene privately to discuss the threat and consider options for follow-up action.
7. If it is agreed that the threat is credible:
  - (a) The administrator will immediately consult with appropriate law enforcement.
  - (b) The school administrator shall take appropriate action.
  - (c) The administrator will activate student release if necessary.
  - (d) The students' parents or guardians shall be notified.
8. If it is agreed that the threat is not credible, the school administrator shall institute any further action deemed necessary.

### E. Responding to Acts of Violence

#### A. GENERAL

The District enforces a zero tolerance policy regarding violent threats or actions and prohibits any student from communicating violent threats or committing violent acts against any student or District employee. Included in this policy is any offense against school property that has the potential to create a substantial risk to the safety and wellbeing of the school population.

It shall be the responsibility of any student, school staff member or school administrator to report any violent behavior or actions to the Principal. In the event said behavior is in progress, the Principal shall immediately notify local law enforcement agencies who shall take appropriate police action.

**If the act qualifies as a workplace violence event, follow the workplace violence protocols for reporting.**

If the situation warrants, the Superintendent shall be notified and the **Crisis Intervention Team**, under the leadership of the Superintendent, shall be activated.

#### B. COUNSELING

1. Logistics: The following locations will be identified in each Building Safety Plan:
  - a. Crisis counseling referral center
  - b. Group counseling center
  - c. Individual counseling location
  - d. Staff support center (certificated and classified)
  - e. Sign-in for Crisis Intervention Team

2. Each Building Safety Plan shall also inform teachers of the process for referring students for crisis services, including procedures for self-referral. In addition, they shall contain information on:

- a. Disseminating student referral information and forms to teachers and other staff, and
- b. Identifying a Crisis Intervention Team member to staff

3. Each Building Safety Plan shall also contain specific procedures on how to identify and contact affected students, staff and personnel and follow through on high-risk individuals.

4. Finally, each Building Safety Plan shall contain procedures on how to initiate appropriate interventions, including the following:

- a. Individual counseling.
- b. Group counseling.
- c. Parent/community meetings.
- d. Staff meetings (all staff).
- e. Classroom activities/presentations/discussions.
- f. Referrals to community agencies.

## F. Training, Drills and Exercises

### Drills

As required by law, each school will have 8 evacuation drills and 4 lock down drills each year, with 8 completed by December 31. Drills will be held at various times of the day and, occasionally, at an inopportune time such as an assembly or lunch period. Drills will be conducted in a trauma-informed manner. Notification of drills will take place not less than 72 hours before the drill and up to one week prior.

### Evacuation Drills

- Teachers should review evacuation drill procedures and exit routes with their classes the first day of school and at appropriate times throughout the year. Exit routes will be posted in each room.
- Teachers with students of limited mobility should verify procedures with building principals or other designee prior to drills.
- All school personnel MUST vacate the building for every evacuation drill. Teachers must take **attendance registers** with them; elementary teachers with students must also take red/green cards. Staff attendance is also recorded.
- All doors must be closed.
- Teachers in rooms adjacent to restrooms must check that all students have received the warning and are evacuating.
- Students must leave all personal belongings in the classrooms, walk quietly to the appropriate exit, and move at least 150 feet from the building where possible. If the nearest exit is blocked, the nearest alternate exit will be used.
- Staff members need to demonstrate appropriate evacuation conduct by maintaining silence themselves. Students behaving inappropriately should be reported to the building principal.
- Outside doors must be closed after the last person exits.
- All persons should remain outside the building until the signal is given to re-enter. **Lockdown**

### Drills

DeRuyter Central School practices annual **Trauma Informed Lockdown** drills.

Local state police and county sheriff officials and the fire department will be invited to participate in at least one fire and/or **Trauma Informed Lockdown** drill per school year.

### **Emergency Drills on Buses**

The drills on school buses required by Section 3623 of the Education Law will include practice and instruction in the location, use, and operation of the emergency door, fire extinguishers, first aid equipment, and windows as a means of escape in case of fire or accident. Drills will also include instruction in seat belt safety/use, safe boarding and exiting procedures with specific emphasis on when and how to approach, board, disembark, and move away from the bus after disembarking. Each drill will emphasize specific hazards encountered by children during snow, ice, rain, and other inclement weather including, but not necessarily limited to, poor driver visibility, reduced vehicular control, and reduced hearing. All such drills will include instruction in the importance of orderly conduct by all school passengers with specific emphasis given to student discipline, rules, and regulations. Pupils attending public and non-public schools who do not participate in the drills held pursuant to this paragraph will also be provided drills on school buses, or as an alternative, will be provided classroom instruction covering the content of such drills.

- A minimum of three (3) such drills will be held during the school year, the first to be conducted during the first week of the fall term; the second between November 1 and December 31; and the third, between March 1 and April 30.
- No drills will be conducted when buses are on routes.
- The school authorities will certify on the annual report to the State Education Department that their district has complied with the regulation.

## SECTION III: RESPONSE

### Outline of Responsibilities

Each staff member who has a responsibility in an emergency will become familiar with that responsibility in order to respond appropriately. Ordinary rules of work hours, work sites, job descriptions, and any other contractual provisions are subject to State, County, or School District directives through the duration of the emergency.

### **District Responses**

#### **Concurrently, the Principal or designee will:**

1. Contact the 911 Center and request the assistance of law enforcement, EMS and/or Fire
2. Notify all building occupants to take appropriate action: (i.e. Lockdown or Evacuation)
3. Notify the Superintendent of Schools
4. When outside law enforcement organizations are called to the scene, control of the building(s) is turned over to them until termination of the emergency. Decisions are made together with building administrators). An open line should be maintained with the 911 center so that information is passed on continually.

### **Chain of Command**

The Superintendent is the district's Chief Emergency Officer with authority to: · determine the ultimate response: evacuation, closing, sheltering, **Trauma Informed Lockdown**, etc.

- communicate with all school agencies, address news media, and invoke use of emergency phone lists at each building for parental contact when necessary
- notify BOCES District Superintendent Dr. Matthew Cook (315-433-2602) of any closing

In the absence of the Superintendent, Emergency Coordination passes to:

- 5-12 Principal (315-852-3400 x 7503)
- PK-4 Principal (315-852-3400 x 7126)
- School Business Executive (315-852-3400 x 7502)

### **Emergency Command Post**

The Main Office (Room 105) serves as the Emergency Command Post and should be equipped with:

- Radio for Emergency Broadcast System and weather information
- Telephone
- Emergency lighting
- Emergency telephone numbers
- School district, local, and regional maps
- A file of hazardous materials on site is located in the business office.
- County wide radios
- **Copies of District and Building Safety Plans**

Alternate Command Posts are the Superintendent's Office and the Bus Garage.

## **Initial Decisions**

While an emergency may require on-the-spot decisions to respond to fast-changing developments, seven procedures are standard responses to such situations in schools. Obviously, all seven procedures will not work for a given emergency. These seven procedures are:

### Administering First Aid

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

### Summoning Expert Help

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

### Follow Instructions

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

### Emergency Evacuation

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

### Lockdown

A **Lockdown** may be necessary when a person or activity directly threatens a building’s occupants. All students and staff are required to remain in classrooms.

### Secure Lockout or Sheltering in Place

There are situations when it is safer to stay inside the building than to go outside. Sheltering is called for during severe weather or potentially dangerous situations in the community.

### Emergency Early Dismissal

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

## RESPONSE PROCEDURES:

### Emergency Evacuation

A building evacuation is announced when occupancy of the building itself poses a danger to the students/staff. Upon receipt of an order to evacuate, staff will take all necessary measures to prepare students for an evacuation. **If the evacuation needs to take place quickly, the general procedures for a fire drill must be followed. Otherwise, follow the building procedures below. If the evacuation is prolonged and there is a need to shelter students outside the building due to inclement weather or the nature of the emergency, the district will utilize pre-designated locations within the village.**

1. An Emergency Evacuation will be announced via the intercom, public address system, or otherwise using plain language.
2. Teachers should listen for, and follow, the order of dismissal from the building. Form one line with the teacher at the end.
3. All staff without supervision responsibilities at the outset of the emergency should report to the Main Office immediately for instructions.
4. All teachers or classroom supervisors must take class attendance registers and take attendance outside.
5. Staff will lead their children to designated staging areas, unless otherwise directed.
6. If buses are called, groups will be summoned individually to board them and be driven from the property.
7. All persons must remain outside the building until the emergency officer/administrator in charge has issued approval.

### Off-Site Shelter Plan

In the event students and staff need to be sheltered off campus, the following protocol will be implemented.

1. The building principal, in consultation with the Superintendent will determine that off-site sheltering is required.
2. The building principal (or designee) will CALL 911 if necessary to activate emergency responders.
3. The building principal will assign staff to provide assistance.
4. The Superintendent's secretary or designee will notify the shelter sites of our arrival. Notification must include the number of students being transported to the shelter, the grade levels of the students being transported, the approximate time of arrival, and an indication of any students requiring special assistance or care.
5. The Superintendent's secretary will notify local media of the district's intent to shelter off site.
6. The building principal (or designee) will review the off-site shelter list with the transportation supervisor. Unless otherwise directed, students will be grouped by class to facilitate parent pick-up or eventual student drop-off.
7. The transportation supervisor will assess staff readiness for an off-site shelter; if necessary, additional drivers will be summoned from a neighboring district.

8. The building principal (or designee) will announce that the district is implementing its off site shelter plan.
  - Staff will conduct an attendance check
  - All building occupants will be directed to the designated shelter area(s). Upon arrival to the shelter area(s), staff will conduct a second attendance check.
9. The building principal will be the site leader for the shelter site. Each site leader will bring with him/her:
  - Portable radios (at least 2)
10. The building principal, in consultation with the Superintendent, will determine whether students are transported (a) back to school or (b) home. Provisions will be made for students being picked up by parents.
11. Following an off-site shelter plan, the Superintendent will prepare internal and external briefings.

## Lockdown

There may be situations, such as an intruder in the building or somewhere in the vicinity, when all conditions in the building need to be “frozen” with staff and students in safe and contained areas.

1. **Lockdown** will be announced via the intercom, public address system, or otherwise using plain language
2. Call 911 and report your situation. Consider a Secure Lockout for adjacent school buildings as well (i.e. Annex for Ag/Tech and Music).
3. Staff should immediately gather all students from the halls and neighboring bathrooms into classrooms (even if students do not “belong” in that room at that time), lock classroom doors, and move students out of sight and away from the door as much as possible.
4. Staff and students should maintain calm and silent. Do not use phone (cell or room phone), do not use intercom.
5. No one should be allowed to enter or leave classroom or office under any circumstances. Do not answer or communicate through your locked door.
6. Ignore the fire alarm unless smoke or flames are visible.
7. Building administrators or a designee will notify classes outside the building where to proceed safely. Contact transportation department to prevent buses from coming to school.
8. Lock down will end ONLY when physically released by an emergency responder (police, fire, EMS).

## Secure Lockout Procedure

Secure Lockout or Sheltering in Place is used when leaving the facility would endanger the health and safety of children/staff. During sheltering for certain types of air pollution problems, chemical spills, or radiological emergencies, windows should be closed and ventilation systems shut down. Radiological emergencies or hazardous chemical spills can pollute food and

water supplies. In such cases, ingestion of food and water should be prohibited until school officials receive authorization and instruction from appropriate health officials. The following procedures assume initial notification of the Emergency Response Team and its agreement to the Secure Lockout decision.

1. **Secure Lockout will be announced in all district buildings via the intercom, public address system, or otherwise using plain language.**
2. If a school is in Secure Lockout, it is because they were notified of a potential threat by police. There is no need to call the police to advise the police of the Secure Lockout. However, the school should keep the police advised of any changes in status of the building.
3. Lock all exterior doors and windows.
4. Bring in all students from outside of the building.
5. Entry to the building may be gained only on a one-on-one basis, and only through a locked and monitored door.
6. Classes otherwise continue as normal.
7. Notify other areas schools and churches (during religious release time) of Secure Lockout.
8. As necessary, proceed with ongoing communication with area agencies & towns to determine the duration of the procedure.
9. A Secure Lockout is lifted when the external threat is resolved. Notification will be announced in all district buildings via the intercom, public address system, or otherwise using plain language.

### On-Shelter Plan

In the event students and staff need to be sheltered on campus, the following protocol will be implemented.

1. The building principal, in consultation with the Superintendent will determine that on-site sheltering is required.
2. The building principal (or designee) will CALL 911 if necessary to activate emergency responders.
3. The building principal will activate the district's Crisis Intervention Team to provide assistance with logistics.
4. The building principal, in consultation with the Crisis Intervention Team, will designate one or more suitable areas for on-site shelter.
5. The building principal (or designee) will announce that the district is implementing its on-site shelter plan.
6. Staff will conduct an attendance accountability check.
7. All building occupants will be directed to the shelter area(s).
8. Upon arrival to the shelter area(s), staff will conduct a second attendance check.
9. The building principal, in consultation with the Superintendent, will determine whether students need to be transported (a) to an off-site shelter or (b) home. Provisions will be made for students being picked up by parents.
10. Following an onsite shelter plan, the Superintendent will prepare internal and external briefings.



## Emergency Early Dismissal

An early dismissal is announced in the event of:

1. a system failure such as heating/plumbing/electrical failure that renders the building unsuitable for instructional purposes;
2. a weather-related condition;
3. any other safety issue as determined by the Superintendent.
4. The actual dismissal will follow normal procedures for dismissal unless the situation warrants otherwise.

## Bomb Threat

For a bomb threat received by phone:

- The staff who receives the phone call should complete the Bomb Threat Assessment Sheet (attachment).

For written threats:

- Handling of a bomb threat should be kept to an absolute minimum since it may be used as evidence in a criminal investigation.
- A threat written on a mirror, wall, bathroom partition, locker, or elsewhere should not be removed until after it has been inspected by (and photographed by) law enforcement officials.
  1. The staff member should notify the building principal
  2. The building principal should notify the police (first) and the Superintendent (second).
  3. Staff and students should be instructed to evacuate the building via announcement; do not use the fire alarm.
  4. Each door should be monitored by a designated staff member to prevent re-entry to the building.
  5. An “attendance check” should be performed to ensure that all students and staff have exited the building.
  6. Fire/EMS and police units will establish control of the building upon their arrival.
  7. Building principal may reoccupy the building upon fire/police clearance.
  8. Building principal may implement off-site shelter plan at his/her discretion.
  9. Superintendent will issue post-incident briefing to staff and parents.
  10. Building principal will facilitate an incident debriefing with safety and crisis intervention team and/or PK-12 faculty and staff, at his/her discretion.

## Suspicious Packages

1. Anyone observing or receiving a suspicious package should notify the building principal.
2. The building principal will contact police (911) and the Superintendent.
3. The building principal will secure the area around the package to ensure that it is not handled or moved.
4. The building will be evacuated following the protocol for BOMB THREATS.

## Hostage/Dangerous Person

If a student, staff member, or outsider is armed, has assaulted or threatens another person, or is behaving irrationally, any person on the scene should act in the interests of the safety of students and staff. In addition to notifying an administrator and School Resource Officer as soon as possible, a person on the scene should:

1. Remain calm, reassure others, and try to prevent panic.
2. As quickly as possible, move away from the scene anyone not directly involved with the incident.
3. Notify administrator who will then notify the Superintendent. If after regular school hours where there is no administrator in the building, call 911.
4. If communicating with the person:
  - speak calmly and reasonably.
  - encourage the person not to act hastily.
  - be non-threatening.
  - elicit as much information as possible.
  - allow the person to leave the building if he/she attempts to do so.
  - Take note of dangerous person's/victims description, voice car or any other information that may be useful to the authorities if person flees the scene.
5. Have someone write notes of any communication between involved persons.
6. Observe details of any vehicle used.
7. Maximize safety of all involved parties.

## Fire or Explosion

1. First person on the scene should pull a fire alarm, and notify building administrator of the cause or source, if known
2. Fire extinguishers and fire alarms are placed in strategic locations throughout the buildings and clearly designated. All teachers and staff will become familiar with these locations. Do not put yourself or your students in harm's way.
3. Immediately upon hearing the fire alarm, faculty and others in the building will evacuate the building via their prearranged evacuation route posted in each room.
4. Upon reaching the assembly area, students will await further instructions.
5. During inclement weather, the building administrator will contact the transportation Supervisor to obtain buses for students to implement off site sheltering plan. Teachers will take attendance before students begin loading the buses to assure that all students are accounted for.

### Natural Phenomena

(Includes snow/ice storms, thunder/lightning, tornado, severe high winds, earthquake, flood)

1. Curtail or cease all outdoor and/or extracurricular activities as appropriate. Summon all persons into the building with help of staff and public address system/**radios**.
2. Students should be sheltered in classrooms, away from windows, glass, and other hazards.
3. Depending upon the severity of the condition, students may be directed to sit in the hallway.
4. The Superintendent will make the determination to dismiss early or shelter on site.

### Toxic Spill, Air Pollution, Radiological Incident, Oil/Gas/Diesel Spill

1. Cancel all outdoor activities and summon all persons into the building.
2. Direct building staff to close all doors and windows, and turn off any exterior ventilating systems.
3. Notify Superintendent and Head of Buildings and Grounds.

### Civil Disturbance

Building administrators and Superintendent will attempt to gather as much information as possible and place district in Secure Lockout if needed.

### Epidemic/Food or Water Poisoning

1. The school nurse(s) will identify the existence of a problem and notify building administrators and the Superintendent.
2. The Superintendent will contact with the assistance of the County Health Department (315- 366-2631) as necessary, to identify the problem source and potential solution(s).
3. Potable water is mandated for building occupancy. If water is not suitable for drinking, operation of the building will cease unless equivalent provisions are made, such as bottled water and single service disposable cups.
4. Public health officials have the highest authority in these situations. Building operation will be curtailed or ceased as appropriate.

### Systems Failure

(Loss of power, heat, water or sewage systems, gas leak or structural damage)

1. The Head of Buildings and Grounds will evaluate the problem as far as possible and notify administration.
2. Evacuation of the building will be done if deemed necessary.
3. Building operation will be curtailed or ceased as appropriate. If formal emergency resolution is needed, the Office of Educational Management Services at SED should be notified.

### Medical Emergencies

Examples: Allergic reactions, animal bites, bleeding, blow to the head, broken bones, burns, choking, diabetic shock, drowning, electric shock, etc.

1. First person on the scene identifies the problem and summons school nurse. If after school hours, seek out a staff member qualified to give first aid.
2. The school nurse or trained staff member will summon ambulance if necessary (#911).
3. Alert an administrator.
4. School nurse or after school advisor will notify parents, family members.
5. Custodial staff should clean up any body fluids using personal protective equipment and decontaminate all exposed surfaces with disinfectant. Waste materials must be disposed of correctly as “regulated waste.”

### School Bus Breakdown/Accident

If you are involved in an accident on the school bus the following is a suggested procedure to follow that will meet the requirements of state law.

1. Bring the bus safely to a stop
2. REMAIN CALM
3. Activate 4 –way flashers
4. Determine if there are any injuries if they are serious enough contact 911 directly, if not contact base, cell phone is preferable. Emergency contact phone numbers are in your bus.
  - a. Identify yourself
  - b. Notify how many passengers aboard and if there are any injuries
  - c. Briefly describe the incident and extent of damage
  - d. Follow instructions from base
5. Do not leave the scene of any incident involving personal injury or property damage until told to do so by administration or authorities.
6. Base will notify authorities
7. Make sure that passengers are safe and as comfortable as possible
8. Make a list of all of the passengers on the bus at the time of the accident and where they were seated
9. Passengers should not be moved from the bus unless it would be more dangerous to stay on i.e.: fire, drowning, or further collision
10. Secure the scene from further accidents or injuries: Move the bus to a safe location if it is danger of causing further damage  
Place triangles as soon as possible. A diagram of where to place triangles is inside the cover of the triangle box.
11. Do not allow anyone other than emergency responders or school personnel on the bus
12. Do not release students until told to do so by administration. Make a list of who has been released and to whom they have been released. If they are transported from the scene by emergency responders note where they are being transported to
13. Cooperate fully with emergency personnel and police. You will be asked to provide your license along with the registration and insurance card that will be clearly displayed on the bus, or in the glove box of a van/car.

14. Be careful not to destroy evidence, and if possible take pictures
15. Do not discuss the accident with anyone other than police, insurance representatives or school administrators. Refer media personnel to the District Superintendent.
16. Driver will be drug tested under the following circumstances:
  - If the accident involved the loss of human life;
  - If you receive a citation for a moving violation and anyone injured received treatment away from the scene or any vehicle involved had to be towed from the scene.

## TRANSPORTATION OFFICE RESPONSIBILITIES IN RESPONDING TO A SCHOOL BUS ACCIDENT

1. Gather the following information from bus driver:
  - a) Location
  - b) How many passengers on bus?
  - c) How many and type of injuries
  - d) Brief description of accident including damage
2. Remind driver to:
  - a) stay calm
  - b) give first aid to injured
  - c) secure the scene
  - d) fill out the seating chart
3. Notify appropriate authorities and Superintendent
4. Determine who and what vehicles should proceed to scene
5. Obtain a list of students who were removed from the scene, including by whom, and, if it is by emergency responders, to where they have been transported
6. Do not discuss incident with anyone except authorities, administration and insurance representatives
7. Obtain necessary information from police to fill out MV104f
8. Determine what if any disciplinary action and or retraining will be necessary for driver

### Reporting Accident

1. Department of Transportation Part 722 (Reports of Accident):
  - a. 722.1 "Any accident in any way involving a motor vehicle subject to department inspection, which results in the loss of life or injury of any passenger, employee, or other person, or which was caused by mechanical failure (regardless of whether or not injuries were incurred), will be immediately reported to the department by telephone or telegraph."
  - b. 722.1 "No work will be performed on and no passenger will be transported in the vehicle until it is released by D.O.T."
2. Department of Motor Vehicles: Article 22 - Accidents and Accident Reports - Section 600 - Leaving scene of an incident without reporting:

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- a. Any person operating a motor vehicle who, knowing or having cause to know that damage has been caused to the real property or to the personal property, not including animals, of another, due to the culpability of the person operating such motor vehicle, or due to accident, will, before leaving the place where the damage occurred, stop, and exhibit his license and insurance identification card for such vehicle...then he will report the same as soon as physically able to the nearest police station, or judicial officer."
- b. Section 601 - Leaving scene of injury to certain animals without reporting:  
"Any person operating a motor vehicle which will strike and injure any horse, dog, or animal classified as cattle will stop and endeavor to locate the owner or custodian of such animal or a police, peace or judicial officer of the vicinity, and take any other reasonable and appropriate action so that the animal may have necessary attention and will also promptly report the matter to such owner, custodian or officer (or if no one of such has been located, then to a police officer of some other nearby community)."

### Mechanical Breakdown

1. Bring bus safely to a stop.
2. Activate 4-way hazard lights; and if situation appears to be extremely dangerous, put on any lights that may be helpful.
3. Determine the nature and extent of breakdown.
4. Call for help by two-way radio - give as much information as possible.
  - a. Location
  - b. Symptoms of problems
  - c. Assistance needed
  - d. Number of students on bus
5. Display properly the reflectors found in your bus.
6. Make necessary repairs if possible.
7. Make students as safe and comfortable as possible.
8. Move students to a safe location away from the bus if necessary.
9. Under no conditions should students be allowed to proceed either to home or the school by either walking long distances unsupervised or by riding with strangers.

### Procedures for Vehicle Defects

1. If any defect is found in the vehicle, it must be reported on the Bus Driver's Daily Report
2. If a vehicle cannot be used, the office will assign the driver another vehicle. A pre-check must be performed on this vehicle by the driver before a run can be made. The driver is required to fuel and clean this vehicle at the end of the run. All gas or diesel must be recorded on the Daily Report Sheet.

## Nuclear Attack

The original Emergency Management Plan contained a protocol for dealing with nuclear attack, which is reproduced in its essentials here for the purpose of maintaining completeness in the catalog of possible hazardous events treated in this Safety Plan.

1. Many people feel that nuclear attacks are not survivable. However, the Federal Emergency Management Agency (FEMA) claims that many lives can be saved if the public knows what actions to take and when to take them. These actions ***do*** depend on the existence of advance warnings.
2. With the assumption that nuclear attack would follow a period of mounting world tension, all persons should be familiar with the state and county emergency preparedness directives. Prior to an actual attack, the Emergency Broadcast System would notify the public through local radio and television emergency bulletins.
3. In general, persons would report to emergency shelters or, as a last resort, basements of buildings. If no basement is immediately available, go to the innermost area of the building, farthest from all exposed exterior walls. If in a public shelter, obey the rules set forth by the appointed shelter personnel. Be aware that you may need to be in the shelter up to 30 days. For the benefit of everyone, it is essential to remain calm. If in a basement:
  - close all windows and drapes;
  - fill buckets, bottles, and all available containers with water;
  - turn off gas, electric, HVAC utilities, and water.
4. After the attack, the primary hazard is residual radiation, otherwise known as fallout. Though you cannot see, smell, taste, or touch it, fallout is deadly. The most dangerous type of radiation is gamma, which is similar to high doses of X-rays. Time, distance, and shielding are the best defenses. Health problems result from inhaling or ingesting radioactive material.
5. *Inhaling* radioactive fallout should be avoided by keeping dust particles to a minimum and wearing a face covering. *Ingesting* radiation should be avoided by eating canned foods, dried or canned milk, and uncontaminated water.
6. Water from a pond, lake, stream, roof or reservoir will contain some contamination.

## SECTION IV. RECOVERY

Our district’s post-incident recovery and response plan will be led by the Superintendent and administrators in order to aid faculty, staff, students, and students’ families following a crisis situation.

Specifically, our Superintendent and administration will:

1. Provide continued leadership and supervision through the Incident Command System.
2. Be visible, available and supportive to members of the school community.
3. Provide facts and dispel rumors.
4. Initiate and maintain contact with families.
5. Provide faculty and staff with “talking points” and guidance on how to discuss the incident with students.
6. Provide faculty, staff, students, and students’ families with access to counselors and health services as needed, and coordinate outside resources including the Regional Crisis Intervention Team at OCM BOCES.
7. Maintain close contact with injured students and their families and disseminate information on their recovery to faculty, staff, and students.
8. Support parents in aiding their children emotionally following a crisis.
9. Maintain working relationships with fire, EMS, police, and other government agencies to complete investigations and implement necessary corrective actions.
10. Facilitate debriefing sessions for our faculty and staff so that we can learn from the incident and modify our plans, as necessary.

Should a crisis or incident result in one or more deaths, the Board and administration will provide additional leadership and support. Specifically, we will:

1. Allow students and staff time away from school to attend funerals or memorial services.
2. Cooperate with families who are planning memorial services to honor the victim(s).
3. Carefully consider any decisions regarding funerals or memorial services on school property.
4. Assess the appropriateness of creating memorials for victims on school premises and include students, families of victims, and community members in the planning process.
5. Determine whether families of victims want recognition at graduation ceremonies, assemblies, anniversary commemorations, and in yearbooks and other print publications.
6. Consider---and be sensitive to---the families of offenders.

***Following a crisis incident, our faculty and staff will:***

1. Cooperate fully with law enforcement and other government agencies.
2. Assist victims and all students as they re-enter the school environment.
3. Provide accurate, age-appropriate information to students and actively dispel rumors.
4. Provide---within their level of training---stress reducing activities for students in the days following an incident.
5. Model appropriate responses to a crisis and allow for a range of student emotions.
6. Alter curricula and postpone testing as needed (and permitted).



7. Provide classroom resources to students dealing with post-traumatic stress or grief.
8. Facilitate classroom discussions about the incident and how to cope with the aftermath.
9. Be sensitive to television and media coverage of the incident---being careful not to re-traumatize students via media coverage of the incident.

***Following a crisis incident, our counselor(s) will:***

1. Clear their schedule to be available for all members of the school community.
2. Visit classrooms of any seriously injured or deceased students.
3. Organize individual, group, and whole-class counseling sessions as needed.
4. Enlist the support of the Regional Crisis Intervention Team at OCM BOCES to provide services to those in need.
5. Establish self-referral procedures for counseling and support.
6. Provide counseling **to the Crisis Intervention Team** and school-based emergency response personnel.
7. Keep records of affected students and provide follow-up services as needed.

***Following a crisis incident, we will support parents in:***

1. Learning to recognize and support the ways in which their children experience trauma, post-traumatic stress, and grief.
2. Encouraging students to receive counseling following a crisis or traumatic incident.
3. Seeking counseling as needed in order to remain physically and emotionally healthy and able to aid their children.

## APPENDIX A TO DISTRICT SAFETY PLAN

# Public Employer Communicable Disease Plan DeRuyter Central School

This Appendix A to our Safety Plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraphs K and I of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable.

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

This Plan has been developed with the input of:

- DeRuyter Faculty Association
- CSEA

as required by the amended New York State Labor Law.

No content of this plan is intended to impede, infringe, diminish, or impair the rights of us or our valued employees under any law, rule, regulation, or collectively negotiated agreement, or the rights and benefits which accrue to employees through collective bargaining agreements, or otherwise diminish the integrity of the existing collective bargaining relationship.

A copy of this plan will be published **on the website** and shall be included in The District Safety Plan.

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

The Superintendent is responsible for the oversight of the implementation of this Plan and may designate one (1) or more employees to assist in such oversight. The Superintendent will consult legal counsel for guidance regarding any executive orders, rules, laws or regulations, as needed.

## Planning Assumptions

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

- Using hand sanitizer and washing hands with soap and water frequently, including:
  - After using the restroom
  - After returning from a public outing
  - After touching/disposing of garbage
  - After using public computers, touching public tables and countertops, etc.
- Practicing social distancing, when possible.
- If you are feeling ill or have a fever, notify your supervisor immediately.
- If you start to experience coughing or sneezing, step away from people and food, cough or sneeze into the crook of your arm or a tissue, the latter of which should be disposed of immediately.
- Clean and disinfect workstations at the beginning, middle, and end of each shift.
- Other applicable guidance should also be considered, which may be published by the New York State Department of Health (“NYSDOH”), and/or local public health departments.

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

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

## Concept of Operations

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

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

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

## Essential Functions

When confronting events that disrupt normal operations, the District is committed to ensuring that essential functions will be continued even under the most challenging circumstances. Essential functions are those functions that enable an organization to:

1. Maintain the safety of employees, contractors, and our constituency;
2. Provide vital services and applicable supervision of those services;
3. Provide any services required by law;
4. Sustain critical operations and maintenance; and
5. Uphold the core values and mission of the District.

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

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

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

The essential functions for the District have been identified as:

<b>Essential Function</b>	<b>Description/Justification</b>	<b>Priority</b>
Administration	Decision making, overseeing essential departments, public relations, essential reporting and monitoring of the district	Essential
Personnel	Processing benefit time and public communication	Essential
Business Operations	Process Payroll, fiscal monitoring, Accounts Payable, Asset Tracking	Essential
Facilities and Maintenance	Proper cleaning and maintenance of building and grounds to ensure we can continue to get essential workers in and out of the building as needed	Essential
Food Service	Provide food for our students eligible to receive free/reduced meals	Essential
Transportation	Transport food and materials to students during the closed building time	Essential
Instruction	Provide Instruction to all students that is still aligning with the curriculum	Essential
Technology	Continue to provide support for teachers, students, and support staff	Essential

## **Essential Positions**

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

<b>Essential Function</b>	<b>Essential Positions/Titles</b>	<b>Justification for Each</b>
<i>Administration</i>	<ul style="list-style-type: none"> <li>● <i>Superintendent</i></li> <li>● <i>Business Official</i></li> <li>● <i>Payroll Clerk</i></li> <li>● <i>Treasurer</i></li> <li>● <i>Principal</i></li> <li>● <i>Director of Curriculum</i></li> <li>● <i>Support Staff</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Ensures central point of communication and leadership, the safety of facilities and continuity of District operations</i></li> <li>● <i>Ensures supervision and oversight of District operations and hardcopy business functions</i></li> <li>● <i>Management of facilities, instruction, instructional tools and access to same</i></li> </ul>
<i>Food Service</i>	<ul style="list-style-type: none"> <li>● <i>Food Service Manager</i></li> <li>● <i>Cooks</i></li> <li>● <i>Food Service Workers</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Preparation of meals and oversight of food service operations</i></li> </ul>
<i>Transportation</i>	<ul style="list-style-type: none"> <li>● <i>Director of Transportation</i></li> <li>● <i>Bus Drivers</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Coordination of necessary travel, meals and/or other needed services</i></li> </ul>
<i>Custodial Services</i>	<ul style="list-style-type: none"> <li>● <i>Applicable Personnel</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Cleaning of facilities as necessary</i></li> </ul>
<i>Instructional Services</i>	<ul style="list-style-type: none"> <li>● <i>Teachers</i></li> <li>● <i>TA's</i></li> </ul>	<ul style="list-style-type: none"> <li>● <i>Materials in classrooms</i></li> <li>● <i>Instructional Aides</i></li> <li>● <i>Uninterrupted Internet Access Available</i></li> </ul>

## Reducing Risk Through Remote Work & Staggered Shifts

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

### **Remote Work Protocols**

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

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

### **Staggered Shifts**

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

1. Identification of positions for which work hours will be staggered;
2. Approval and assignment of changed work hours; and
3. Communication with applicable parties.

## Personal Protective Equipment

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

- Masks
- Face shields
- Gloves
- Disposable gowns/aprons

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

1. Identification of the need for PPE based upon job duties and work location
2. Procurement of PPE
  - a. At least two pieces of each required type of PPE shall be obtained for each essential employee and contractor during any given work shift for at least six months.
  - b. Examples of available PPE include face masks, gloves, and gowns, thermometers.
3. Storage of, access to, and monitoring of PPE stock
  - a. PPE shall be stored in a manner that will prevent degradation.
  - b. Employees and contractors have immediate access to PPE in the event of an emergency and will be available in classrooms and office spaces.
  - c. An eight-week supply of PPE will be monitored by Facilities to ensure integrity and track usage rates.
  - d. District Basement
4. PPE Suppliers
  - a. Personal Protective Equipment is procured from the following vendors:
    - WB Mason
    - County if applicable
    - Wilcox Paper Company
    - 613 Med Solutions
    - School Health
5. Cleaning Supplies
  - a. Grainger

The district will continue to use best purchasing practices and get the best cost and quality of products in a timely manner. If possible State Contracts or bids will be used. And purchasing policies such as three quotes will still be followed.



## STAFF EXPOSURES, CLEANING, AND DISINFECTION

### Staff Exposures

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

1. If employees or contractors are exposed to a known case of communicable disease that is the subject of the public health emergency (and deemed as a “close contact” with someone who is confirmed infected and it is determined the “close contact” isolate/quarantine, as determined by the local public health department):

a. Close contacts shall remain at home or in a comparable setting and practice social distancing for the lesser of 14 days or other current applicable NYSDOH/public health guidance for the communicable disease in question.

1) As determined by the Superintendent, or their designee, these employees will be permitted to work remotely during this period of time if they are not ill, if such duties are capable of being performed remotely.

b. As authorized by law and applicable government agencies, essential employees may continue work following potential exposure, provided they remain symptom-free and additional precautions are taken to protect them, other employees and contractors, and our constituency/public.

1) Additional precautions will include the requirement of the subject employee or contractor, as well as others working in their proximity, to wear appropriate PPE at all times to limit the potential of transmission.

2) In-person interactions with the subject employee or contractor will be limited as much as possible.

3) Work areas in which the subject employee or contractor are present will be disinfected according to the current NYSDOH/public health protocol. See the section on Cleaning and Disinfection for additional information on that subject.

4) If at any time they exhibit symptoms, refer to item B below.

5) The Superintendent or his/her designee shall ensure these protocols are followed.

2. If an employee or contractor exhibits symptoms of the Disease that is the subject of the public health emergency, the Superintendent or their designee:

a. Employees and contractors who exhibit symptoms in the workplace should be immediately separated from other employees, customers, and visitors. They should immediately be sent home with a recommendation to contact their physician.

b. Employees and contractors who exhibit symptoms outside of work should notify their supervisor and stay home, with a recommendation to contact their physician.

c. Employees should not return to work until they have met the criteria to discontinue home isolation per NYSDOH/local public health department guidance and/or have consulted with a healthcare provider, as applicable.

d. The District will not require sick employees to provide a negative test result for the disease in question or healthcare provider's note to validate their illness, qualify for sick leave, or return to work unless there is a recommendation from the NYSDOH/public health officials to do so.

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

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

## Cleaning and Disinfecting

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

1. Disinfecting will be done daily by the custodial staff. Any disinfecting during the work day and above and beyond the disinfecting schedule for the day will be handled by the individual staff member that requires the cleaning. Cleaning products will be provided.
2. Employees and contractors will clean their own workspaces at the beginning, middle, and end of their shifts, at a minimum.
  - a. High traffic/high-touch areas and areas that are accessible to the public/constituents will be disinfected at least hourly.
  - b. The custodial staff shall be responsible for cleaning common areas daily.
3. Staff tasked with cleaning and disinfecting areas will be issued and required to wear PPE appropriate to the task.
4. Soiled surfaces will be cleaned with soap and water before being disinfected.
5. Surfaces will be disinfected with products that meet EPA criteria for use against the virus in question and which are appropriate for that surface.
6. Staff will follow instructions for cleaning products to ensure safe and effective use of the products.

## Employee and Contractor Leave

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

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

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

## Documentation of Work Hours and Locations

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

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

## Housing for Essential Employees

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

If such a need arises, as determined by the Superintendent, hotel rooms may be the most viable option. If hotel rooms are for some reason deemed not practical or ideal, or if there are no hotel rooms available, the Superintendent or their designee will coordinate with the Madison County Emergency Management Office to help identify and arrange for these housing needs.

- **Hampton Inn, Cazenovia 12 miles away**
- **Quality Inn, Tully 17 miles away**

## Appendix B Desha’s Law Cardiac Emergency Response

All staff know where Automatic External Defibrillators (AEDs) are located and how to call for help. AED Cases should contain supplies for the first responders including gloves, CPR barrier device, and scissors. Staff outside or off school property should always carry communication devices and emergency contact information for assistance.

### **Warning signs of symptoms of a Sudden Cardia Arrest (SCA) or similar life-threatening emergency:**

- Racing heart, palpitations, or irregular heartbeat
- Dizziness, lightheadedness, or extreme fatigue with exercise
- Chest pain or discomfort with exercise
- Excessive shortness of breath during exercise
- Excessive unexpected fatigue during or after exercise
- History of recurrent fainting or unusual seizures
- Sudden collapse of “passes out”
- Not responsive
- Abnormal breathing
- No pulse

### **Steps to take in school building, on school grounds, or at athletic events**

#### **1. Ensure Scene Safety**

- a. Survey the area to protect victim, yourself, and anyone else nearby (e.g., remove victim from water or unstable surface to a stable level surface, case athletic play, move bystanders from area, etc.)

#### **2. Shout for help. If alone, call for Emergency Medical Services (EMS) via 911 or in accordance with**

##### **district policy and obtain Automatic External Defibrillator (AED)**

- a. Follow 911 emergency dispatcher’s instructions.
- b. \*Call for any Certified Cardiopulmonary Resuscitation (CPS)/Automatic External Defibrillator (AED) certified school personnel and notify administration or designee.

#### **1. CPR by CPR/AED certified school personnel**

- a. Check for breathing – if none or person gasping begin CPR immediately

#### **4. Defibrillation by CPR/AED certified school personnel**

- a. Use an AED to restore the heart to its normal rhythm/

#### **5. EMS assumes lead upon arrival.**

- If a student is the person needing care, school administration or designee should accompany the student to the hospital until the parent/guardian arrives.
- Be prepared to download the school’s AED data onto flash drive to provide to EMS to give to the emergency department’s physician.

#### **6. School Administration or designee notifies**

- parent/guardian or staff member’s emergency contact in accordance with district policy.

#### **7. Document**

- In accordance with district policy, document event including observations, all steps taken and by whom, who was notified, and information reported to EMS.

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**8. Hold a post even debriefing**

**Emergency Contact Numbers for obtaining help:**

Number to call for help in school building: 911  
 Number to call for help on school grounds: 911  
 Number to call to notify if SCA occurs at offsite location: 911  
 Secondary contact number if primary is not available: 911

**CPR/AED Certified School Personnel**

<b>Person</b>	<b>Extension</b>	<b>Wing</b>	<b>Title</b>	<b>Availability</b>
Jessica Vadala	7112	Elem	Nurse	Before School/School Day
Yvonne Fish	Radio	Elem.	Tch. Ass't.	School Day/After School/Athletic Events
Alberta Ufford		Elem.	Tch. Ass't.	Before School/School Day
Kathleen Cook		Elem.	Tch. Ass't.	Bus/Before School/School Day
Any Coach on Staff				Athletic Events
Amanda Cook	Radio	Elem.	Tch. Ass't.	Bus/Before School/School Day
Michelle McDougal	Various	HS	Tch. Ass't.	Before School/School Day
Lauren Winters	Radio	HS	Tch. Ass't.	Before School/School Day
Jenny Valente	7126/Radio	Elem.	Administrator	Before School/School Day/After School, School Events/Athletic Events
Amanda Cook	Radio	Elem.	Tch. Ass't.	Bus/Before School/School Day
Thomas Moade	Various	Various	Behavior TA	Bus/Before School/School Day/Athletic Events
Alan Ingerto	Radio	Elem.	Tch. Ass't.	Before School/School Day/Athletic Events
Holly Harris	Radio	Elem.	Tch. Ass't.	Before School/School Day
Judy Stone	Radio	HS	Tch. Ass't.	Before School/School Day

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Wendy Hutton	7107	Dist.	Sch. Social Wrkr.	Before School/School Day/School Events
Amy Denkenberger	Radio	Elem.	Tch. Ass't.	Before School/School Day/After School
Sarah Rouse	7408/Radio	Bus Garage	Trans Asst.	Bus, Before School/School Day/After School
Jessica Zech	7227/Radio	Elem.Gym	Teacher	Before School/School Day
Neal Capone	7510/Radio	District	Superintendent	School Day/After School/School Events/Athletic Events
Kimberly Stanton	7105/Radio	HS	Secretary	Before School/School Day/After School/School Events/Athletic Events
Juanita Hayes	7403/Radio	District	Secretary	School Day/After School/School Events/Athletic Events
Sarah Snyder	7126Radio	Cafeteria	Cafeteria	Before School/School Day/After School/School Events
Jody VanDee	7301/Radio	District	Head Custodian	Before School/School Day/After School/School Events
Katy Denkenberger	7501/Radio	Annex	Treasurer	School Day/After School/School Events/Athletic Events
Amanda Graham-Quirk	7502/Radio	Annex	Sch Bus Exec	School Day/After School/School Events/Athletic Events
Jamie Doolittle	7139/Radio	Gym	PE Teacher	Before School/School Day
Ed Stafford	7408/Radio	Bus	Bus Driver	Bus/Before School/After School/Athletic Events
James Fuller	7408/Radio	Bus	Bus Driver	Bus/Before School/After School/Athletic Events
Jeff Randall	7408/Radio	Bus	Bus Driver	Bus/Before School/After School/Athletic Events
Greg Coon	7408/Radio	Bus	Bus Driver	Bus/Before School/After School/Athletic Events

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Rachel Hyde	7147	LMC	TA	Before School/School Day/After School
Travis Baker	Radio	Bldg. & Grounds	Bldg. & Grounds Super	Before School/School Day/School Events
Madison Leete	Radio	District	Custodian	After School/Evening Hours
Mike Stith	Radio	District	Custodian	School Day/After School/Evening Hours
Caren Newton	7146	Cafeteria	Cafeteria	Before School/School Day
Maureen Pigott	7146	Cafeteria	Cafeteria	Before School/School Day
Eric Salisbury	Radio	District	Custodian	After School/Evening Hours

## AED LOCATIONS

Note: All AED’s should be clearly labeled and stored in appropriate storage containers, cabinets, or go bags/cases.

Number of AEDs needed inside the building and at each athletic practice and event.

### AED LOCATIONS AND ASSIGNMENTS AED SERVICE/BATTERY REPLACEMENT LOG

<u>Bldg./Dept.</u>	<u>Serial # Make/Model</u>	<u>Location</u>	<u>Adult Electrodes Expire</u>	<u>Pediatric Electrodes</u>	<u>Replace Battery By</u>	<u>Pad Lot #</u>
Main Building	B18E-09099 Heartstart/FRx	Lobby - Fover	2/7/27	N/A	3/26	220505- 0957
Main Building	B18E-09302 Heartstart/FRx	Nurse’s Office	2/7/27	N/A	3/26	220505- 0957
Bus Garage	B18E-09170 Heartstart/FRx	Driver’s area	2/7/27	N/A	3/26	220505- 0957
Main Building	B18E-09145 Heartstart/FRx	By Gym	2/7/27	N/A	3/26	220505- 0957
Main Building	B18E-09105 Heartstart/FRx	Upstairs in Middle School – North Stairs #2	2/7/27	N/A	3/26	220505- 0957
Main Building	B18E-09147 Heartstart/FRx	Athletics	2/7/27	N/A	3/26	220505- 0957
Annex	B22H-07046 Heartstart/FRx	Weight room	2/7/27	N/A	3/28	220624- 0954



## ATHLETICS SECTION III EMERGENCY ACTION PLAN

Each Coach is required to have this plan in place for each athletic team. A copy will be in the Coach's files and a copy will be filed with the Athletic Secretary.

### Section III Emergency Action Plan

Event: \_\_\_\_\_

Location: \_\_\_\_\_

Date: \_\_\_\_\_

<b>1 9-1-1 TEAM</b>		<b>2 CPR / AED TEAM</b>		<b>3 AED TEAM</b>	
<b>CALL 9-1-1</b>		<b>START CPR</b>		<b>GET THE AED</b>	
Call 911. Explain emergency. Provide location.	Location for Event	<ol style="list-style-type: none"> <li>1. Position person on back.</li> <li>2. Put one hand on top of the other on middle of person's chest. Keeping arms straight, push hard and fast. 100 presses / minute. Let chest completely recoil after each compression.</li> <li>3. Take turns with other responders as needed.</li> </ol>		Location for Event	
Closest Phone		Athletic Trainer		Closest AED	
EMS Access Point		Assist 1		Person Assigned 1	
Person Assigned 1		Assist 2		Person Assigned 2	
Person Assigned 2		Assist 3		<b>GET THE ATHLETIC TRAINER</b>	
<b>MEET AMBULANCE at EMS Access Point. Take to victim.</b>		<b>WHEN AED ARRIVES, TURN IT ON AND FOLLOW VOICE PROMPTS</b>			
Entry Door / Gate	Location for Event	<ol style="list-style-type: none"> <li>1. Remove clothing from chest.</li> <li>2. Attach electrode pads as directed by voice prompts.</li> <li>3. Stand clear while AED analyzes heart rhythm.</li> <li>4. Keep area clear if AED advises a shock.</li> <li>5. Follow device prompts for further action.</li> <li>6. After EMS takes over, give AED to athletic administrator for data download.</li> </ol>		Location at Event	
Key / or Badge Needed for Door / Gate				Person Assigned 1	
Person Assigned 1				Person Assigned 2	
Person Assigned 2					
<b>CALL CONTACTS. Provide Location and victim's name.</b>					
	Name				
	Cell				
Host Athletic Trainer	AT will connect with AD/Coordinator				
Athletic Director / Site Supervisor					
Sport Coordinator					

**CALL 911 for all medical emergencies.**  
If unresponsive and not breathing normally, begin CPR and get the AED.

Adapted from [AnyoneCanSaveALife.org](http://AnyoneCanSaveALife.org)  
Event Staff Training: [Event Staff Training - Anyone Can Save A Life SCA Program](#)