

**SHERBURNE-EARLVILLE CENTRAL SCHOOL DISTRICT
DISTRICT-WIDE SCHOOL SAFETY PLAN
PROJECT SAVE
(Safe Schools Against Violence in Education)
Commissioner’s Regulation 155.17**

Updated September 9, 2024

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(c)(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 Sherburne-Earlville Central School District when responding to an emergency. It also sets forth the required drills to keep staff and students familiar with the standard response procedures.

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 in the Sherburne-Earlville School District. Such plans will comply with the requirements of Education Law §2801-a (3) and the Regulations of the Commissioner of Education at 8 NYCRR §155.17(c)(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 Sherburne-Earlville Central School District Safety Plan and the specific procedures to implement such a policy are included in the Building Safety Plans or annexed as an appendix to the Building 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, the Sherburne-Earlville School District’s 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. The Sherburne-Earlville Central School District ("District") supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages, and advocates on-going district-wide cooperation and support of Project SAVE.

Providing an orderly plan for dealing with emergencies is an important component of the management of Sherburne-Earlville Schools. Emergencies range from man-made problems such as fires and bomb threats to nature-made, such as blizzards and floods. Moreover, they range from highly dangerous, life-threatening situations to those of mere inconvenience. Through careful planning, the disastrous effects of an emergency can be minimized.

The guiding principles for emergency management planning is protection of life first, then preservation of property, including restoration to normal activities. Mandates which influence planning and decision making are included in this plan where appropriate.

Purpose

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

This plan shall be accessible in all buildings to the Building Administrator, secretary and alternate persons who could take charge.

Administrative Regulation

- An “Emergency Management Plan” is in place and all personnel have a responsibility to follow its directions. A copy is available in the office of each building principal and school nurse.
- The Director of Finance and Personnel Services is responsible for arranging training for employees who have specific emergency responsibilities.
- The Emergency Management Plan will be reviewed and updated as necessary at least once each school year.

Position	Committee Members
District Safety Coordinator	Ben Lewis
Administration Representatives	Gretchen Hoag, Jolene Emhof, Brad Perry
Teacher Representatives	Mike Rodriguez, Scott Bugbee, Erin Young, Bill Mullin, Terrence McCumiskey
School Safety Committee Representatives	Andrea Gunther, Belinda Hadamik, Candace Gayfield, George Cerasani, Susana Schwartz, Serenity McCracken, Jansen Casscles, Mayor Acee, SFD Chief Jones

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

Administrative Procedures

A. General

Specific response plans that identify persons authorized to take immediate action, persons to be notified, sequential response actions, persons responsible for acting, and resources necessary for response shall be prepared for various emergencies, e.g., civil disturbances, environmental disruptions, explosion, fire, medical concerns, and physical system failures. A copy of the plan shall be in the office of each Building Administrator, building nurse, and building head custodian, as well as the office of the Superintendent, each central office administrator, the Transportation Supervisor, and the Director of Facilities.

Each staff member who has a responsibility in an emergency shall become familiar with that responsibility to expedite the appropriate response process. The Superintendent is the District's Chief Emergency Officer (CEO) and the Transportation Facility classroom serves as the Emergency Command Post.

The Director of Finance and Personnel Services will be responsible to ensure that the Command Post are equipped with a radio(s) to receive messages from the Emergency Broadcast System and the National Weather Bureau. Each Command Post shall also be equipped with a telephone, bull horn, emergency lighting, emergency telephone numbers, list of hazardous materials, school district profile, building plans, local and regional maps.

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

- Superintendent
- Director of Finance and Personnel Services

They and the Director, Building Administrators, Transportation Supervisor, Director of Facilities and Food Services Manager may be alerted to report to the Command Post for communication accessibility. The administrators or supervisors should notify the Superintendent as soon as possible if they are to be delayed. All administrators and supervisors will remain on alert until the emergency is determined to be over or until notified by the Superintendent.

The degree of the emergency and subsequent actions will be determined based upon information supplied by the Building Administrator, County Emergency Coordinator, and other authorities. One or more of the following responses may be utilized:

**EARLY DISMISSAL, SCHOOL CANCELLATION, SHELTERING,
HOLD IN PLACE, and EVACUATION.**

The decision to close school remains exclusively with the Superintendent (Chief Emergency Officer). In case of absence or unavailability, the chain of command for emergency decisions is: Superintendent, Assistant Superintendent for Personnel, Assistant Superintendent for Instruction, Assistant Superintendent for Special Services, and Director of Finance and Personnel Services. The Superintendent shall provide these administrators with a list of radio and television station telephone

numbers for use in an emergency, formally known as “Sherburne-Earlville Schools Operating Procedures”.

The Superintendent of Schools, during a local or state emergency, shall act as the chief communication liaison for all agencies within the district, and shall address all news media. The Superintendent will also be responsible for notifying the District Superintendent of the Delaware-Chenango-Madison-Otsego Board of Cooperative Educational Services (607-335-1233) as soon as possible whenever the emergency plan results in the closing of a school building within the district (exception: routine snow days).

In an emergency, all employees have a responsibility to protect and maintain the health, safety, and welfare of the district’s students. Staff members may be assigned to accompany and supervise students. Ordinary rules of work hours, work site, job descriptions and any other contractual provisions are subject to state, county, or school district directives. Transportation staff members are expected to report to work when alerted of an emergency. Staff members involved in the response shall continue their response actions.

The Superintendent shall provide written information by October 1 of each school year to all students and staff about emergency procedures.

The Superintendent shall provide for at least one sheltering drill and at least one early dismissal during each school year. Transportation and communication procedures shall be included in the tests. The sheltering drill may occur at any time during the school day. The early dismissal will begin fifteen minutes prior to the end of the regular school day. Parents shall be notified from the Superintendent’s Office at least one week prior to an early dismissal.

The Superintendent and or their designee shall review and revise, as necessary, the Plan at least once each year.

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 EMERGENCY RESPONSE 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 who may be called upon to assist response and recovery efforts during a crisis.
- e. **BUILDING SAFETY TEAM** – The building-specific team appointed by the Building Administrator, in accordance with regulations or guidelines prescribed by the Board, to develop specific emergency procedures at the building level. The Building Safety Team shall include, but not be limited to, representatives of teacher, administrator, and parent organizations, school safety personnel, other school personnel, community members, local law enforcement officials,

local ambulance or other emergency response agencies, and any other individuals the Board deems appropriate.

- f. **CIVIL DISORDER** – 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. **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,
- h. water contamination, chemical accident, war or civil disturbance.
- i. **DISTRICT-WIDE SCHOOL SAFETY TEAM** – A District-wide team appointed by the Board. The District-wide team shall include, but not be limited to, representatives of the Board of Education, student, teacher, administrator, and parent organizations, 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. **EMERGENCY RESPONSE BAG “Gotta Go Bag”** – A conspicuously marked carry bag maintained in the Building Administrator’s office containing emergency response information. This bag is to be transported to the Command Post and Staging areas during emergency responses. Duplicate Emergency Response Bags shall also be kept in the District Office, and Transportation Department.
- l. **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.
- m. **EMS COMMANDER** – The Emergency Medical Services supervisor directing EMS operations for the incident.
- n. **EVACUATION** – Moving students for their protection from a school building to a predetermined outside or off-campus designated assembly areas (see building level plan(s), section 9) 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. **FIELD 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.
- p. **FIRE COMMANDER** – The fire chief directing fire-fighting operations at the incident.
- q. **INCIDENT COMMANDER** – The supervisor with decision making responsibility when responding to a particular emergency.

- r. **HOLD-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.
- s. **INNER PERIMETER** – The immediate area of containment around the incident site.
- t. **LANDING ZONE** – A clear level area no less than 100 feet by 100 feet in area for helicopter landings. The landing zone should be within the outer perimeter when possible, and secured by ground personnel during helicopter operations.
- u. **LOCKDOWN** – 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.
- v. **LOCKOUT**- Allows no unauthorized personnel into the building. All exterior doors are locked and main entrance is monitored by administrators, security or school resource officer (SIRO). This procedure allows the school to continue with the normal school day but curtails outside activity. Most used when incident is occurring outside school building, on or off school property.
- w. **NATURAL DISASTER** – Those incidents in which the forces of nature threaten the lives, safety and/or property of numerous persons (e.g., floods, tornado, and significant snowfall/blizzard, etc.).
- x. **OUTER PERIMETER** – The peripheral control area surrounding the inner-perimeter providing a safe zone for access to and from the inner-perimeter as well as defining the limit of access by unauthorized persons.
- y. **POLICE DETAIL COMMANDER** – The police supervisor commanding police personnel detailed to the incident.
- z. **POST-INCIDENT RESPONSE TEAM** – A building-specific team designated by the Building Safety Team that includes appropriate school personnel, medical personnel, mental health counselors and others who can assist the school community in coping with the aftermath of a Serious Violent Incident or emergency.
- aa. **RELOCATION CENTER** – A location established for providing temporary shelter or care for persons displaced by an Emergency.
- bb. **DESIGNATED ASSEMBLY AREAS (SEE BUILDING LEVEL PLAN(S), SECTION 9)** – 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.
- cc. **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.
- dd. **ACTIVE DEADLY BEHAVIOR** – 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.

- ee. 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.
- ff. STAGING AREA – A location selected generally within the outer perimeter to facilitate arriving resources and personnel responding for assignments.
- gg. STUDENT REUNIFICATION AREA – A predetermined location where parents or authorized persons can pick up students during an emergency.
- hh. TERRORIST ACTION – A hostile action taken by a person or group that has as its intent the commission of violent acts designed to instill fear, communicate a message and/or demand some action.
- ii. TREATMENT AREA – The location inside the inner perimeter to which the victims are evacuated for medical evaluation and emergency treatment prior to transport.
- jj. UNIFIED COMMAND – The safety plan command system which ensures that the Incident Commander shall communicate and consult with the Superintendent prior to giving any order or instruction during or after the occurrence of a violent incident.

B. Identification of School Teams

C. Concept of Operations

- The District-wide School Safety Plan shall be directly linked to the individual Building-level Emergency Response Plans for each school building. This District-wide School Safety Plan will guide the development and implementation of individual building-level emergency response plan.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team.
- Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
- Emergency response actions including Crisis Response may be supplemented by County and State resources through existing protocols.

D. Plan Review and Public Comment

- This plan shall be reviewed and maintained by the District-wide School Safety Team and reviewed on an annual basis on or before August 1 of each year.
- Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan will be made available for public comment 30 days prior to its adoption. The district-wide and building-level plans may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.
- While linked to the District-wide School Safety Plan, Building level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.
- Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. Building-level Emergency Response Plans will be supplied to both local and State Police within 30 days of adoption.

SECTION II General Emergency Response Planning

A. Identification of sites of potential emergency

The District has established procedures for the identification of potential sites and the internal and/or external hazards that may be present in them. These procedures are developed in coordination with the local Emergency Management Office, Fire Department, and law enforcement agencies. Appendix 2 of this Plan shows the results of this procedure.

B. Actions in response to an emergency.

The District has identified the following general response actions to emergency situations. These actions include school cancellation, early dismissal, evacuation, and sheltering. The building level Emergency Response Plans include identification of specific procedures for each action depending upon the emergency.

Emergencies include, but are not limited to:

Bomb Threat	Large Scale Chemical Spill
Fire	Explosion
Kidnapped Person	Hostage/Intruder
Medical Emergency	Loss of Building
Storm Emergency	Propane Leak
Thunder/Lightening Storm	Structural Failure
Tornado/Severe Weather	Active Deadly Behavior

Others as determined by the Building-level School Safety Team

As an example of our response protocols, Appendix 6 of this Plan shows protocols for Hostage/Kidnapping, Bomb Threats, Hostage/Intruder, and Violent events.

C. District resources and personnel available for use during an emergency.

The District has committed the full inventory of its resources to be available for use during an emergency. These resources will be utilized in line with the Building Level Emergency Response Plans as deemed appropriate by the Incident Command Team.

Specific - resources are identified in Appendix 7 of this Plan.

D. Procedures to coordinate the use of school district resources during emergencies.

The District uses the Incident Command System model for emergency actions. For district-wide emergencies the Incident Commander will be the Superintendent. In building-level emergencies, the administrator in charge or his/her designee will act as the Incident Commander. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building Level Emergency Response Plan. Building-level Incident Command staff is identified in the Building Level Emergency Response Plans. The District Incident Command staff is identified in Appendices 8-10 of this Plan.

E. Annual multi-hazard school training for staff and students.

The District will conduct annual training for both staff and students in school safety issues. Training will be coordinated by the District Safety Coordinator, and may consist of classroom activities, general assemblies, tabletop exercises, full scale drills of other appropriate actions to increase the awareness and preparedness of staff and students.

Drills and other exercises will be coordinated with local, county and state emergency responders and preparedness officials. At the conclusion of drills or exercises a post-incident critique will be held. Participants in the critique will include all responding agencies as well as staff from the Sherburne-Earlville schools. As a result of the findings of the critique, existing Plans will be revised as appropriate.

F. Staff development

Sherburne-Earlville Central School District has amended its Professional Development Plan to include staff training in violence prevention and intervention during Superintendent's Conference Days.

Protective Action Options: 155.17 (c)(1)(ii & xiv)

A. GENERAL EVACUATION

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

1. Building occupants will be notified to evacuate the building by one of the following means depending upon the nature of the emergency:
 - (a) Fire Alarm
 - (b) Intercom System
 - (c) Verbal or Written Notification
2. Upon receiving an evacuation notice, faculty and staff shall survey their areas and evacuation routes for hazards and/or suspicious hazards in order to ensure a safe and expeditious evacuation.
3. The normal evacuation route(s) for students, faculty and staff for each school shall be specified in the Building Emergency Response Plan and included in the Emergency Response Bag "Gotta Go Bag". Normal evacuation routes will also be posted in each room.
4. Teachers are to bring their Daily Attendance Records with them. Attendance shall be taken upon evacuating and again if relocated to an alternate site. Teachers may be asked to turn in their Attendance Roster to the Building Administrator for use at the emergency command post.
5. Normal evacuation routes will be used unless the emergency prevents use of exits and/or corridors. Alternate routes may be announced using the school's intercom system. The intercom system shall not be used in situations that may endanger students/staff (e.g., barricaded gunman). In the event of power failure, the Building Administrator can direct ancillary staff to communicate alternate evacuation routes.
6. Suspicious items found must be left alone and immediately reported to the Building Administrator and/or emergency service personnel.
7. Persons evacuating should remain calm and orderly in order to prevent panic and confusion.

8. Elevators may not be used for evacuation purposes unless approved by the Building Administrator or emergency personnel.
9. All persons shall proceed to the designated assembly areas (see building level plan(s), section 9) and remain there until further notice.
10. Teachers must take attendance once in the designated Safety Zone, and are to notify the Building Administrator if a student is not present.
11. Any time teachers must relocate their class; attendance should be taken before departure and upon arrival. If students are to be evacuated off-campus, teachers are to take attendance before students begin loading on the buses and once the buses are loaded, to assure that all students are accounted for.
12. Occasionally, there may be a need to relocate students from the designated assembly areas (see building level plan(s), section 9) to a predetermined Relocation Center. If evacuation is ordered beyond the Safety Zone, students will be evacuated by bus either to their homes or a safe location. The decision to evacuate the designated assembly areas (see building level plan(s), section 9) will be made by the Incident Commander upon consultation with the Superintendent. Students will not be allowed to go home on their own (i.e., walking or in personal vehicles). A parent or a pre-arranged surrogate may sign a Student Release Form and pick up their child at the designated reunification site.
13. The School Nurse should have a medical alert list and supplies readily available at all times. For supplies not on hand the School Nurse will be prepared to make arrangements to provide medical assistance at the relocation site or along the evacuation route as necessary in coordination with the Building Administrator and the Incident Commander.
14. Building Administrators will follow directions received from the Superintendent and/or the Incident Commander. Principals will determine when staff may be permitted to leave after their students have been safely released and they are no longer needed for emergency duties.

B. EVACUATION OF DISABLED STUDENTS, STAFF AND FACULTY

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

1. An Assisted Evacuation Plan is in the Building Level Emergency Response Plan. This plan should include every child or staff member who has limited mobility and will be reviewed as necessary (i.e.) when students and personnel change.
2. In case of an Emergency where evacuation or a long-term stay on-site is required, the Assistant Superintendent for Special Services and designated staff will respond to the Relocation Center or to the designated assembly areas (see building level plan(s), section 9) to assist with special education students and staff who serve them.
3. If coordinated services are required from outside agencies that specialize in dealing with students with disabilities, the Assistant Superintendent for Special Services and or designated staff will act to facilitate the use of such groups.

C. SHELTERING

There are times when it is necessary to move the school population to a single or multiple location(s) within a school building. This is called a “Shelter in Place”. In most cases, a shelter in place is done with there is a threat of or actual weather-related incident or a bomb threat.

Shelter in Place Objectives:

- To minimize injury or death.
- To locate and contain any device or weather damage.
- To facilitate emergency responses.
- To establish safe routes and designated areas.

General procedures are as follows:

1. Upon receiving instruction from local, county or state governmental emergency response agencies the Superintendent shall notify the Building Administrator(s) of the need to initiate the Sheltering Plan.
2. If an incident occurs near school and the Building Administrator is the first to be informed, he or she shall decide, based upon the nature of the emergency or upon the direction of local emergency commanders, whether to shelter all students and staff inside the school building. The Building Administrator shall inform the Superintendent and the 911 Control Center of the determination.
3. Upon notification of an Emergency or the exercise of a drill, the Building Administrator shall instruct students and staff to report to the designated ‘inside’ Safety Zone. Faculty will bring their class roster with them and maintain charge of their class in the designated assembly areas (see building level plan(s), section 9) unless otherwise directed.
4. During sheltering for certain types of air pollution problems, chemical spills or radiological emergencies, windows should be closed and ventilation systems and outside air intakes should be shut down.
5. The Building Administrator will assign appropriate duties to selected staff members and custodian, to include securing the building
6. Students/staff will remain inside the building until the Building Administrator is advised by the Incident Commander or emergency management authorities to take further action.
7. If such procedure necessitates remaining in school after hours, the Superintendent, or designee, will issue a public notice to this effect through the local news media. Parents will be advised as to appropriate responses, including, where to sign-out their child (if appropriate). As necessary, the Superintendent will coordinate the use of district resources in cooperation with the Incident Commander and request assistance from County Emergency Management Office, the American Red Cross and other agencies as appropriate
8. The Building Administrator will keep the teaching staff, the school nurse, the custodial staff, and the cafeteria staff informed.

D. LOCKDOWN

There may be times when it is necessary to “Lockdown” a building. A Building Administrator, faculty, or staff member may initiate a lockdown based upon an actual or imminent threat (not including bomb threats) or *violent event*. A lockdown is the response to the worst-case scenario and must be executed with appropriate urgency and seriousness.

RUN-HIDE-FIGHT protocol to be used.

Run if you are able, and it is safe to do so, Hide if unable or unsafe to run, Fight for your lives if needed to eliminate risk of harm from suspect.

Lockdown Objectives:

- To minimize injury and death
- To facilitate effective response

- To move as many people as possible to a safe place
- To neutralize a threat

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

1. A lockdown procedure is called when leaving or walking through the building would endanger the health and safety of student or staff, i.e. dangerous intruder.
2. The Building Administrator will apprise all building occupants of a lock-down order using the predetermined Emergency signal. Students and staff shall remain in their classrooms or work-area until the Building Administrator or law enforcement officials open the door.
3. The Building Administrator will contact local 9-1-1 emergency responders and notify the Superintendent.
4. Building staff shall lock their doors and secure students out of the line of sight.
5. Building staff will not respond to Fire Alarms during a lockdown unless signs of Smoke or Fire are observed.
6. Parents will be advised as to preferred responses and are NOT to report to the school to sign out their child. The Superintendent, or designee, will provide information and updates to parents and the media at the media reception area at a predetermined location.

E. LOCK-OUT

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

1. The Building Administrator, or person in charge, will apprise all building occupants that lock-out procedures are being implemented.
2. The Building Administrator will contact 9-1-1 emergency responders (if not first appraised by law enforcement) and notify the Superintendent.
3. If emergency dictates, building staff should close and lock windows.
4. Students/staff who are on the school grounds will be immediately summoned to return to the school building.
5. The Building Administrator will assign selected staff members and/or custodian(s) to secure the building.
6. The main entrance will be monitored. Only AUTHORIZED personnel will be allowed in the building.
7. Modify normal dismissal procedures as appropriate.

F. EARLY DISMISSAL

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

1. Early dismissal is available as a building evacuation option for Emergency situations as decided by the Superintendent or designee.

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

SECTION III: RESPONDING TO THREATS AND ACTS OF VIOLENCE

A. Policies and procedures for responding to implied, or direct threats of violence or acts of violence by students, teachers, other school personnel and visitors to the school

The District has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the act of violence and are included herein as Appendix 4 of this document (see also district Code of Conduct.)

B. Policies and procedures for contacting appropriate law enforcement officials in the event of A violent incident

Law enforcement officials will be contacted by the Incident Commander in line with the Building Level Emergency Response Plan and will be requested based upon the "closest response agency" concept to ensure that the response to the incident is as rapid as possible. In Chenango County, all emergency response agencies including law enforcement, fire, emergency medical and emergency management are contacted via the 911 dispatch center located at the Chenango County Sheriff's Office in Norwich, NY.

C. Appropriate responses to emergencies.

The District recognizes that appropriate response to emergencies varies greatly depending upon the actual threat or act as well as the magnitude of such emergency. The Building Level Emergency Response Plans detail the appropriate response to such emergencies.

D. Policies and procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal

The District will contact appropriate parents, guardians or persons in parental relation to the students via media release, telephone contact or other appropriate means in the event of a violent incident or early dismissal. Conditions requiring such notification are outlined in the Building Level Emergency Response Plans.

SECTION IV: COMMUNICATION WITH OTHERS

A. Obtaining assistance during emergencies from emergency services organizations and local government agencies.

During emergencies, local government agencies, including emergency services, can be obtained via the local emergency management office or through the local emergency communication center. The Incident Commander will authorize the procurement of these agencies.

B. Procedures for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law

C. A system for informing all educational agencies within a school district of a disaster

The District will notify any appropriate educational agencies within its boundaries as well as adjacent to its boundaries in the case of a disaster that would affect any of these agencies. The Incident Commander will determine the extent of notification and delegate its delivery.

D. Maintaining certain information about each educational agency located in the school district, including information on:

Each Building Level Emergency Response Plan will include the following information:

- School population
- Number of staff
- Transportation needs
- Business and home telephone numbers of key officials of each such educational agency

The Building Level School Safety Teams will ensure that this information is current and accurate.

SECTION V: PREVENTION AND INTERVENTION STRATEGIES

A. Policies and procedures for the dissemination of informative materials.

The District follows the requirements of the SAVE Legislation and DASA Legislation for grades UPK-12.

B. Prevention and intervention strategies.

The District continues to develop and investigate various strategies regarding violence prevention and intervention. These strategies include, but are not limited to:

- Collaborative agreements with state and local law enforcement officials designed to ensure that school safety officers and other security personnel are adequately trained including being trained to de-escalate potentially violent situations
- Non-violent conflict resolution training programs
- Character education and anti-bullying programs at each building
- Peer mediation programs and youth courts
- Extended day and other school safety programs

C. Strategies for improving communication among students and between students and staff and reporting of potentially violent incidents.

The District recognizes that communication is a vital key in the prevention and intervention of violence in schools. To that end, the District has instituted programs or is exploring programs in the following areas:

- Reporting procedures for bullying
- Identification of DASA Incident Complaint Officers in each building
- Youth-run programs
- Peer mediation
- Conflict resolution
- Creating a forum or designating a mentor for students concerned with bullying or violence
- Establishing anonymous reporting mechanisms for school violence
- Others based on district need

Prevention & Intervention Strategies: 155.17(c)(1)(iii)

The Sherburne-Earlville Central School District operates several specialized programs, some at the District level and some at the building level, which deal with students whose needs and/or disabilities put them at risk of inappropriate or violent behavior. These programs have specialized components to reduce and eliminate the possibility of student violence. One such District-wide program is described below:

A. SPECIAL EDUCATION PROGRAMS

1. The programs serving students with emotional disabilities provide services include individual counseling, referrals for psychiatric evaluation and/or therapy delivered through private clinicians or the Chenango County Behavioral Science Division. Services provided by the district social worker and/or school psychologists meet with students and families and initiate or recommend behavior management programs in concert with outside agencies as appropriate. Special Education staff work with school counselors, administration, faculty and parents in addressing conflict issues and pursuing collaborative responses with students who are at risk for inappropriate or violent behavior.

2. The code of conduct prohibits bullying, intimidation and harassment. Students engaging in such behavior are dealt with immediately. Students who are victims of such behaviors are given the necessary support services and their parents are notified.
3. The students are closely monitored by trained staff and any indication of violent behavior, e.g., rumor of weapons, is immediately followed up with the involvement of local law enforcement, social services, mental health services and parents.
4. When students express any suicidal or violent intentions, the staff member alerts mental health services and parents, sometimes leading to hospitalization. Follow-up occurs on the part of the school psychologist with providers of clinical psychological and/or psychiatric care.
5. When there is any suspicion of abuse, appropriate agencies are notified, and investigations are initiated. Mandated reporting expectations are honored, always involving the Building Administrator in concert with the school social worker, school nurse or school psychologist.

Early Detection of Potentially Violent Behaviors: 155.17(c)(1)(xiii & v)

To prevent violence before it begins, staff and students should look for certain warning signs of potentially violent behavior. This information is presented to staff and students in September and is reviewed periodically throughout the school year. These concerns are identified and addressed in the Sherburne-Earlville Central School District Code of Conduct. The following list was adapted from the International Association of Chiefs of Police, Guide for Prevention of School Violence. Students and staff who notice these signs should notify a teacher or administrator. Administrators should contact parents, counselors, and or law enforcement officials.

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 writing projects.
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.

B. INTERPRETATION OF WARNING SIGNS

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

1. Encourage a school climate that empowers students to “see something, say something.”

Research has found that the number one reason that school shootings and other episodes of school-based violence are averted is because students with knowledge about the intended plan come forward. The Sherburne-Earlville Central School District will continue to work with students, parents, staff, and community members to improve school culture and emphasize the importance of coming forward with such information. This can be encouraged not only by promoting “see something, say something” but also using anonymous tip lines, discussed below.

The district will incorporate additional protocols, including crisis prevention and mental health awareness. Crisis prevention and mental health training are imperative. In the context of school-based violence events, they are necessary to helping to stop a threat before it comes to fruition. Still, as such events are particularly rare, plans in place also will address more common concerns for students, including (but certainly not limited to) depression, suicidality, and problems stemming from home.

2. Employ a tip-based communication program where students and other school-based stakeholders can report concerns to the appropriate channels.

As noted above, creating an atmosphere in which students feel safe to come forward with information is necessary and one way in which to achieve that goal is to offer an anonymous tip-based reporting system.

APPENDICES

Appendix 1

Listing of all school buildings covered by the district-wide school safety plan with addresses of buildings, and contact names and telephone numbers for building staff.

Building Name	Address	Contact Name	Telephone Number
Elementary Building	15 School St., Sherburne	Bridgette Carmon	607-674-7332
MS Building	13 School St., Sherburne	Gretchen Hoag	607-674-7328
HS Building	13 School St., Sherburne	Jolene Emhof	607-674-8420
Bus Garage	Champ Drive, Sherburne	Ben Lewis	607-674-7353

Appendix 2

Building Risk Determination

Building	Address	Internal Hazards	External Hazards
MS/HS	13 School St., Sherburne	Boiler Room Pool Filter Room Chemistry Lab	Above ground fuel tank NYS Route 12, School Street, wooded area around campus, residences around campus
Elementary	15 School St., Sherburne	Boiler Room	Above ground fuel tank NYS Route 12, School Street, wooded area around campus, residences around campus
Bus Garage	Champ Drive, Sherburne	Maintenance Bays	Above ground fuel tank NYS Route 12, School Street, wooded area around campus, residences around campus

Appendix 3

Training Framework

Timeframe	Action	Personnel Responsible
August	Review Emergency Management Plan with new staff	District Safety Coordinator
September	Review Emergency Management Plan with substitute staff	Building Principal
September	Review Emergency Management Plan updates with entire staff	Building Principal
September – October	Evacuation drill	Building Principals and District Safety Coordinator
September – December	Six fire alarm drills with at least two drills having blocked exits and two Lockdown drills	Building Principals and District Safety Coordinator
	One Sheltering Drill	Building Principals and District Safety Coordinator
January – June	Two fire alarm drills with one drill having a blocked exit and two Lockdown Drills	Building Principals and District Safety Coordinator

Appendix 4

The Procedure for Dealing with Student Threats

Should any student threaten or strike a teacher or staff member, this procedure will be enforced. (The term THREATEN shall be defined to include verbal or physical intimidation, physical abuse, or threats of death or harm.)

1. The student will be removed immediately from class and placed with an administrator and the staff member will be notified. If the student cannot be immediately located, the administrator will bring the staff member to the his/her office until the student is properly detained.
2. The school psychologist or school counselor will assess the threat and report back to the administrator. The staff member will also be interviewed (by either the psychologist, counselor, and/or administrator) to ensure that all relevant information is gathered.
3. The student will be detained until the situation is fully assessed and consensus (psychologist, administrator(s), and counselor) is reached regarding next steps. Consequences may or may not include suspension, police involvement, and/or a Superintendent's Hearing. If additional assessment to determine the student's fitness to return to classes is deemed necessary by the psychologist and/or administrator, this will occur before the student is allowed to return.
4. The staff member who was threatened will be kept apprised of the situation, including being informed before student is released to parents, police, or given other consequences.

5. Support for the staff member will be available if requested or necessary.
6. If the student is considered to present a credible danger to a staff member(s), the entire S-E staff will be informed of the incident via school e-mail program by the end of the day.

Minimum Penalties for Students

A. Students who bring a weapon to school

The minimum period of suspension from school for any student, other than a student with a disability, found guilty of bringing a gun or an incendiary device onto district property will be at least one calendar year. A student found guilty of bringing other defined weapons (found in the District Code of Conduct) will be suspended for 5 days and brought to a Superintendent's Hearing.

B. Students Who Commit Other Violent Acts

The minimum period of suspension from school for any student, other than a student with a disability, who is found to have committed a violent act, other than bringing a weapon onto district property, shall be five (5) days.

C. Students Who Are Repeatedly Disruptive

The minimum period of suspension from school for any student, other than a student with a disability, who engages in conduct which results in the student being removed from the classroom by teacher(s) on four or more occasions during a semester shall be five (5) days.

D. Reports By Teachers and Staff

All staff members must immediately report and refer a violent student to the principal or the superintendent for a violation of this Code. All recommendations and referrals shall be made in writing, unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases, a written report is to be prepared as soon as possible by the staff member making the referral.

E. Review By Superintendent

The superintendent may reduce the minimum penalties established above on a case-by-case basis. In deciding whether to modify the penalty, the superintendent will determine if a lesser suspension period or some other form of discipline may be more effective considering the following:

1. The student's age
2. The student's grade in school
3. The student's prior disciplinary record
4. Input from parents, teachers and/or others
5. Other extenuating circumstances

Appendix 5

Code of Conduct

The Sherburne-Earlville Central School district Board of Education is committed to providing a safe and orderly learning environment where students may receive, and Sherburne-Earlville Central School District personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other Sherburne-Earlville Central School District personnel, parents, and other visitors is essential to achieving this goal.

Sherburne-Earlville Central School district has a long-standing set of expectations for conduct on school property and at its functions. These expectations are based on the principles of civility, mutual respect, citizenship, tolerance, honesty, integrity, and the belief in the educational goals of the organization.

Accordingly, in collaboration with students, parents, teachers, and administrator, the Board of Education has established a Code of Conduct.

Unless otherwise indicated, this code applies to all students, school personnel, parents, and other visitors when on Sherburne-Earlville Central School District property of attending a Sherburne-Earlville Central School District function.

Appendix 6
Hazard Specific Procedures
(see Building-Specific Plans for Detailed Protocols)

BOMB THREAT

Response Action:

1. Upon receipt of a bomb threat by telephone:
 - a. Ask the following questions (refer to **Bomb Threat Information Sheet**):
 - * Where, specifically, is bomb located?
 - * When, exactly, is bomb set to go off?
 - * What materials are in the bomb?
 - * What does the bomb look like?
 - * Why is caller doing this?
 - * Who is caller?
 - b. Write down answers to the above.
 - c. Describe the caller's voice:
 - * Was it male or female?
 - * Was it young or old?
 - * Was the voice disguised or have an accent?
 - * Describe any background noises.
2. Notify building administrator.
3. Building administrator will notify police and superintendent.
4. Building administrator will notify staff and students to evacuate the building. **DO NOT MENTION "BOMB SCARE!"**
 - a. Use public address system, **NOT** the fire alarm.
 - b. Set a guard at each entrance of the building to prevent people from reentering the building.
5. Upon arrival, advise police or fire department of situation and follow their instructions. Advise superintendent of their presence. Building administrator turns control of building over to police or fire department.
 - a. Arrange with Chenango County Emergency Control Center to have medical assistance stand by in the event that a device is found.

Recovery Action:

1. Administrator involved should have building reoccupied by staff and students after it has been cleared by fire and police officials.

HOSTAGE

Response Action:

1. Identify hostage situation first person on the scene.
2. Notify the building administrator.
3. Building administrator immediately initiates lockdown procedures and notifies police of the situation and follows their instructions.
4. Building administrator informs superintendent of situation and actions taken.
5. Upon arrival of police officials, implement the following response actions as necessary:
 - * isolate area of building involved
 - * notify parents or spouse
 - * public information statements
6. The police will determine the termination of the emergency.

INTRUDER

Response Action:

1. Identify the intruder first person on the scene.
2. Notify the building administrator.
3. Building administrator advises police of situation and follows their instruction for handling intruder(s) and ensuring safety of students and staff .
4. Based on advice of police, building administrator confronts the intruder.
5. Building administrator escorts intruder out of the building.
6. If intruder refuses to leave, building administrator maintains surveillance and summons police.
7. Police or building administrator to determine the termination of the contingency.

KIDNAPPED PERSON

Response Action:

1. Identify kidnapping incident first person on the scene.
2. Notify building administrator.
3. Building administrator immediately notifies the police. Advise them of the situation and follow their instructions.
4. Building administrator notify the superintendent.
5. In coordination with police agency, notify parents or spouses of individuals who are or could be kidnapped. Also prepare official response in the event of media inquires.
6. Police to determine the termination of emergency.

Pre Plan Action:

Develop attendance procedures to account for pupils and for unscheduled releases during school.

Appendix 7

District Resources and Personnel

BUILDING NEED REPORT – ELEMENTARY SCHOOL Building

School Population: 585

Number of Staff: 131

Transportation Needs: Number of buses: 24 Capacity of buses: 66 Student Passengers

 Number of buses: 3 Capacity of buses:44 Adult Passengers

Special Transportation Needs:0 Students need wheelchair lifts

BUILDING NEED REPORT – MIDDLE /HIGH SCHOOL Building

School Population: 305 (Middle School) + 386 (High School) 691 total

Number of Staff: 50 (Middle School) + 62 (High School) 112 total

Transportation Needs: Number of buses: 24 Capacity of buses: 44 Student Passengers

 Number of buses: 3 Capacity of buses: 44 Adult Passengers

Special Transportation Needs: 3 Students needs wheelchair lift

TRANSPORTATION INVENTORY

24 - 66 passenger school buses

3 - wheelchair lift equipped 48 passengers

5 - Chevrolet Tahoes

2 – Suburbans

2 minivans

Appendix 8

Incident Command Staff

Elementary Building Incident Command Positions & Descriptions

Incident Commander (IC) Ben Lewis	Responsible for emergency/disaster operations and shall remain at the command post to observe and direct all operations.
Deputy Incident Commander Brad Perry	Assists the IC with the management of the emergency/disaster. Assumes the role of the IC if required and fulfills the responsibility until relieved.
Operations Ben Lewis	Manages/directs the response to the incident.
Logistics Coordinator of Transportation and Maintenance Ben Lewis	Provides facilities, services, personnel, equipment and materials to support the incident.
Planning & Intel. Director of Finance and Personnel Joanne Palamaro	Collects, evaluates and documents information about the development of the incident.
Admin./Finance Director of Finance and Personnel Joanne Palamaro	Provides financial tracking, procurement, and cost analysis related to the incident.
Public Information Officer (PIO) Superintendent Robert Berson Joanne Palamaro	Acts as the official spokesperson for the district.
Safety Officer District Safety Coordinator Ben Lewis	Ensures that all activities are conducted in as safe manner as possible under the circumstances that exist.
Agency Liaison Attendance Officer George Cerasani	Contact person for responding agencies.
Log/Scribe Elementary School Office Typist Sandra Whitehead	Documents all activities of the Command Post. Maintains all information/documents of the ICT.

Appendix 9

Incident Command Staff

Middle / High School Building Incident Command Positions & Descriptions

Incident Commander (IC) Ben Lewis	Responsible for emergency/disaster operations and shall remain at the command post to observe and direct all operations.
Deputy Incident Commander Brad Perry	Assists the IC with the management of the emergency/disaster. Assumes the role of the IC if required and fulfills the responsibility until relieved.
Operations Ben Lewis	Manages/directs the response to the incident.
Logistics Coordinator of Transportation and Maintenance Ben Lewis	Provides facilities, services, personnel, equipment and materials to support the incident.
Planning & Intel. Director of Finance and Personnel Joanne Palamaro	Collects, evaluates and documents information about the development of the incident.
Admin./Finance Director of Finance and Personnel Joanne Palamaro	Provides financial tracking, procurement, and cost analysis related to the incident.
Public Information Officer (PIO) Superintendent Robert Berson (Joanne Palamaro)	Acts as the official spokesperson for the district.
Safety Officer District Safety Coordinator Ben Lewis	Ensures that all activities are conducted in as safe manner as possible under the circumstances that exist.
Agency Liaison Attendance Officer George Cerasani	Contact person for responding agencies.
Log/Scribe Middle School Office Secretary Penny Jeffrey High School Office Secretary Becky Tredway	Documents all activities of the Command Post. Maintains all information/documents of the ICT.

Appendix 10

District Incident Command Staff

District Incident Command Positions & Descriptions

Incident Commander (IC) Superintendent Robert Berson	Responsible for emergency/disaster operations and shall remain at the command post to observe and direct all operations.
Deputy Incident Commander Director of Finance and Personnel Joanne Palamaro	Assists the IC with the management of the emergency/disaster. Assumes the role of the IC if required and fulfills the responsibility until relieved.
Operations Director of Finance and Personnel Joanne Palamaro	Manages/directs the response to the incident.
Logistics Coordinator of Transportation and Maintenance Ben Lewis	Provides facilities, services, personnel, equipment and materials to support the incident.
Planning & Intel. Director of Special Programs Lacey Eaves	Collects, evaluates, and documents information about the development of the incident.
Admin./Finance Director of Finance and Personnel Joanne Palamaro	Provides financial tracking, procurement, and cost analysis related to the incident.
Public Information Officer (PIO) Superintendent Robert Berson Joanne Palamaro Dean Russin	Acts as the official spokesperson for the district.
Safety Officer District Safety Coordinator Ben Lewis	Ensures that all activities are conducted in as safe manner as possible under the circumstances that exist.
Agency Liaison Attendance Officer George Cerasani	Contact person for responding agencies.
Log/Scribe District Clerk Jennifer Griffin	Documents all activities of the Command Post. Maintains all information/documents of the ICT.

Appendix 11

School Closure: Pandemic Related

Educational/Instructional Plan:

- Teachers will provide instructional materials for each student UPK-12
- Instructional materials for K-12 will consist of a combination hard copy and virtual activities, dependent on students' needs. Thumb drives, containing instructional materials, will be provided to students lacking reliable internet
- Instructional materials for UPK will be provided in hardcopy form
- All students K-12 will be provided devices capable of accessing the internet.
 - K-2: iPads
 - 3-8: Chromebooks
 - 9-12 PC laptops
- Teachers will be available to assist students (email, virtual apps, etc.) during regular school hours
- Accommodations will be made for students with an IEP, to the extent possible

Food Service Plan:

- The district will provide breakfast and lunch to all students age 18 and younger
- Meals will be distributed via drive through station at the Elementary school or delivered to homes
- Students with dietary needs will be accommodated
- Trained food service staff will prepare all meals in Elementary school kitchen

Procedures and updates to instruction and food delivery will be communicated via robo-calls and social media (district website, Facebook, Twitter).