Clinton Central School District

District-Wide School Safety Plan

Commissioner’s Regulation 155.17
Plan posted on July 13, 2023 for public review
Public Hearing August 15, 2023
Adopted August 15, 2023

Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a District-wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies.

The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts are at risk of a wide variety of acts of violence, natural, and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the school district and its schools.

The Clinton School District continues to support this integral component of the SAVE Legislation through the regular review and updating of its contents. The Superintendent of Schools encourages and advocates this ongoing district-wide cooperation and support of Project SAVE.
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Section I: General Considerations and Planning Guidelines

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

B. Identification of School Teams
As referenced in the previous section, the Clinton Central School District has appointed a District-wide School Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations; school safety personnel; and, other school personnel. The members of the team and their positions or affiliations are as follows:

<table>
<thead>
<tr>
<th>Members Name</th>
<th>Title</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mr. Christopher Clancy</td>
<td>Superintendent</td>
</tr>
<tr>
<td>Mr. Joe Barretta</td>
<td>Assistant Superintendent for Business</td>
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<tr>
<td>Mr. Sam Catterson</td>
<td>Board of Education</td>
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<tr>
<td>Dr. Matt Lee</td>
<td>Principal</td>
</tr>
<tr>
<td>Dr. Shaun Carney</td>
<td>Principal</td>
</tr>
<tr>
<td>Mr. Edward Waskiewcz</td>
<td>Principal</td>
</tr>
<tr>
<td>Mr. Bob Bentley</td>
<td>Director of Athletics, Safety &amp; Wellness</td>
</tr>
<tr>
<td>Mrs. Christy Colangelo</td>
<td>Safety &amp; Emergency Services Coordinator at OHM BOCES</td>
</tr>
<tr>
<td>Mr. Jim Scoones</td>
<td>Health and Safety Coordinator, Clinton Fire Department, Clinton CSD Staff/Transportation</td>
</tr>
<tr>
<td>Mr. Jim Sodja</td>
<td>Oneida Office of Probation</td>
</tr>
<tr>
<td>Officer Shawn Occhipinti</td>
<td>Kirkland Police</td>
</tr>
<tr>
<td>Mr. John King</td>
<td>Teacher</td>
</tr>
<tr>
<td>Mr. Michael Pavone</td>
<td>Teacher/Parent</td>
</tr>
<tr>
<td>Mrs. Kelly Landry</td>
<td>Teacher</td>
</tr>
<tr>
<td>Mrs. Jennifer Mitchell</td>
<td>Nurse</td>
</tr>
<tr>
<td>Mr. Derek Marks</td>
<td>Parent</td>
</tr>
<tr>
<td>Mr. Doug Soika</td>
<td>Parent</td>
</tr>
<tr>
<td>Mrs. Heidi Venero</td>
<td>Parent</td>
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</tbody>
</table>

C. Identification of the Chief Emergency Officer (CEO)
Clinton Central School District has designated the Superintendent as the Chief Emergency Officer.
The responsibilities of the CEO include, but not be limited to:

a) Coordination of the communication between school staff, law enforcement, and other first responders;
b) Lead the efforts of the District-Wide Safety Team in the completion and yearly update of the District-Wide School Safety Plan, by September 15th and the coordination of the District-Wide Plan with the Building-Level Emergency Response Plans;c) Ensure staff understanding of the District-Wide School Safety Plan;
d) Ensure the completion and yearly update of Building-Level Emergency Response Plans for each school building by the dates designated by the Commissioner;
e) Assist in the selection of security related technology and development of procedures for the use of such technology;
f) Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan by September 15th annually;
g) Ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law Section 807.

D. Concept of Operations
- General protocols reflected in the District-wide School Safety Plan guide the development and implementation of the Building Safety Plans. The District-wide Safety Plan sets forth the general procedures and protocols to be adhered to at each school and serve as the standard operating procedures.

- In developing the district-wide plan, key internal and external stakeholders were involved in order to garner the best local operational knowledge and the best emergency management and safety expertise in creating and revising the plan. The Clinton Central Schools are an integral part of the community and, as such, it is important that community stakeholders are involved and understand the role of the school district and its relationship to the safety of the community at large.

- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the Building Emergency Response Team (BERT).

- Upon activation of the Building Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified. Efforts may be supplemented by county and state resources through existing protocols.

E. Plan Review and Public Comment
- Pursuant to Commissioner’s Regulation, Section 155.17 (e)(3), this plan will be made available for public comment at least 30 days prior to its adoption. The district-wide plan may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.

- 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. In addition, the Building Safety Plans will be sent to the New York State Police and the Kirkland Police Department.

- This plan will be reviewed periodically during the year and will be maintained by the District-wide Safety Team. The required annual review will be completed on or before
September 1 of each year after its adoption by the Board of Education. A copy of the plan will be available on the district website.

- 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 provisions of the law, in accordance with Education Law Section 2801-a. Building-Level Emergency Response Plans will be provided to the New York State Police, Oneida County Sheriff’s Office and Police Department(s) within 30 days of adoption and no later than October 1st of each year.

<table>
<thead>
<tr>
<th>Task</th>
<th>Date(s)</th>
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<tbody>
<tr>
<td>District-Wide Safety Team annual review date</td>
<td>7.12.2023</td>
</tr>
<tr>
<td>District-Wide School Safety Plan – Public comment period (began &amp; ended)</td>
<td>7.13.2022 - 8.15.2023</td>
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<tr>
<td>Public Hearing</td>
<td>8.15.2023</td>
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<tr>
<td>District-Wide School Safety Plan approved by Board</td>
<td>8.15.2023</td>
</tr>
<tr>
<td>District-Wide School Safety Plan posted to website</td>
<td>7.13.2023</td>
</tr>
<tr>
<td>URL of District-Wide School Safety Plan verified</td>
<td><a href="https://www.ccs.edu/Page/2274">https://www.ccs.edu/Page/2274</a></td>
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Section II: Risk Reduction/Prevention and Intervention

A. Prevention/Intervention Strategies
Initiatives that improve the culture and climate in our schools and improve communication at all levels can substantially enhance our ability to truly prevent any negative event from occurring. Prevention would always be preferred over risk reduction. However, not all such events will be prevented despite our best efforts. Therefore, we must formulate plans to intervene and reduce risk by minimizing the impact of any negative event.

This section will identify specific prevention and risk reduction strategies that have been implemented within the Clinton School District. Many of these components serve as both prevention and risk reduction tools.

Program Initiatives
The Clinton Central School District recognizes the importance of programs and activities that improve the school climate and communication throughout the school community and that encourages the reporting of potentially dangerous, suspicious or violent behavior. Such efforts serve to improve the security, safety and quality of life for all those in the Clinton school community. The following is a partial list of such current initiatives:

Clinton High School
- Special Patrol Officer Presence
- Positivity Project
- RtI/MTSS behavioral supports as needed
- Distracted Driving presentation
- Health Classroom Instruction
- County Probation Officer on site one day per week and more time as needed
- Awareness and instruction regarding “See something, say something”
- Counseling Plan
- Weekly Student Response Meetings
- Initial Response Team
- Weekly building newsletter to families

Clinton Middle School
- Special Patrol Officer Presence
- RtI/MTSS behavioral supports and attendance discussions as needed
- Health Classroom Instruction
- YWCA and Childhood Advocacy Center Presentations
- Hamilton College Mentors
- Counseling Plan
- National Honor Society Mentors for Middle School Students
- Initial Response Team
- County Probation Officer on site one day per week and more time as needed
- Awareness and instruction regarding “See something, say something”
- Advisory/House program
● Weekly building newsletter to families
● Positivity Project

Clinton Elementary School
● Special Patrol Officer Presence
● Second Step social competence and bullying prevention program
● Counseling Plan
● Monthly newsletter highlighting the news, events, and points of pride of the elementary school sent through the PTA and from classroom teachers.
● RtI/MTSS behavioral supports as needed
● Classroom instruction that includes literature and discussion around tolerance
● Periodic presentations by the Center for Missing and Exploited Children centered on personal and Internet safety, and bullying prevention
● Positivity Project
● Monthly Character Education Assemblies

The district encourages buildings to develop strategies that support a positive safe learning environment for students, such as community involvement in the schools, mentoring programs, or adjusting scheduling to minimize potential for conflicts or altercations.

Training, Drills, and Exercises
The District will provide annual multi-hazard school safety training for all staff and students. The components of this training will be consistent across the district while the means of dissemination will likely be varied due to the grade levels involved and other building specific issues. Staff training will be routinely conducted at the school level followed by age-appropriate drills with the entire school population.

The District will ensure that each building conducts drills and exercises to test the components of their respective building-level plan. The use of tabletop exercises to accomplish this task in coordination with local and county emergency response and preparedness officials may be considered when live drills are impractical or not sufficient to meet training goals.

Specific drills and training will be conducted for selected response protocols including (S-H-E-L-L): Shelter-In-Place; Hold-In-Place, Evacuation, Lockout, and Lockdown. Additionally, fire, natural gas, bomb threat, emergency callback, and alternate site evacuations will be conducted periodically and may involve a staff drill or training session only or the entire school population. In addition, where and when appropriate, training in small unit leadership and survival should be considered.

In addition, Early Dismissal drills will not occur more than 15 minutes earlier than normal dismissal time. Transportation and communication procedures will be included in the test, and parents and guardians will be notified in writing at least one week prior to such drill.

The emergency back-up generators and lighting are also tested annually and all systems verified functional without electricity.
Front office staff should participate in Front Desk Training provided by BOCES.

**Implementation of School Security**

**Routine Precautions by all staff**
All staff are expected to immediately report to their building principal any information they have received or observations they have made regarding anything that could possibly impact the safety and security of anyone within the school community.

Note: Staff should always err on the side of safety and share such information each and every time. No detail is too small or inconsequential as individual staff may not be aware of all circumstances surrounding a particular student or concern.

**Limited Access**
Each school district building is tasked with implementing this policy while tailoring it to the specific needs of their building. Generally, this means that the fewest exterior doors necessary to maintain normal business will remain unlocked during portions of the regular school day – most commonly to facilitate morning arrival. Those doors that may need to remain unlocked during a portion of the school/business day should be monitored in some fashion. All entrances are to be secured shortly after the start of the instructional day.

Once secured for the instructional day, the schools may utilize an audio and/or video electronic, visitor access control system at their primary entrances that provides a means for school staff to remotely screen and approve visitors prior to actually granting them access into the building.

The schools also utilize a keyless entry/ electronic access control system allowing specific access (designated days/times, buildings and entrances) to authorized personnel by presenting a programmed proximity identification card to a reading device at those entrances. This system also automatically unlocks and locks specific entrances to accommodate normal arrival, dismissal and after school activity.

**Staff Photo Identification Badges**
All Clinton School District employees are issued photo identification (proximity) badges that are to be displayed at all times while on school district property to assist visitors, students and staff in identifying employees as well as possible intruders.

**Visitor policy**
All visitors should report to the main office at the Elementary School and Attendance Office at the Middle School/High School upon entry into the building. Visitors will sign-in and be issued a name badge, which needs to be visible at all times. Visitors are required to sign-in and out where they first entered the building.
Should an unannounced visitor appear at a classroom, office or be observed in the hallways without proper identification (visitor pass or a note from the office), staff may approach and inquire as to a subject’s business or contact their school’s main office immediately.

**Student Sign-Out Procedures**
Schools are diligent in ensuring that only those persons authorized to sign-out students are allowed to do so utilizing the applicable data maintained within School Tool and at the elementary school with the Raptor Visitor Management System. Staff may also require a photo ID if the requesting party is unknown to them and may contact a parent or guardian for confirmation when deemed appropriate.

**Video Surveillance**
A digital video surveillance system is in service at all Clinton schools to assist in monitoring, deterring and recording activity in high use areas, as well as areas of chronic concern or perceived vulnerability.

**Fire Alarm**
A fire detection alarm that is linked to a central monitoring station is in service at every Clinton school. These alarms and fire response procedures are tested regularly consistent with New York State Education Department regulations.

**Mass Communication System (Parent Square)**
The School District utilizes the Parent Square mass communication system capable of making emergency notifications to all or a portion of the school community.

**School Resource and Special Patrol Officers (SROs and SPOs)**
The District contracts with Oneida County to provide a Special Patrol Officer on campus during the school day and at other district events as needed/requested.

**Random Drug Sniffing Canine Search**
The District will occasionally conduct canine searches throughout the school year.

**Vital Educational Agency Information**
The District maintains general information about each educational agency located in the school district, including information on: school population, number of staff, transportation needs, and the business and home telephone numbers of key officials of each such educational agency.

**B. Early Detection of Potentially Violent Behaviors**
The District recognizes the importance of early recognition and intervention into conflicts and potentially violent or threatening behaviors. As such, the District will ensure that appropriate school violence prevention and intervention training will be incorporated into all phases of staff professional development.
Informative materials regarding the early detection of potentially violent behaviors shall be made available to the school community through various means that may include brochures, district–wide newsletters, and the district website.

Students, parents, and all staff are encouraged to share information regarding any student conflicts, threats or troubling behaviors with the appropriate school administrator so that an investigation can commence in a timely fashion if deemed necessary.

**Strategies for Improving Communication Among Students and Between Students and Staff and Reporting of Potentially Violent Incidents**

The District recognizes the importance of good communication among students and between students and staff. All parties are encouraged to strive for improvement at all times. Sharing information is the first line of defense in keeping students safe. It is vital that students understand that reporting information about potential problems is a way of preventing harm to another. Reporting concerns that may impact on the safety and health of others is the responsibility of the entire District’s community.

Short term and long-term strategies to bettering communication and preventing violence at the District include:

- Set clear expectations for students and communicate these standards to students, staff and parents. (Code of Conduct)
- Pay attention to what students are saying
- Encourage communication among parents, student, staff and community members
- Train staff to listen and question effectively
- Institute programs, initiatives and community service students to promote character development.

This communication may extend beyond Clinton School District personnel to include members of the District’s Safety Team, Law Enforcement, Mental Health Professionals, etc., when deemed appropriate and within existing legal parameters.

**C. Hazard Identification**

The list of sites of potential emergency include: all school buildings, playground areas, properties adjacent to schools, on and off-site athletic fields, buses, off-site field trips, and Hamilton College. Each individual Building Health and Safety Team has assessed their own facility for any unique hazards and has documented them on their respective Building Safety Plans.

The District has developed multi-hazard response plans, based on the Incident Command System and the National Incident Management System (NIMS), for the following emergency situations:
## Multi-Hazard List

<table>
<thead>
<tr>
<th>Hazard Category</th>
<th>Type</th>
</tr>
</thead>
<tbody>
<tr>
<td>Civil Disturbance</td>
<td>Bomb Threat, Intruder Alert, Hostage Taking, Kidnapping, Physical Assault or Threat</td>
</tr>
<tr>
<td>Environmental Emergency</td>
<td>Flood, Hazardous Materials Incident, Snow/Ice Storm, Tornado Warning, Thunder/Lightning Storm, Wind Storm, Fire, Explosion, Gas Leak</td>
</tr>
<tr>
<td>Building Failure</td>
<td>System Failure, Structural Failure</td>
</tr>
<tr>
<td>Medical Emergency</td>
<td>Sick/Injured Person, School Bus/Car Accident, Mass Illness/Epidemic, Influenza Pandemic/Pandemic</td>
</tr>
</tbody>
</table>

### Identified Onsite Hazards
- Various chemical storage areas
- Welding/hot work area
- Indoor vehicle transportation areas
- Compressed gas storage areas
- Paint spray booths
- Areas of student congregation
- Student/teacher/administrator conference areas
- Boiler/mechanical rooms

### Identified Offsite Hazards
- Major highways (chemical transport)
- Airport (flight path)
- Railroad
- Certain industrial sites (refineries, etc.)
- Clinton Village wastewater
- Creeks

### D. Construction and Capital Project Safety

Each school under the direction of the Assistant Superintendent for Business and the Director of Facilities as well as the involved construction manager (if applicable) will take steps to ensure the safety and security of the students and staff during periods of construction. This requirement may include conducting background checks on workers, maintaining sufficient and appropriate emergency egress routes, and notifying building occupants of any changes.

The District Safety Committee, or a subcommittee thereof, will be involved in monitoring safety during construction projects as needed. The Committee may include the Director of Facilities, Assistant Superintendent for Business, a principal, architect, construction manager, and contractors. The Committee will hold additional meetings as needed to review issues and address complaints related to health and safety resulting from the construction project.
Section III: General Emergency Response Planning and Response to Threats and Acts of Violence

A. Notification and Activation (Internal and External Communications)

Quick and accurate contact with appropriate law enforcement officials is essential in the event of a violent incident. These relationships have been established through the participation of local response officials on Building-Level Emergency Response Teams. These individuals and appropriate means of contact are documented in the Building-Level Emergency Response Plans. Internal communication is also of prime importance and will be specifically defined in each Building-Level Emergency Response Plan.

Incident Commanders are authorized to and will initiate contact with the appropriate law enforcement officials in the event of a violent incident. The district maintains a list of local law enforcement agencies, and the designation of the individual who is authorized to contact the law enforcement agencies.

The process for informing educational agencies within a school district of a disaster or an act of violence include the following possible forms of communication: telephone, e-mail, district radio system, NOAA weather radio, district website, intercom (classroom emergency button) or PA system, red emergency button (classroom), local media, Parent Square Emergency Alert System, others as appropriate or necessary.

The system may specify that in the event of an emergency, or impending emergency, the district will notify all principals/designees within the district to take the appropriate action.

The District will utilize the Parent Square Emergency Alert System 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 might also use local media in some instances or post information on the district website.

B. Situational Responses

Multi-Hazard Response

In the event of a catastrophic emergency (fire, building collapse, etc.) the evacuation of the building and the preservation of life is the only consideration. It is anticipated that specific procedures outlined in this document, particularly as they relate to notifications, line of authority, etc., may well be violated in cases involving catastrophic emergencies.

There are many variables that could impact the manner in which the Building Emergency Response Team responds to a particular occurrence. These variables could include: time of day, weather, age of students, and location of students, anticipated response time of emergency responders, availability of support personnel, and availability of transportation.
Specific emergency situations are identified and standard response procedures are detailed in Building-level Emergency Response Plans; however, given the aforementioned variables, it is impractical to try and map out the specific steps to take for every conceivable scenario. It is more practical to focus on just a few critical decisions that need to be made in every emergency pursuant to our primary goal of preventing injury and loss of life. In the event that the following response actions, emergency closing, early dismissal, evacuation, shelter-in-place, lockdown, lockout are activated, the following actions will be implemented. For example: a response protocol could include the following steps:

1. Assess the situation – Incident Commander/Designee
2. Response Action Implementation
3. Notification of Parents/Guardians
4. Recovery
5. Evaluation

Each Building-Level Emergency Response Plan includes procedures and actions that will be implemented in the event of the occurrence of a hazardous event. Such plans are not available to the public, nor are they to be included in the District-Level Safety Plan.

The Superintendent is designated as the Chief Emergency Officer and Incident Commander during the initial response to any emergency at the District. The Superintendent will provide leadership, organize activities and disseminate information with the assistance of the Emergency Response Team(s). If the Superintendent is unavailable or not on site, a Designated Alternate will act in their absence with the same authority and responsibility.

The first administrator on scene or notified of an emergency is designated as the person in charge – the **Incident Commander (ICS)** – during the initial response to any emergency. The ICS will provide leadership, organize activities and disseminate information with the assistance of the Building Emergency Response Team (BERT) and/or the District Emergency Response Team (DERT), if needed. The initial ICS may transfer command at any point based on the circumstances. A **Designated Alternate** will be appointed in the absence of any administrator to ensure continuity of leadership and command in a particular building or the district.

In most instances where this level of school response is warranted, the school will be seeking assistance from outside emergency responders in resolving the situation. As such, the immediate objective is generally to **contain and manage** the incident until the emergency responders arrive on scene.

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. By contacting Oneida County 9-1-1, the system for coordinating the delivery of assistance from both the county and local agencies will be activated.
Each Building-level Emergency Response Plan includes procedures and actions that will be implemented in the event of the occurrence of a hazardous event. Such plans are not available to the public, nor are they to be included in the District-level Safety Plan.

**Responses to Acts of Violence: Implied or Direct Threats**
The District’s policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school will be included in the Building-level Safety Plans. The following types of procedure(s) may be used by the district:

- Follow procedures outlined in the Code of Conduct
- Use of Salem-Keizer Student Threat Assessment Model
- Use of staff trained in de-escalation or other strategies to diffuse the situation.
- Inform Building Principal of implied or direct threat.
- Determine level of threat with Superintendent/Designee.
- Contact appropriate law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, include the possible use of the Emergency Response Team.

**Acts of Violence**
The District’s policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school will be included in the Building-level Safety Plans. The following types of procedure(s) may be used by the district:

- Determine level of threat with Superintendent/Designee, Principal and other safety team members as needed.
- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- Inform Building Principal/Superintendent if not already informed through threat assessment.
- If necessary, initiate a lockdown procedure, and contact the appropriate law enforcement agency.
- Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.
- Keep parents/guardians informed.

**Responses to Violence (Incident reporting, Investigation, Follow-Up, Evaluation, and Disciplinary Measures)**
The District requires all incidents of violence, whether or not physical injury has occurred (verbal abuse, threats of violence, etc.), to be reported immediately by employees and students and documented. With the realization that employees and students may otherwise be reluctant to come forward, all must maintain confidentiality. Individuals are assured that there will be no reprisal for reporting their concerns. Incidents will be reported as follows:

- The School Building Principal/Administrator or Designee will be responsible for receiving and responding to all incident reports including anonymous reports.
● Information on the reporting process for students and staff will be provided as part of the violence prevention training program.
● Each incident will be reported to and evaluated by a Threat Assessment Team for the purpose of compiling data and evaluating the Violence Prevention Program.

Relationships have been established with the Police Department and other emergency response agencies at the building level. Representatives from these agencies (Law Enforcement, Fire and Emergency Medical Responders) are asked to participate on Building-Level School Safety Teams.

Reporting
Once an incident has been reported, and depending on its severity, the School Building Principal/Administrator or Designee will assume responsibility as the Incident Commander, who should take the following steps:

- Report it to the Police Department;
- Secure the area where the disturbance has occurred;
- Ensure the physical safety/medical management of students/staff remaining in the area;
- Ensure that while responding to the incident, the remainder of the building remains appropriately supervised;
- Quickly assess the area of the incident to determine damage as a result of the incident and if it is safe to remain; if necessary, evacuate or shelter as per the Building-Level Emergency Response Plans;
- Provide notification to Administration;
- Provide incident debriefing to students and staff as needed;
- Notify parents.

Investigation
After the incident has occurred, the Threat Assessment Team will conduct a detailed investigation. It is the purpose of the Team to focus on facts that may prevent recurrence, not find fault. The Team conducting the investigation will:

- Collect facts on how the incident occurred;
- Record information;
- Identify contributing causes;
- Recommend corrective action;
- Encourage appropriate follow-up; and
- Consider changes in controls, policy and procedures.

Follow-up
The District recognizes the importance of responding quickly and appropriately to the medical and psychological needs of students/staff following exposure to a violent incident. All individuals affected by a violent act will be provided with appropriate medical and psychological treatment and follow-up. Provisions for medical confidentiality and protection from discrimination will be included to prevent the victims of violent incidents from suffering further loss.
**Evaluation**
Emergency Response/Threat Assessment Team is responsible for ensuring that an initial school building security analysis is conducted and periodically re-evaluated. These physical evaluations will focus on the identification and assessment of school building security hazards and address necessary changes in building practices. These evaluations will review the potential for different types of violent incidents including bomb threats, hostage-taking, intrusions, and kidnapping. Professionals will be utilized from local law enforcement and private consultants as necessary.

**Disciplinary Measures**
The Code of Conduct will be the basis for determining the appropriate disciplinary measures that may be necessary.

**Code of Conduct**
The District has created a detailed Code of Conduct to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary actions resulting from violations of the Code. The Code, which will be communicated to all students/staff and parents, will serve as a major component of the violence prevention program. The Code will be evaluated annually and revised as necessary to reflect changes in school policies and procedures. A copy of the Code of Conduct will be made available to students, parents, staff and community members. The Code of Conduct is updated and adopted by the Board each summer, and then made available and posted on our website (https://www.ccs.edu/Page/3165).

**Response Protocols**
The District’s selection of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage takings, intrusions and kidnappings will be included in the Building-level Safety Plans. The following possible protocols are provided as examples:

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

**Arrangements for Obtaining Emergency Assistance from Local Government**
Arrangements for obtaining assistance during emergencies from emergency services organizations and local government agencies include contacting 9-1-1 immediately. Additional support can be obtained by contacting the Kirkland Police Department Chief, the Clinton Fire Department Chief, Hamilton College Director of Campus Safety, the Town Supervisor, the Village Supervisor, the OHM BOCES Safety Office, the Oneida County Sheriff’s Office, New York State Police Department and the Oneida County Emergency Services.
Procedures for Obtaining Advice and Assistance from Local Government Officials

♦ See above

District Resources Available for Use in an Emergency
District resources which may be available during an emergency include all of our facilities at the campus, our buses, and other vehicles and trucks. We can also contact the Village and Town Highway Department for access to heavy equipment and other resources.

Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies
The Clinton Central Schools will use the Incident Command System to coordinate the use of school district resources and manpower during emergencies.

Protective Action Options
Plans for taking the following actions in response to an emergency where appropriate will be included in Building-level Emergency Response Plans: school cancellation, early dismissal, evacuation, and sheltering.

Section IV: Recovery

A. District Support for Buildings
After an incident, the District School Crisis Response Guide will be initiated by the appropriate level emergency response team. Necessary resources will be deployed in order to support the Emergency Response Teams and the Post-Incident Response Teams in the affected school(s).

B. Disaster Mental Health Services
Mental health services needed will be addressed by the appropriate emergency response team using the District School Crisis Response Guide.
Pandemic

Purpose
The purpose of this annex is to ensure that there are procedures in place to protect students/staff and school property in the event of a pandemic.

Scope
The annex outlines responsibilities and duties, as well as procedures for staff responding to a pandemic. A pandemic is a worldwide spread of a new disease.

Core Functions
In the event of a pandemic threat, schools will contact state and local health departments for their assistance and follow CDC guidelines and recommendations. Practiced procedures will be put into action to alert and protect students and staff could include:

- Collaborate with local and state health departments.
- Provide educational material to students, parents and staff.
- Provide information to nurses, teachers, administration staff and food service and staff about infectious diseases and how to prevent and control outbreaks.
- Monitor/evaluate illness and absences based on school physician's recommendations.
- Formulate plans regarding continuation of school operations and instructional programs.
- Review disinfection process.
- Review Crisis Plan.

Functional Annexes That May Be Activated
Functional Annexes that may be activated in the event of a pandemic may include the following:

- Communications
- Continuity of Operations
Activating the Emergency Response Plan Incident Commander Actions

• Issue instructions to students, staff, and parents/guardians
• Activate communications annex.
• Be available to deal with the media.
• Determine when to activate the Continuity of Operations annex.

Approved: September 27, 2022
Clinton Central School District Emergency Remote Instruction Plan Appendix

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

INTRODUCTION

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

BACKGROUND INFORMATION

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

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

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

Such plans also require that each chief executive officer of each educational agency located within a public school district report information on student access to computing devices and access to the internet each year.
NYSED additions to section 100.1 of the Commissioner’s regulations define the term “remote instruction.” This definition identifies various ways in which remote instruction may be delivered, but which must include, in all situations, regular and substantive teacher-student interaction with an appropriately certified teacher.

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

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

REMOTE INSTRUCTION

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

UNSCHEDULED SCHOOL DELAYS AND EARLY RELEASES

Instructional hours that a school district scheduled but did not execute, either because of a delay to the start of a school day or an early release, due to emergency conditions, may still be considered as instructional hours for State aid purposes for up to two instructional hours per session day, provided the School Superintendent certifies such to NYSED, on the prescribed NYSED form, that an extraordinary condition existed on a previously scheduled session day and that school was in session on that day (NYSED Part 175.5).
The Emergency Remote Instruction Plan shall identify various ways in which instruction may be delivered, including synchronous and asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified teacher.

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

ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS/DEVICES)

The Clinton Central School District shall survey families to find out who has a reliable high-speed internet connection. A survey conducted in 2020 identified families who live in the district that do not have access, therefore remote learning is a challenge, if not impossible, for these students. Since 2020, every student who enrolls in the district provides information on internet access and computer accessibility. All survey information is stored and available in the SchoolTool database. When students do not have internet access, the district works with the families to develop a plan to provide instructional materials for them as well as a process for recording attendance and grading. The district works with the community to provide locations where internet access could be used if they are able to use these locations.

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

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

## EMERGENCY CLOSURE REMOTE LEARNING PLAN

<table>
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<th>POLICIES</th>
<th>The plan adheres to guidance set forth by the Board of Education policies.</th>
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| **INTERNET AND DIGITAL DEVICE ACCESS** | The school district provides all students in grades K-12 access to a personal computing device (chromebook). In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction.  

The school district participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home.  

All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided. |
| **PEDAGOGY**      | All teachers in grades K-12 will use Google Classroom as their primary instructional platform.  

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

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

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

Asynchronous “Flipped” Instruction - Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students participation and assignment completion (Google Classroom). These activities may include teacher/student synchronous interactions for a portion of the lesson.

**Authentic Independent Instruction** - Using a variety of methods, teachers will engage students in high quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.

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

- All students are expected to practice appropriate digital etiquette and responsible behavior during assigned Google Meets:
  - Mute yourself on meets as directed by your teacher
  - **Cameras are to be kept on during classroom meets** unless directed specifically by your teacher to do otherwise.
- Students are expected to work in an appropriate setting when participating remotely / on-line. Work places include a desk, table, kitchen counter. Other locations are not appropriate or acceptable.
- Student dress must be appropriate in all platforms - the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms.

**STUDENT EXPECTATIONS**

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

**DAILY SCHEDULE**

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

**COMMUNICATION PROTOCOL: INTERVENTION**

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

**SPECIAL SERVICES**

School districts are required to implement supports, services and accommodations, as indicated in students’ IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a “lens of reasonableness” to their approach. Please see [this document](#) for specific guidelines.

**NON-INSTRUCTIONAL SERVICES**

- TRANSPORTATION
- FOOD SERVICE
- MAINTENANCE
- CUSTODIAL
- CLERICAL/ ADMINISTRATIVE SUPPORT

When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.
INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS

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

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

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

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