

HARPURSVILLE CENTRAL SCHOOL DISTRICT



DISTRICT-WIDE SCHOOL SAFETY PLAN

PROJECT SAVE (SAFE SCHOOLS AGAINST VIOLENCE IN EDUCATION)

Commissioner's Regulation 155.17

2024-2025

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TABLE OF CONTENTS

Section I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES.....	3
A. Purpose and District Chief Emergency Officer.....	3
B. Identification of School Teams.....	3
C. Concept of Operations.....	4
D. Plan Review and Public Comment.....	4
SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION.....	5
A. Prevention/Intervention Strategies.....	5
B. Hazard Identification.....	6
C. District Resources and Personnel Available for Use During an Emergency.....	6
D. Procedures to Coordinate the Use of School District Resources During Emergencies.....	6
E. Annual Multi-Hazard School Training for Staff and Students.....	6
F. Annual Staff Training on Response Plan, Violence Prevention and Mental Health.....	6
G. Pandemic Continuity of Operations Plan (Remote Instruction During School Closure).....	7
SECTION III: RESPONSE.....	7
A. Notification and Activation (Internal & External Communication).....	7
B. Types of Emergencies and Situational Responses.....	8
C. Types of Emergencies.....	8
D. Security.....	11
E. Anonymous Reporting.....	13
F. Code of Conduct.....	13
SECTION IV: COMMUNICATION WITH OTHER AGENCIES.....	13
A. Obtaining Assistance During Emergencies from Emergency Services Organizations and Local Government Agencies.....	13
B. A System for Informing All Educational Agencies Within the District and Other Educational Agencies with In-District Students.....	13
C. Maintaining Certain Information About Each Educational Agency Located in the School District.....	14
SECTION V: RECOVERY.....	14
Appendix 1: Strategies for Student Intervention.....	16
Appendix 2: Harpursville School Emergency Response Team.....	17
Appendix 3: Building Risk Determination.....	18
Appendix 4: District Attorney's Office/DA Investigator – School Resource Officer.....	19
Appendix 5: District Resources and Equipment in the Event of an Emergency.....	21
Appendix 6: Emergency Numbers.....	22
Appendix 7: Code of Conduct.....	23
Appendix 8: Emergency Remote Instruction Plan.....	24

Section I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. Purpose and District Chief Emergency Officer

The Harpursville School District School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Harpursville School District Board of Education, the Superintendent appointed a district-wide School Safety Team and charged it with the development and maintenance of the School Safety Plan. The Superintendent is designated the Chief Emergency School Officer.

The Chief Emergency Officer's duties shall include, but not be limited to:

- coordination of the communication between school staff, law enforcement, and other first responders;
- lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans;
- ensure staff understanding of the district-wide school safety plan;
- ensure the completion and yearly update of building-level emergency response plans for each school building;
- assist in the selection of security-related technology and development of policies for the use of such technology;
- coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan;
- ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807, and ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.

B. Identification of School Teams

The district has created a District-Wide School Safety Team including the following persons:

Positions	Names
Board Of Education Representative	Michelle Noyes, President
Administration Representatives	Heath Georgia, Superintendent Joseph McLaughlin, School Business Administrator
School Principals	Kevin Walsh, WA Olmsted Principal Kris Conrow, Jr. Sr. High School Principal
Teacher Representatives	TBD
Parent Organization Representative	TBD

School Safety Personnel	April Demer, Ed Sakowsky, School Resource Officers/Broome County District Attorney's Office
Other School Personnel	Ed Livermore, Facilities
Local Law Enforcement Representatives	New York State Police, Trooper Shannon Hartz
Local Fire Department Representative	Jeff Buckler, Chief, Harpursville Fire Department

C. Concept of Operations

1. The District-Wide School Safety Plan shall be directly linked to the individual Building-level Emergency Response Plans for each school building. The District-Wide School Safety Plan will guide the development and implementation of individual Building-level Emergency Response Plans. Certain staff members will serve on both teams to assist in this process.
2. 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. The team is listed in Appendix 2.
3. 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.
4. Emergency response actions, including Crisis Response may be supplemented by County and State resources through existing protocols.
5. The District must certify (via BEDS in October each year) to the commissioner that all staff received by September 15th each school year the annual training on emergency response plan & includes violence prevention and components on mental health.
6. Staff hired after the start of the school year shall receive training within 30 days of hire, or as part of the district's existing new hire training program, whichever is sooner.

D. Plan Review and Public Comment

1. This plan shall be reviewed and maintained by the District-Wide School Safety Team and reviewed on an annual basis on or before September 1st of each year.
2. 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 Board of Education must formally adopt the plan.
3. While linked to the District-Wide School Safety Plan, Building-level Emergency Response Plans shall be confidential. They 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.
4. Full copies of the School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption, but by October 1st each year.

Building-level Emergency Response Plans will be supplied to both local and State Police and the local fire department within 30 days of adoption.

Full copies of the District Wide School Safety Plan and any amendments will be submitted to the following organizations within 30 days of adoption:

Organization	Contact	email
Broome Co. Sheriff's Dept.	Sheriff Fred Akshar	@co.broome.ny.us
Harpursville Fire Dept.	Chief Jeff Buckler	chief43@tds.net
NYS Police, Troop C	Trooper Shannon Hartz	Shannon.hartz@troopers.ny.gov

A copy of the District-Wide Plan will be available at the Harpursville Central School District Administrative Office, 54 Main Street, Harpursville, NY 13787. Harpursville School District Website address: <https://www.hcs.stier.org>

SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION

A. Prevention/Intervention Strategies

1. The district employs many methods of improving communication among students and between students and staff. The District's initiatives for prevention/intervention strategies are located in Appendix 1.
2. The District has policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors located in the Board of Education policies and Code of Conduct.
 - a. Nonviolent Conflict Resolution Training Programs
 - b. Peer Counseling Programs
 - c. Extended Day and Other School Safety Programs
 - d. Establishing anonymous reporting mechanisms of school violence and bullying.
 - e. Mentor for students concerned with bullying or violence.
2. The district continues to explore programs and develop 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.

3. The district uses many intervention strategies to avoid disruptive behavior.
4. The District's procedures for reporting school violence are located in the Code of Conduct.

B. Hazard Identification

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. See Appendix 3.

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 personnel and resources are identified in the building-level Emergency Response Plans.

D. Procedures to Coordinate the Use of School District Resources During Emergencies

1. The district uses the Incident Command System model for emergency actions. For district-wide emergencies the Incident Commander will be Superintendent of Schools or his/her designee.
2. In building-level emergencies, the building principal 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 are identified in the Building-level Emergency Response Plans.

E. Training, Drills, and Exercises

1. The District has established policies and procedures for annual multi-hazard school safety training for employees and students. This includes an annual review of the building level emergency guides and employee awareness training conducted by each principal
 - a. Providing training to staff and students about the emergency procedures is an essential part of school safety. The goal in providing training and conducting drills is to practice and prepare, not to scare. All district employees receive information about trauma informed drills in their annual SAVE training, which includes emergency procedures before their school begins conducting drills.
 - b. Topics for training will include general security and safety measures, building security awareness, mental health awareness, violence and crisis prevention and intervention and reporting requirements and procedures including:
 - i. Required annual School Violence and Mental Health training

- ii. Required annual Workplace Violence Prevention training
 - iii. Safe Schools Training
 - iv. Expanded Crisis Intervention and Prevention Training
 - v. First Aid/CPR/AED training
 - vi. Tiered Behavioral Interventions and supportsT
- c. he District conducts drills and other training exercises to test components of the emergency response. If the district conducts a full-scale exercise in conjunction with emergency responders, it will only be planned on a non-school day when school activities such as athletics are not occurring on school grounds. Students will not participate in these activities.
- 2. Building fire drills/lockdown drills occur throughout the course of the year in compliance with the SED schedule for the purpose of familiarizing employees and students with emergency procedures.
- 3. The District will conduct drills and other exercises to test and evaluate the effectiveness of the District's Emergency Response Plan. Each building principal will forward a schedule of planned emergency drills and fire drills to the District Superintendent by the beginning of each school year. Each principal will be required to complete a minimum number of student drills as follows:
 - a. 8 fire/evacuation drills and 4 lockdown drills during the school year. Schools are required to have 6 evacuation drill and 2 lockdown drills by December 31 of each year.
 - b. 2 drills to be conducted over the summer in student occupied buildings. The first drill must be held during the first week of summer school.
 - c. The annual early go home early drill to test evacuation and sheltering procedures.
 - d. Drills and training are conducted in a trauma-informed, developmentally and age-appropriate manner. Trauma means an emotional response to a deeply distressing or disturbing experience such as, but not limited to, an act of violence, natural disaster, abuse, neglect or loss. Trauma-informed means an understanding of trauma and how it affects the physical, emotional and mental health of students and adults. Trauma-informed drills means avoiding tactics in training or drills that may introduce or activate trauma, such as the use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-appropriate content. Drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposures(s) to trauma.
 - e. Drills and training do not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency. Students and staff are informed when a school is conducting a drill by way of pre-announcement on the PA system. Fire drills will not be pre-announced, as that would be a violation of the fire code, which emphasizes the need to leave the building anytime a fire alarm goes off.
 - f. Families i receive information regarding drills through mailings and district-wide announcements. Parents or persons in a parental relation will be notified within one (1) week of each drill. The notification will not include the time of the drill.

F. Annual Staff Training on Response Plan, Violence Prevention and Mental Health

Staff will be trained annually on building level emergency response plan response, violence prevention and components on mental health by September 15th. New staff hired after start of the school year will be trained within 30 days of hire.

G. Pandemic Continuity of Operations Plan (Remote Instruction During School Closure)

The district has developed this plan to meet the requirements of subsection (2)(m) of Education Law §2801-a which requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. This plan is built upon the components of the District-Wide School Safety and the Building-Level Emergency Response Plans. The Plan includes elements of COVID-19 Reopening Plan and will be updated annually to reflect current guidance and best practices. The District Level Safety Team assumes responsibility for development and compliance with all provisions of this plan and implementation at the building level through the Building-Level Emergency Response Teams. This plan is located under Appendix 8 of the District-Wide School Safety Plan.

SECTION III: RESPONSE

A. Notification and Activation (Internal & External Communication)

1. Policies and Procedures for Responding to Implied or Direct Threats of Violence or Acts of Violence or Suicide by Students, Teachers, Other School Personnel and Visitors to the School.
 - a. The district has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community and the range of discipline of those making the threat or committing the act of violence.
 - b. These procedures are addressed in the confidential Building-Level Emergency Response Plans
2. Appropriate Responses to Emergencies
 - a. 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 confidential Building-Level Emergency Response Plans detail the appropriate response to such emergencies.
3. Policies and Procedures for Contacting Appropriate Law Enforcement Officials in the event of a Violent Incident
 - a. Law enforcement officials will be contacted by the Incident Commander in line with the confidential Building-Level Emergency Response Plans and will be requested based upon the "closest response agency" concept to ensure that the response to the incident is as rapid as possible.
4. 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 or Suicide

- a. The district will contact appropriate parents, guardians or persons in parental relation to the student via media release, telephone contact or other appropriate means in the event of a violent incident or early dismissal.
- b. Other conditions requiring notification, such as notification for suicide, are outlined in the confidential Building-Level Emergency Response Plans. Principals or their designee or police will notify parents or guardians in the event of a student suicide.

B. Types of Emergencies and Situational Responses

1. The district has identified the following general response actions to emergencies. These actions include school cancellation, early dismissal, evacuation, and sheltering. The confidential Building-Level Emergency Response Plans include the identification of specific procedures for each action depending upon the emergency.
 - a. Emergencies include, but are not limited to:

Threats of Violence	Intruder
Hostage/Kidnapping	Explosive/Bomb Threat
Natural/Weather-Related	Hazardous Material
Civil Disturbance	Biological
School Bus Accident	Radiological
Gas Leak	Epidemic

Others, as determined by the Building-level School Safety Team

C. Types of Emergencies

1. Responses to Acts of Violence: Implied or Direct Threats
 The following types of procedure(s) are used by the District:
 - a. Use of staff trained in de-escalation or other strategies to diffuse the situation
 - b. Inform Building Principal of implied or direct threat
 - c. Determine level of threat with Superintendent/Designee
 - d. Contact appropriate law enforcement agency, if necessary
 - e. Monitor situation, adjust response as appropriate, and include the possible use of the Emergency Response Team
 - f. The district may also provide training and professional development to assist personnel, such as training in de-escalation or identification of early warning signs of potentially violent behavior.

2. 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 include zero-tolerance policies for school violence. The following types of procedure(s) are used by the district:

- a. If the situation warrants, isolate the immediate area and evacuate, if appropriate.
- b. Inform Building Principal/Superintendent

- c. Determine level of threat with Superintendent/Designee
- d. If necessary, initiate lockdown procedure, and contact appropriate law enforcement agency.
- e. Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.

3. Response Protocols

The district has determined appropriate responses to emergencies, including protocols for responding to bomb threats, hostage takings, intrusions, kidnappings and suicide. The following protocols are in place:

- a. Identification of decision makers
- b. Plans to safeguard students and staff
- c. Procedures to provide transportation, if necessary
- d. Procedures to notify parents
- e. Procedures to notify media
- f. Debriefing procedures

4. Procedures for Obtaining Emergency Assistance from Local Law Enforcement

The district has arrangements for obtaining assistance during emergencies from emergency services organizations and local government agencies. The following are the types of arrangements used by the district:

- a. Superintendent/Designee in an emergency contacts dispatch point or 911 center for fire or EMS response
- b. Emergency responders will obtain access to locked buildings and grounds during emergencies via school issued key or force as necessary.

5. Procedures for Obtaining Advice and Assistance from Local Government Officials

The procedures for obtaining advice and assistance from local governments during countywide emergencies include the following:

- a. Superintendent/Designee in an emergency will contact the Broome County Executive, Emergency Management Coordinator and/or the highest-ranking local government official for obtaining advice and assistance, including officials responsible for implementing article 2-B of Executive Law.
- b. The district has identified resources for an emergency from the following agencies: Red Cross, Fire Department, Police Department, private industry, private individuals, religious organizations and other.
- c. Staff from the district have attended, and will continue to attend seminars and workshops concerning school safety.

6. District Resources Available for Use in an Emergency

- a. Building-level Emergency Response Plans include resources specific to the building, including: Student/Staff Information, Transportation Needs, Contact Personnel and their Telephone Numbers, AEDs, fire extinguishers, etc. as provided to the Harpursville District.

- b. District owned buses and other vehicles are available for use in an emergency to transport students, staff, and visitors. In the event the district does not have enough vehicles, neighboring districts will be contacted for assistance.

7. Early Detection of Potentially Violent Behavior & Interventions

- a. Nonviolent Crisis Intervention
- b. Peer Mediation
- c. Conflict Resolution
- d. Kelso's Choices
- e. Anger Management
- f. Social Skills
- g. Lunch Bunch Program

8. Procedures to Coordinate the Use of School District Resources and Manpower During Emergencies

- a. During an emergency, all district resources shall be available for use at the direction of the District Incident Commander or his/her designee.
- b. The building principal will determine what is needed and will work with the staff member of the Building-level Emergency Response Team, charged with the responsibility of Operations.
- c. Together, they will advise the District Safety Coordinator of their needs.
- d. The District Safety Coordinator and District Incident Commander have the necessary authority to permit use of all district owned resources and the allocation of financial resources if necessary. This includes staff, vehicles, facilities, etc.
- e. The Superintendent of Schools, or his/her designee, has the authority to also allocate the necessary resources including financial requirements.

9. Protective Action Options

The district has plans for taking the following actions in response to an emergency where appropriate:

- a. School Cancellation
 - 1. Monitor any situation that may warrant a school cancellation
 - 2. Make determination
 - 3. Contact local media
- b. Early Dismissal
 - 1. Monitor situation
 - 2. If conditions warrant, close school
 - 3. Contact Transportation Supervisor to arrange transportation
 - 4. Contact local media to inform parents of early dismissal
 - 5. Set up an information center so that parents may make inquiries as to the situation
 - 6. Retain appropriate district personnel until all students have been returned home
- c. Evacuation (before, during and after school hours, including security during evacuation and evacuation routes)

1. Determine the level of threat
 2. Contact Transportation Supervisor to arrange transportation
 3. Clear all evacuation routes and sites prior to evacuation
 4. Evacuate all staff and students to prearranged evacuation sites
 5. Account for all student and staff population and report any missing staff or students to Building Principal
 6. Make determination regarding early dismissal
 7. If determination was made to dismiss early, contact local media to inform parents of early dismissal
 8. Ensure adult supervision or continued school supervision/security
 9. Set up an information center for parents' inquiries regarding the situation
 10. Retain appropriate district personnel until all students have been returned home
- d. Sheltering Sites (internal and external)
1. Determine the level of threat
 2. Determine the location of sheltering depending on the nature of the incident
 3. Account for all students and staff and report any missing staff or students to the designee
 4. Determine other occupants in the building
 5. Make appropriate arrangements for human needs
 6. Take appropriate safety precautions
 7. Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties
 8. Retain appropriate district personnel until all students have been returned home

D. Security

The following building security measures are taken in the Harpursville Central School:

- Signs are posted indicating all visitors must report to the main office to sign in and receive a badge.
- All staff have badges or uniform name tags.
- Substitutes receive badges when they sign in.
- All building entrances are locked after the beginning of the school day.
- In areas such as the loading dock, surveillance devices are monitored to allow entry to only those individuals needing entry to such areas.
- Local emergency responders have key/badge access.
- Security cameras are used on school buses and various locations in and outside of buildings.
- Search dogs are used as needed.
- Regents exams security follows the New York State guidelines.
- School Resource Officer (BC DA's Office) personnel are engaged as security for after school activities, as necessary.
- School Resource Officer, duties and responsibilities are located in Appendix 4.
- Harpursville Staff "Badge Entry"
- Code of Conduct

1. Crime Scene Security: In the event of an incident/crime on school property, the building shall utilize the following procedure(s) for securing and restricting access to the scene in order to preserve evidence from being disturbed or destroyed.
 - a. The initial scene security is charged with the Building Principal or designee until relieved by law enforcement officials.
 - b. No items shall be moved, cleaned, or altered without prior approval from the appropriate law enforcement agency.
 - c. Nothing in this section should be interpreted to preclude the rescue and aid of injured persons.
2. SRO: School Resource Officer (SRO)
 - a. Law Enforcement Officer to provide peace keeping services, implementing SAVE legislation and investigating violations of the law that disrupt the educational process.
 - b. Law Related Advisor that provides guidance to students, parents, faculty and staff by acting as a link to support services available in the school and community.
 - c. Law Related Educator: conducts presentations for student grades 9 through 12, parents and staff on various legal, safety and health issues.
 - d. See Appendix 4
3. Visitors: Sign in procedures for visitors
 - a. Each school building has an assigned person to sign in and out all visitors and non-district workers at the main entry door/welcome center. Each visitor and non-district employee is provided a visitor badge for the duration of the time spent in the Harpursville School District Building.
 - b. All doors except the main entrance door are locked during the school day.
 - c. Visitor badges not returned at the end of the day are accounted for by the sign in personnel and the visitor is contacted for the badge.
4. Hall monitoring and/ or other school safety personnel
 - a. All schools
 1. Staff assigned to monitor lunch or corridors
 2. Office personnel, all schools

PURPOSE: The front entry desk employee greets all school visitors, late (student) arrivals, and ensures monitoring of the main entrance to the school from 7:30 am to 3:30 p.m.

 - a. Check visitors in and assign visitor badges.
 - b. Checks badges are returned and visitors have signed out
 - c. Track daily and weekly visitors via visitor log
 - d. Issue tardy passes to all students who come into school late
 - e. Issue readmission passes for those students who come in from an absence.
 - f. Look up all student ID numbers and phone numbers.
 - g. Enter in the computer all tardy entries and call home or work to let parent or guardian know what time the student got to school.
 - h. Keep track of all the dismissals and enter the return time into the computer.
 - i. Confirm dismissals for students when they turn in their late slips.
5. Badges / cards for students and staff:
 - a. All students in grades 9 through 12 are provided a picture ID card.

- b. All staff members are provided a picture ID badge in all buildings and for all staff and faculty positions within the school district.

6. Lighting and Cameras

- a. Lighting has been provided around the perimeter of all school buildings.
- b. There are cameras for the HCSD inside and outside to monitor activity in parking lots as well as inside the school building.

E. Anonymous Reporting

The Harpursville School District uses the district website to provide a “Report Bullying Online Form” to allow any individual to report an incident. Once submitted, this form is routed to DASA Coordinators. The district will provide “Quick Tip” on its website as a means to other anonymous reporting.

F. Code of Conduct

A Code of Conduct for students has been developed in accordance with the Dignity for All Students (DASA) requirements. See Appendix 7.

SECTION IV: COMMUNICATION WITH OTHER AGENCIES

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. Additional communications procedures can be found in the Building-Level Emergency Response Plans.

B. A System for Informing All Educational Agencies Within the District and Other Educational Agencies with In-District Students

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. The agencies to be contacted are listed in the Building Level Emergency Plans.

If there is an emergency within the district that has the potential to impact bus transportation capabilities either to or from other educational agencies within the district boundaries, the Director of Transportation in close coordination with the school emergency

coordinator, will activate a phone tree to inform all necessary parties. The phone tree will be located in the Transportation Emergency Relocation Plan. If phones are not operational, media (radio, television, district website and other social media) may be utilized to convey the pertinent emergency information.

C. Maintaining Certain Information About Each Educational Agency Located in the School District

1. Each Building Level Emergency Response Plan will include the following information:
 - a. School population
 - b. Number of staff
 - c. Transportation needs, and
 - d. Business and home telephone numbers of key officials of each such educational agency
2. The building-level School Safety Teams will ensure that this information is current and accurate.
3. Vital Education Agency Information and Building Contact information are available in Building Emergency Plans.

SECTION V: RECOVERY

A. District Support for Buildings

The district realizes that some emergencies may require external support for an individual school since it may require additional expertise or personnel requirements. If/when a Building-Level Emergency Response Team or Crisis Team is faced with threats of violence or actual violent incidents, the District-Wide Safety Team will assist as follows:

- Assisting in determining the level of threat and appropriate responses.
- Sending a district-wide team member to support the Building-Level Emergency Response Team.
- Monitoring the situation and adjusting the district's response as appropriate.
- Assisting with parent/legal guardian, faculty/staff, and media communication.
- Assisting with coordinating building and grounds security.
- Assisting with offering a "backup" crisis team (another school team and/or an outside group) if the affected team needs assistance.

B. Disaster Mental Health Services

The district realizes that some emergencies may require external support for an individual school since it may require additional expertise or personnel requirements. If/when the Building-Level Emergency Response Team is faced with threats of violence or actual violent incidents, the District-Wide Safety Team will assist as follows:

- Sending a district-wide team member to each affected school building as a liaison between the school building and the district office.

- Continued feedback from those directly impacted is sought. Building and district support is offered
- during the incident with projected plans to assist if needed during heightened stressful times such as a re-occurrence of a similar event and anniversaries of the original incident.
- Assisting with parent/legal guardian, student, and faculty/staff debriefing and/or post-incident crisis intervention. If needed, assisting in contacting additional outside mental health resources.
- Assisting the schools with the creation of written statements being distributed to faculty/staff, parents/legal guardians, press releases and media requests through the district's public information officer and communications office.

Appendix 1: Strategies for Student Intervention

RISK REDUCTION/PREVENTION AND INTERVENTION

The District-Wide School Safety Plan provides the framework for the Building-Level Emergency Response Plan.

The District continues to develop and investigate effective programs and strategies with all stakeholders. Existing strategies include:

- Building Planning Teams Character Education
- Dignity for All Students Act (DASA)
- Drug Free/Weapon Free/Tobacco Free School Zone
- Fire Safety Programs
- Kelso's Choices
- Mentor Program
- Morning Programs
- New Student Breakfasts
- Non-Violent Crisis Intervention
- OLWEUS Bullying Prevention Program
- Peer Tutoring
- Positive Postcards
- Response to Intervention (RTI) Teams
- Responsive Classroom
- Rock On Café
- School Resource Officer
- Special Assemblies/Pep Rallies
- Student Leadership Teams
- Suicide Prevention Education
- Technology Curriculum w/ Digital Citizenship

Appendix 2: Harpursville School Emergency Response Team

CHAIN OF COMMAND	
Role	Name/Title
Chief Emergency Officer	Heath Georgia, Superintendent
Incident Commander(s)	Joshua Quick, CSE/CPSE Chair & Athletic Director Joseph McLaughlin, School Business Administrator/Transportation April Demer, Ed Sakowsky, School Resource Officers
Deputy Incident Commander(s)	Joshua Quick, CSE/CPSE Chair & Athletic Director Joseph McLaughlin, School Business Administrator/Transportation April Demer, Ed Sakowsky, School Resource Officers
Operations	Joseph McLaughlin, School Business Administrator/Transportation Ed Livermore, Director of Facilities Craig Johnson, Head Maintenance Mechanic
Logistics	Kevin Walsh, Elementary Principal Kristine Conrow, Jr. Sr. High Principal Ed Livermore, Director of Facilities Craig Johnson, Head Maintenance Mechanic
Planning and Intel	Kevin Walsh, Elementary Principal Kristine Conrow, Jr. Sr. High Principal Ed Livermore, Director of Facilities Craig Johnson, Head Maintenance Mechanic
Administration/Finance	Joseph McLaughlin, School Business Administrator/Transportation
Public Information	Heath Georgia, Superintendent
Safety Officer	April Demer, Ed Sakowsky, School Resource Officers
Log/Scribe	Tabby Rhodes, Assistant to the Superintendent

Appendix 3: Building Risk Determination

POTENTIAL SITE	LOCATION or ADDRESS	HAZARD
Route 88	West of School Building	Transportation Accident/Hazardous Spill or Gas Release
Susquehanna River	North East of School Building	Potential for flooding
Rail Road		Train Accident - Release of Chemical or Poisonous Gas
Binghamton Regional Airport	Airport Rd. Binghamton	Airplane Crash - Release of Chemicals
High Tension Lines	East Maine Rd., Johnson City	Transportation / Fire
Chemistry Lab	(Internal Hazard) - 2nd Floor	Chemical Release or Fire

Weather Hazards

#	Hazard	Chance for Occurrence
1	Extreme Heat above 95 degrees F – difficulty keeping people cool	Usually July through September several different times per year
2	Droughts	Rare
3	Earthquakes	Low
4	Brush Fires	Low
5	Thunderstorms	Medium
6	Winter Storms/Blizzards	Medium
7	Hurricane Winds	Low
8	Flooding due Hurricanes	Medium
9	Tornadoes	Low

Appendix 4: District Attorney's Office/DA Investigator – School Resource Officer

Goals and Objectives:

- To foster educational programs and activities that will increase student knowledge of and respect for the law and the function of law enforcement agencies;
- To act swiftly and cooperatively when responding to major disruptions and flagrant criminal offenses at school, such as: disorderly conduct by trespassers, the possession and use of weapons on campus, the illegal sale and/or distribution of controlled substances, and serious assaults;
- To report serious crimes that occur on campus and to cooperate with the law enforcement officials in their investigation of crimes that occur at school;
- Establish and maintain a close partnership with school administrators in order to provide for a safe school environment. Ensure school administrator safety by being present during school searches, which may involve weapons, controlled dangerous substances, or in such cases that the student's emotional state may present a risk to the administrator. Assist school administrators in emergency crisis planning and building security matters. Provide a course of training for school personnel in handling crisis situations, which may arise at the school. Assist in conflict resolution efforts;
- Work to prevent juvenile delinquency through close contact and positive relationships with students. The DA INVESTIGATOR shall conduct security inspections as permitted by law to deter criminal or delinquent activities. The DA INVESTIGATOR should monitor crime statistics and work with local patrol officers and students together to design crime prevention strategies.
- Build working relationships with the school's staff as well as with student and parent groups.
- Work with guidance counselors and other student support staff to assist students and to provide services to students involved in situations where referrals to service agencies are necessary.
- To encourage the DA INVESTIGATOR to provide safety, security, and traffic control at schools when deemed necessary for the safety and protection of students and the general public.

Duties and Responsibilities:

- To protect lives and property for the citizens and public school students of the District;
- To enforce Federal, State and Local criminal laws and ordinances;
- To investigate criminal activity committed on or adjacent to school property;
- To counsel public school students in special situations, such as students suspected of engaging in criminal misconduct, when requested by the principal or the principal's designee or by the parents of a student;
- To act as an instructor for specialized, short-term programs at the assigned school when invited to do so by the principal or designee.
- To be available for conferences with students, parents, faculty members, and administrators in order to assist them with issues of law enforcement or crime prevention.
- To carry out the Goals and Objectives set forth above;

- Become familiar with all community agencies which offer assistance such as mental health clinics, drug treatment centers, for youth and their families and share information with district officials.
- Maintain detailed and accurate records of the operation of the DA INVESTIGATOR program and make them available to district officials.
- The DA INVESTIGATOR shall not act as a school disciplinarian. District officials are responsible for routine school discipline matters. However, if the principal believes an incident is a violation of the law, the principal may contact the DA INVESTIGATOR, and the DA INVESTIGATOR shall then determine whether law enforcement action is appropriate. The school resource officer shall not be used for regularly assigned lunchroom duties, hall monitoring, bus duties or other monitoring activities.

Appendix 5: District Resources and Equipment in the Event of an Emergency

- Transportation vehicles
 - 18 full-size buses (2 wheelchair buses)
 - 2 small buses
 - 3 other vehicles (mini-van/suburban)
- 2 pickup truck w/ plow
- 1 Kubota tractor/loader
- 2 John Deere tractor/loader
- 1 brush/sweeper
- 1 lawn tractor
- 2 Kubota side by side UTV

Updated: August 2024

By: Joseph McLaughlin

Appendix 6: Emergency Numbers

Ambulance, Fire, Police.....	911
American Red Cross.....	785-7207

Broome County

Disaster Preparedness.....	778-2170
Emergency Medical Services.....	778-2184
Patrick Dewing, Director.....	778-1208
Jason Garner, Broome County Executive.....	778-2109
Health Department.....	778-2802
Environmental Management Services.....	778-2114

Highway Departments

Broome County.....	648-4173
Susan Brown, Director of Highway.....	778-2228
Mark Quail, Assistant Supervisor.....	648-2062
Colesville	
Jim Bulger.....	427-0508
Glenn Winsor, Town Supervisor.....	222-5454
New York State Department of Transportation.....	721-8116
John Williams	

Hospitals

Binghamton General	762-2200
Lourdes.....	798-5111
Wilson Memorial.....	763-6000

Police Departments

Broome County Sheriff.....	778-1911
New York State Police.....	775-1241

Fire Departments

Harpursville Fire	693-1454
Jeff Buckler, Chief	
Stephen Winsor, Asst. Chief	

Support Agencies

Social Services Register (Child Abuse Hotline).....	1-800-342-3720
Toxic Substance Control (after 4pm 1-800-457-7362).....	775-2545 ext 119/120
Alternatives Counseling Center.....	722-1836
Broome County Mental Health Services	778-2351
Mental Health Association of Southern Tier.....	778-1152

Appendix 7: Code of Conduct

The District's Code of Conduct is found on the school district website. For your convenience, the following hyperlink will take you to this document:

<https://www.hcs.stier.org/DistrictBoardPolicies.aspx>

Appendix 8: Emergency Remote Instruction Plan

Harpusville School District Emergency Remote Instruction Plan

INTRODUCTION

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

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.

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)

HCSD shall survey families to determine 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 has provided information on internet access and computer accessibility. All survey information is stored and available in the e-school data system. 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 6100 and procedures are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

POLICIES	<p>The plan adheres to the guidance set forth in the following Board of Education policies:</p> <ul style="list-style-type: none"> • Privacy and Security for Student Data and Teacher and Principal Data Policy 3700 • Internet Protection Policy 6100 • Attendance Policy • Code of Conduct • Student Dress Code
INTERNET AND DIGITAL DEVICE ACCESS	<p>The school district provides all students in grades K-12 access to a personal computing device (chromebook). In an emergency, closing provisions will be made to the greatest extent possible to ensure all students have their devices at home for instruction.</p> <p>The school district participates fully in the SED Digital Access Survey and 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.</p> <p>All faculty should have an alternative general activity for students if widespread power outages or other disruptions to connectivity occur, preventing synchronous connection. If students lose connectivity, they are expected to complete the alternate assignment provided.</p>
PEDAGOGY	<p>All teachers will use SeeSaw for grades K-2 and Google Classroom for grades 4-12 as their primary instructional platform.</p> <p>Several districts 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</p>

	<p>combination of:</p> <p>Synchronous “Live” Instruction – Using Microsoft TEAMS 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.</p> <p>Teachers will make personal connections with all students during scheduled class times via Microsoft TEAMS. 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.</p> <p>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. “Flipped Classroom”. These activities may include teacher/student synchronous interactions for a portion of the lesson.</p> <p>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.</p>
STUDENT EXPECTATIONS	<p>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 Microsoft TEAMS • Mute yourself on meets as directed by your teacher • Cameras are to be kept on during classroom meets unless explicitly directed by your teacher to do otherwise.</p> <p>Students are expected to work in an appropriate setting when participating remotely / online. Work places include a desk, table, kitchen counter, etc... Other locations are not appropriate or acceptable. Student dress must be appropriate in all platforms – the</p>

	Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms. If circumstances prevent 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. MS and HS teachers must be available for academic support during AAP (Tues-Thurs)].
COMMUNICATION PROTOCOL: INTERVENTION	Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.
SPECIAL SERVICES	School districts are required to implement support 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.
NON-INSTRUCTIONAL SERVICES <ul style="list-style-type: none"> • 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:

- 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.

REPORTING IMMEDIATELY

Whenever a school building must close to instruction due to the activation of its District-Wide School Safety Plan or Building-Level Emergency Response Plan, a Report of School Closure must be submitted to the Commissioner of Education by the School Superintendent as required under CR 155.17(f) via the NYSED Report of School Closure portal. Even when remote instruction is provided during an emergency closure, a Report of School Closure must be submitted. This also applies when instruction can be delivered in an interim location or via another instructional modality. When it is determined that it is safe to re-open a school building after an emergency closure, the School Superintendent must notify the Commissioner by completing a corresponding Report of School Re-Opening, via the NYSED Report of School Re-Opening portal. The Report of School Closure is intended to provide immediate notification to the Commissioner regarding an emergency closure. The Report of School Re-Opening notifies the Commissioner of the re-opening and also collects the actual duration of the closure, the location and modality of instruction, and detailed information that may not have been available at the time of the closure. Reasons for building closures may include, but are not limited to, natural disasters, power outages, instances of infectious disease, extraordinary adverse weather conditions and threats of violence. It is no longer required to submit a Report of School Closure for routine snow days.

ANNUALLY BY JUNE 30TH

The School Superintendent shall notify the NYSED Commissioner of the results of the survey on student access to computing devices and access to internet connectivity through the Student Information Repository System (SIRS) every year by June 30th. END OF THE SCHOOL YEAR The school district shall report the Emergency Remote Instruction Plan through the State Aid Management System at the end of the school year. After the close of the school year starting with the ending of 2023-2024, the School Superintendent reports remote instructional days under emergency conditions through the State Aid Management System and certifies this at the time NYSED's Form A is submitted as part of other required certifications. Using the NYSED prescribed form, the School Superintendent certifies to NYSED: • That an emergency condition existed on a previously scheduled session day and that the school district was in session and provided remote instruction on that day; • How many instructional hours were provided on such session day; and • Beginning with the 2023-2024 school year, that remote instruction was provided in accordance with the district's Emergency Remote Instruction Plan.

BOARD OF EDUCATION APPROVAL

As part of the District-Wide School Safety Plan, the school district's Board of Education shall make the Emergency Remote Instruction Plan available for public comment and public hearing for no less than thirty days (30) prior to adoption. The plan must be adopted as part of the District-Wide

School Safety Plan annually prior to September 1st and posted on the district website in a conspicuous location.

SUPPORT FOR STUDENTS WITH DISABILITIES DURING EMERGENCY CLOSING VIRTUAL INSTRUCTION

School districts are required to implement support, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability when providing virtual instruction. Special education teachers who provide ICT, CT (direct/indirect) will initiate outreach to their students' general education teacher(s) to collaborate on instructional modalities and any necessary accommodations or modifications required of assignments or assessments for the day. When the general education teacher is working with students synchronously, the special education teacher will participate in the lesson. Special education teachers who teach resource room, self-contained special classes (12:1:1, 8:1:1, and 15:1) should follow the same guidance and expectations as classroom teachers in regard to pedagogy, content, class meetings, and flexibility. Teacher aides are available for instructional support by way of participating in class meetings, keeping up on classroom assignments and expectations, and serving as additional academic support. Related service providers are to provide "teletherapy" services, to the best of their ability. Related service providers are expected to adhere to similar guidelines as other professionals in regard to student and teacher work at home, communication, and flexibility, and they will use the students' IEPs to determine an appropriate/reasonable level of communication and support. Documentation Requirements: Special education personnel are expected to document all support and services provided to students during this time. Document the manner, means, duration of time, follow-up efforts, etc. IEP progress monitoring is required to be collected and reported to parents following the schedule listed on students' IEPs. Medicaid session notes continue to be a requirement for eligible related service providers. Special education teachers/service providers are responsible to hold any virtual professional meetings already scheduled on a day that becomes a virtual instruction day.