

WAVERLY CENTRAL SCHOOL DISTRICT  
District-Wide Safety Plan

**(REVISED AUGUST, 2020)**

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**WAVERLY CENTRAL SCHOOL DISTRICT  
DISTRICT-WIDE SAFETY PLAN  
ALL BUILDINGS**

**INTRODUCTION**

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. We 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 of a 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 process used by the district in developing this school safety plan, included emergency management personnel from the surrounding area, building principals, students, parents, teachers and board members. The needs assessment and implementation strategies were discussed to meet the individualized needs of the district in keeping with the intent of Project SAVE.

The Waverly Central School District supports the SAVE Legislation. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

A note on the COVID-19 pandemic and this safety plan. If history is any predictor, pandemics are a 100-year event and every possible consideration of same cannot be captured in this document. Reopening and operating plans have been submitted to the New York State Education and Health Departments and communicated to staff, students, parents and the community-at-large via e-mail and our public web site and will not be repeated herein. We will follow every Federal, State and/or Local requirement and guideline that is applicable at the time.

**Waverly CSD Building Locations / Person in Charge**

**The following buildings are covered by this District-Wide Safety Plan**

<b><u>Central Administration</u></b> Eric Knolles	<b>15 Frederick St., Waverly, NY 14892</b> Superintendent of Schools	607.565.2841
<b><u>Middle-High School</u></b> High School Principal Middle School Principal Assistant MS Principal Assistant HS Principal Assistant HS Principal	<b>1 Frederick St., Waverly, NY 14892</b> Ashlee Hunt Catherine Pichany Jackie Picco Brian Miller Ryan Alo	607.565.8101
<b><u>Elm St. Elementary</u></b> John Cheresnowky	<b>145 Elm Street, Waverly, NY 14892</b> Principal	607.565.8186
<b><u>Lincoln St. Elementary</u></b>	<b>45 Lincoln St., Waverly, NY 14892</b>	607.565.8176

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Colleen Hall

Principal

Bus Garage  
Rich McIntosh

151 Providence St., Waverly, NY 14892  
Director of Transportation and Athletics

607.565.8114

**CHAIN OF COMMAND**

**SUPERINTENDENT**  
Eric Knolles

**SCHOOL BUSINESS ADMINISTRATOR**  
Kathy Rote

**TRANSPORTATION SUPERVISOR**  
Rich McIntosh

**DIRECTOR OF FOOD SERVICES**  
Teena Finch

All decisions shall be made in conjunction with the Principal(s) of the affected buildings.

**INSIDE EMERGENCY PHONE NUMBERS**

<b>President, Board of Education</b> Parvin Mensch	(w) 607.565.2841
<b>Superintendent of Schools</b> Eric Knolles	(w) 607.565.2841
<b>Business Manager</b> Kathy Rote	(w) 607.565.2841
<b>Director of Transportation and Athletics</b> Rich McIntosh	(w) 607.565.8114
<b>Elm Street School</b> John Cheresnowsky	(w) 607.565.8186
<b>Lincoln Street School</b> Colleen Hall	(w) 607.565.8176
<b>Waverly High School</b> Ashlee Hunt Brian Miller Ryan Alo	(w) 607.565.8101
<b>Waverly Middle School</b> Cate Pichany Jackie Picco	(w) 607.565.3410
<b>School Lunch Director</b> Teena Finch	(w) 607.565.8214

**OUTSIDE EMERGENCY PHONE NUMBERS**

<b>FIRE</b>	<b>DIAL 911</b>
<b>POLICE</b> Village of Waverly, non-emergency	<b>DIAL 911</b> <b>607-565-2836</b>
<b>AMBULANCE</b>	<b>DIAL 911</b>
<b>TIOGA HIGHWAY DEPARTMENT</b>	<b>607-343-5573</b>
<b>VILLAGE OF WAVERLY, MAYOR</b>	<b>607-565-8106</b>
<b>POISON CONTROL CENTER</b> ARNOT OGDEN MEDICAL CENTER	<b>607-737-4357</b>
<b>ROBERT PACKER HOSPITAL</b>	<b>570-888-6666</b>
<b>TIOGA COUNTY EMERGENCY</b>	<b>DIAL 911</b>

**EMERGENCY AND DISASTER ADMINISTRATION OFFICERS**

<u>Executive Officer</u>	Eric Knolles	607.565.2841
<u>Records and Communication Officer</u>	Kathy Rote	607.565.2841
<u>Transportation Officer</u>	Rich McIntosh	607.565.8114
<u>Maintenance Officer</u>	David Mastrantuono	607.565.2841
<u>Medical Officer</u>	Dr. Phykit	570-888-5858
<u>Cafeteria and Dormitory Officer</u>	Michelle Dougherty	607-565-8214
<u>Athletic Director</u>	Rich McIntosh	607.565.8114

The Unassigned Teacher Pool and Student Pool will be called upon and scheduled as the need for service arises.

## **Section 1: General Considerations and Planning Guidelines**

### **A. Purpose**

The Waverly Central School District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Waverly Central School District Board of Education, the Superintendent of Waverly 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 District Team**

The Waverly Central School District has appointed a District-Wide School Safety Team consisting of: David Mastrantuono – Director of Facilities, Dr. Phykit – Medical Officer, Ashlee Hunt – Building Principal, Eric Knolles – Parent, Jason Miller, Robert Kelly & Tom Stein – Teachers. Dan Gelatt – Chief, Waverly PD

### **C: Concept of Operations**

- In the event of an emergency or violent incident, the initial response at each school will be by the building level response team. Upon any activation of the building level response team, the Superintendent of Schools or Safety Coordinator will be notified and when local or other officials need to be notified, the district-wide response plan will become activated.
- Our School District is a member of our community "disaster resistant" plan, which was originally funded by FEMA. According to the incident, emergency responders from the State, County and Towns are immediately available when contacted. Our Administration building would be used as the incident command system (ICS) center if needed. We have a collaborative agreement with the Valley Chapter of the Red Cross for community sheltering in our Middle-High school building.

### **D: Plan Review and Public Comment**

- Pursuant to Commissioner's Regulation, Section 155.17 (e)(3), this plan has been made available for public comment. Two hearings were advertised in our local paper and held 50 days prior to adoption. One hearing was held at our Middle/High School Building and the other was at our Elm Street Elementary School. School personnel, parents, guardians, students and any other interested party were invited. The initial plan was formally adopted by the Board of Education on May 17, 2001 and has been updated and communicated annually as necessary in accordance with Commissioner's Regulation, Section 155.17.
- A full copy of the District-wide School Safety Plan and any amendments was first submitted to the New York State Education Department June 11<sup>th</sup>, 2001. Annual updates, as applicable, are submitted to the Commissioner, via the district's web site, as required by Commissioner's Regulation, Section 155.17.

**Section II: Risk Reduction/Prevention and Intervention**

**A: Prevention/Intervention Strategies**

- **ADSIP (ALCOHOL AND OTHER DRUGS STUDENT INFORMATION) YES LEADS**  
The ADSIP program trains high school students to serve as positive role models by preparing them to make presentations to younger groups. The main goal of ADSIP is to empower high school students to make healthy choices.
  
- **SECURITY/PROTECTIVE SERVICES**  
Designed to give students hands-on instruction in the field of criminal justice. This program teaches students to patrol the campus and investigate mock crime scenes. They participate in role-plays, field trips, group projects and disaster drills to learn law and crisis intervention skills in a fun and interactive way. The program emphasizes teamwork, problem solving and self-discipline. Students use their skills by providing security at special events both on and off the BOCES campus. During the second year, students complete and 80 hour internship with local criminal justice agency. They can also earn up to six college credits for this TEC Program.
  
- **SACC (SCHOOL AGE CHILD CARE)**  
SACC operates at two elementary schools using the following areas for activities: Elm Street gymnasium, cafeteria and playground areas; Lincoln St. gymnasium and playground.
  
- **SCHOOL COUNSELORS**  
Meet with students in the area of social emotional support. Work closely with parents in the area of parenting skills. Keep parents informed of their child's progress. Assess family situation and make appropriate referrals to agencies to ensure families get help they need. Monitor student attendance. Develop workshops to meet the social emotional needs of the student.
  - **ACCORD**  
A center for dispute resolution and mediation, via Tioga County Social Services, is a resource to which we, as a school system can refer students and families in times of need. They also have a component called "Choices", which is a one-on-one mentoring program tying youth together with a trained adult mentor. Both programs do a great deal of work in the area of anger management.

**TCCASA/TEEN INTERVENE**

**SCHOOL RESOURCE OFFICER SERVICES**

- The school district no longer utilizes a full-time SRO and has transitioned to regular patrols by on-duty members of the Waverly Police Department



## STUDENT CODE OF CONDUCT

### I. INTRODUCTION

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

The District has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on traits such as civility, mutual respect, citizenship, character, tolerance, honesty and integrity.

The Board recognizes the need to clearly define these expectations for acceptable conduct on school property, to identify the possible consequences of unacceptable conduct, and to ensure that discipline, when necessary, is administered promptly and fairly. To this end, the Board adopts this Code of Conduct, hereafter designated as "Code".

Unless otherwise indicated, this Code applies to all students, school personnel, parents and other visitors when on school property, or attending a school function.

### II. DEFINITIONS

For purposes of this Code, the following definitions apply

- **Bullying and/or Harassment** means the creation of a hostile environment by conduct or by verbal threats, intimidation or abuse, including cyber-bullying as defined in Education Law section 11(8) that has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities or benefits, or mental, emotional and/or physical well-being; including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm; or reasonably causes or would reasonably be expected to cause physical injury to a student or cause the student to fear for his or her physical safety. Such definition shall include acts of harassment or bullying that occur: on school property, at a school function or off school property where such acts create or would foreseeably create a risk of substantial disruption with the school environment, where it is foreseeable that the conduct, threats, intimidation or abuse might reach school property. The term "threats, intimidation or abuse" shall include verbal and nonverbal actions. Acts of harassment and bullying shall include, but not be limited to, acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sex, sexual orientation, or gender (identity or expression) (N.Y. Education Law § 11.7)
- **Cyberbullying** means "bullying" and/or "harassment" as defined above that occurs through any form of electronic device.
- **Disruptive Student** means an elementary or secondary student under the age of 21

who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom.

- **Emotional harm** that takes place in the context of “harassment or bullying” means harm to a student’s emotional well-being through creation of a hostile school environment that is so severe or pervasive as to unreasonably and substantially interfere with a student’s education.
- **Employee** means any person receiving compensation from a school district or employee of a contracted service provider or worker placed within the school under a public assistance employment program, pursuant to title nine-B of article five of the social services law, and consistent with the provisions of such title for the provision of services to such district, its students or employees, directly or through contract, whereby such services performed by such person involve direct student contact. (N.Y. Education Law § 1125.3)
- **Gender** means actual or perceived sexual orientation, and a person’s gender identity or expression. (N.Y. Education Law § 11.6)
- **Gender Identity** is one’s self-concept as being male or female, as distinguished from actual biological sex or sex assigned at birth.
- **Gender expression** is the manner in which a person represents or expresses gender to others, often through behavior, clothing, hairstyle, activities, voice or mannerisms.
- **Disability** means (a) a physical, mental or medical impairment resulting from anatomical, physiological, genetic or neurological conditions which prevents the exercise of a normal bodily function or is demonstrable by medically accepted clinical or laboratory diagnostic techniques or (b) a record of such an impairment or (c) a condition regarded by others as such an impairment.
- **Discrimination** means any discrimination against any student by a student or students and/or employee or employees on school property or at a school function including, but not limited to, discrimination based on actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex.
- **Parent** means parent, guardian or person in parental relation to a student.
- **School Property** (owned, leased, or lent) means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of a public elementary or secondary school, or on a school bus, as defined in Vehicle and Traffic Law §142.
- **School bus** means every motor vehicle owned by a public or governmental agency or private school and operated for the transportation of pupils, teachers and other persons acting in a supervisory capacity, to or from school or school activities or privately owned and operated-for-compensation for the transportation of pupils, teachers and other persons acting in a supervisory capacity to or from school or school activities.
- **School Function** means any school-sponsored extracurricular event or activity whether located on or off school property.

- **Sexual orientation** means actual or perceived heterosexuality, homosexuality, or bisexuality. (N.Y. Education Law § 11.5)
- **Violent Student** means a student under the age of 21 who:
  1. Commits an act of violence upon a school employee, or attempts to do so.
  2. Commits, or attempts to commit, while on school property an act of violence upon another student, or any other person, lawfully on school property or at a school function.
  3. Possesses, while on school property or at a school function, a weapon.
  4. Displays, while on school property or at a school function, what appears to be a weapon.
  5. Threatens, while on school property or at a school function, to use a weapon.
  6. Knowingly and intentionally damages or destroys the personal property of any school employee or any person lawfully on school property or at a school function.
  7. Knowingly and intentionally damages or destroys school District property.
- **Weapon** means a firearm as defined in 18 USC & 921 for purposes of the Gun-Free Schools Act. It also means any other gun: BB gun, pistol, revolver, shotgun, rifle, machine gun, disguised gun, dagger, dirk, razor, stiletto, switchblade knife, gravity knife, brass knuckles, slingshot, metal knuckle knife, box cutter, cane sword, electronic dart gun, Kung Fu star, electronic stun gun, pepper spray or other noxious spray, explosive or incendiary bomb, or other device, instrument, material or substance that can cause physical injury or death.

### **III. STUDENT RIGHTS AND RESPONSIBILITIES**

#### **A. Student Rights**

The Board of Education assures students that they shall have all the rights afforded them by federal and state constitutions. The District recognizes all federal, state, and local laws in connection with these rights and reminds students that certain responsibilities accompany these rights.

The District's goals are to provide an environment in which a student's rights are respected and to provide opportunities that stimulate and challenge each student to reach his or her highest potential. Opportunities such as participation in interscholastic sports may be curtailed when the student infringes upon the rights of others or violates the code.

#### **All students have the right to:**

1. Seek participation in all District activities on an equal basis regardless of race, color, creed, age, national origin, religion, gender, sexual orientation or disability.
2. Schools that are safe, orderly, and free of tobacco, alcohol and drugs.
3. Clearly stated and challenging academic curriculum.
4. Courtesy and respect from one another and from staff.

5. An explicit and consistently administered discipline code.
6. Present their version, at an appropriate time, of the relevant events to school personnel authorized to impose a disciplinary penalty in connection with the imposition of the penalty.

## **B. Student Responsibilities**

All students have the responsibility to:

1. Contribute to maintaining a safe and orderly school environment that is conducive to learning and to show respect to other persons and to property.
2. Be familiar with and obey all school codes and local, state and federal laws, including those pertaining to illegal substances and weapons.
3. Attend school every day, unless they are legally excused, and be in class, on time, and prepared to learn.
4. Work to the best of their ability in all academic and extracurricular pursuits and strive toward their highest level of achievement possible.
5. Knowing when to ask for help from administration, staff and parents and then doing it.
6. Accept consequences for individual actions, whether alone or in a group.
7. Dress appropriately for school and school functions.
8. Conduct themselves as representatives of the District when participating in or attending school-sponsored extracurricular events and to hold themselves to the highest standards of conduct, demeanor, and sportsmanship.
9. Remain drug and alcohol free for the duration of their time as members of the Waverly school community.

## **IV. ESSENTIAL PARTNERS**

The essential partners in our Waverly school community are parents, grandparents or families, teachers, administrators, other school personnel or school agent, volunteers, and Board of Education members.

**All essential partners are expected to:**

### **A. Parents:**

1. Recognize that the education of their child(dren) is a joint responsibility of the parents and the school community.
2. Send their child(ren) to school ready to participate and learn.
3. Ensure their child(ren) attend school regularly and on time.
4. Ensure legal absences are excused.
5. Insist their child(ren) be dressed and groomed in a manner consistent with the student dress code.
6. Help their child(ren) understand that in a democratic society appropriate rules are required to maintain a safe, orderly environment.

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7. Know school rules and help their child(ren) understand them so that their children can help create a safe, supportive school environment.
8. Convey to their child(ren) a supportive attitude toward education and the District.
9. Build good relationships with teachers, other parents and their child(ren)'s friends.
10. Help their child(ren) deal effectively with peer pressure.
11. Inform school officials of changes in the home situation that may affect student conduct or performance.
12. Provide a place to study and ensure homework assignments are completed.
13. Teach their child(ren), by example, mutual respect and dignity for all people regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex.

**B. District Teachers:**

1. Maintain a climate of mutual respect and dignity for all people regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex, which will strengthen students' self-concept and promote confidence to learn.
2. Be prepared to teach.
3. Demonstrate interest in teaching and concern for student achievement.
4. Know school policies and rules, and enforce them in a fair and consistent manner.
5. Communicate to students and parents:
  - a. Course objectives and requirements;
  - b. Marking/ grading procedures;
  - c. Assignment deadlines;
  - d. Expectations for students; and
  - e. Classroom discipline plan.
6. Communicate regularly with students, parents, and other teachers concerning growth and achievement. Keep "School tool" up-to-date weekly so parents can monitor their student's current work productivity and grades.
7. Engage in productive communication with other school personnel, including grade level teachers and/or department colleagues.
8. Confront issues of discrimination bullying and/or harassment or any situation that threatens the emotional or physical safety of any student, school employee or any person who is lawfully on school property or at a school function.
9. Address personal biases that may prevent equal treatment of all students in the school or classroom setting.
10. Report incidents of discrimination, bullying and/or harassment when the teacher individually witnesses or receives reliable information regarding any such incident, pursuant to District policy.

**C. District Guidance Counselors:**

1. Assist students in coping with peer pressure and emerging personal, social and emotional problems.
2. Initiate teacher/student/counselor conferences and parent/teacher/student/counselor conferences, as necessary, as a way to resolve problems.
3. Regularly review with students their educational progress and career plans.
4. Provide information to assist students with career planning.
5. Encourage students to benefit from the curriculum and extracurricular programs.
6. Maintain a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex.
7. Confront issues of discrimination, bullying and/or harassment or any situation that threatens the emotional or physical health and safety of any student, school employee or any person who is lawfully on school property or at a school function.
8. Make known to students and families the resources in the community that are available to meet their needs.
9. Address personal biases that may prevent equal treatment of all students.
10. Report incidents of discrimination, bullying and/or harassment when the teacher individually witnesses or receives reliable information regarding any such incident, pursuant to District policy.

**D. District Principals:**

1. Promote a safe, orderly and stimulating school environment, supporting active and engaging teaching and learning.
2. Ensure that students and staff have the opportunity to communicate regularly with the principal and approach the principal for redress and grievances.
3. Evaluate on a regular basis all instructional programs.
4. Support the development of, and student participation in, appropriate extra-curricular activities.
5. Be responsible for enforcing the Student Code of Conduct and ensuring that all cases are resolved promptly and fairly.
6. Actively engage in communication with parents as the need arises.
7. Promote a diverse and inclusive environment, pursuant to the Board of Education's Diversity Plan.
8. Maintain and enforce a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex.
9. Confront issues of discrimination, bullying and/or harassment or any situation that threatens the emotional or physical health and safety of any student, school employee or any person who is lawfully on school property or at a school function.

10. Respond promptly to reports of discrimination, bullying and/or harassment, pursuant to District policy.

**E. District Superintendent:**

1. Promote a safe, orderly and stimulating school environment, supporting active teaching and learning.
2. Review with District administrators the policies of the Board of Education and state and federal laws relating to school operations and management.
3. Inform the board about educational trends relating to student discipline.
4. Work to create instructional programs that minimize problems of misconduct and are sensitive to student and teacher needs.
5. Work with District administrators in enforcing the code of conduct and ensuring that all cases are resolved promptly and fairly.
6. Emulate a diverse and inclusive learning environment and workplace.
7. Actively engage in communication with all District personnel, parents, community members and students as the need arises.
8. Maintain and foster a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex.
9. Confront issues of discrimination, bullying and/or harassment or any situation that threatens the emotional or physical health and safety of any student, school employee or any person who is lawfully on school property or at a school function.
10. Respond promptly to reports of discrimination, bullying and/or harassment, pursuant to District policy.

**F. Board of Education:**

1. Collaborate with student, teacher, administrator and parent organizations, school safety personnel and other school personnel to develop a code of conduct that clearly defines expectations for the conduct of students, District personnel and visitors on school property and at school functions.
2. Adopt and review, at least annually, the District's Code of Conduct to evaluate the code's effectiveness and the fairness and consistency of its implementation.
3. Lead by example by conducting board meetings in a professional, respectful, courteous manner.
4. Maintain and foster a climate of mutual respect and dignity for all students regardless of actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex.

5. Confront issues of discrimination, bullying and/or harassment or any situation that threatens the emotional or physical health and safety of any student, school employee or any person who is lawfully on school property or at a school function.

## **V. STUDENT DRESS CODE**

All students are expected to give proper attention to personal cleanliness and to dress appropriately for school and school functions. Students and their parents have the primary responsibility for acceptable student dress and appearance. District personnel should exemplify and reinforce acceptable student dress and help students develop an understanding of appropriate appearance in the school setting.

A student's dress, grooming, and appearance shall:

1. Be safe, appropriate and not disrupt or interfere with the educational process.
2. Ensure that undergarments are completely covered with outer clothing.
3. Include footwear at all times. Footwear that presents a safety hazard will not be allowed, including shoes, sneakers, or other footwear which have wheels or other devices which can be adjusted to allow sliding or rolling, rather than walking or running.
4. Not include the wearing of hats, scarves, bandanas, hoods, or any coverings on the head in the building except for a medical or religious purpose.
5. Not include items that are vulgar, obscene, libelous or denigrating to others on account of race, color, religion, creed, age, national origin, gender, sexual orientation or disability.
6. Not promote and/or endorse the use of alcohol, tobacco, or other drugs and/or encourage other illegal or violent activities, including use of weapons.
7. Recognize that extremely brief garments including but not limited to short shorts, tube tops, net tops, halter tops, spaghetti straps, plunging necklines (front and/or back) and see through garments can not be worn.
8. Each building principal, or his or her designee, shall be responsible for informing all students and their parents of the student dress code at the beginning of the school year and any revisions to the dress code made during the school year.
9. Students who violate the student dress code shall be required to modify their appearance by covering or removing the offending item and, if necessary or practical, replacing it with an acceptable item.
10. Any student who fails to comply with the dress code shall be subject to discipline, up to and including out of school suspension.
11. Student attire at after-school and evening activities, including dances, should be appropriate and display good taste.

## **VI. PROHIBITED STUDENT CONDUCT**

Students will be subject to disciplinary action, up to and including suspension from school, when they:



**A. Engaging in conduct that is disruptive and disorderly.** Examples of these behaviors include, but are not limited to the following:

1. Running in the hallways.
2. Making unreasonable noise.
3. Using language or gestures that are profane, lewd, vulgar or abusive.
4. Obstructing vehicular or pedestrian traffic.
5. Engaging in any willful act which disrupts the normal operation of the school community.
6. Trespassing. Students are not permitted in any school building, other than the one they regularly attend, without permission from the administrator in charge of the building.
7. Misuse of computer/electronic communications, including any unauthorized use of computers, software, or internet/intranet account; accessing inappropriate websites; or any other violation of the District's acceptable use policy.

**B. Engaging in conduct that is insubordinate or disruptive.** Examples of insubordinate conduct include, but are not limited to the following:

1. Failing to comply with reasonable directions of teachers, school administrators or other school employees in charge of students or otherwise demonstrating disrespect.
2. Lateness for, missing or leaving school without permission.
3. Skipping detention.

**C. Engage in conduct that is violent.** Examples of violent conduct include, but are not limited to the following:

1. Committing an act of violence (such as hitting, kicking, punching, pushing or shoving and scratching) upon a teacher, administrator or other school employee or attempting to do so.
2. Committing an act of violence (such as hitting, kicking, punching, pushing and shoving and scratching) upon another student or any other person lawfully on school property or attempting to do so.
3. Possessing a weapon. Authorized law enforcement officials are the only persons permitted to have a weapon in their possession while on school property or at a school function.
4. Displaying what appears to be a weapon or any other object that would appear to cause bodily injury.
5. Threatening to use any weapon.
6. Intentionally damaging or destroying the personal property of a student teacher, administrator, other District employee or any person lawfully on school property, including graffiti or arson.
7. Intentionally damaging or destroying school District property.

**D. Engage in any conduct that endangers the safety, morals, health or welfare of others.** Examples of such conduct include, but are not limited to the following:

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1. Lying to school personnel.
2. Stealing the property of other students, school personnel or any other person lawfully on school property or when attending a school function.
3. Defamation, which includes making false or unprivileged statements or representations about an individual or identifiable group of individuals that harm the reputation of the person or the identifiable group by demeaning them.
4. Discrimination, which includes the use of race, color, creed, age, national origin, religion, gender, sexual orientation or disability as a basis for treating another in a negative manner.
5. Harassment, which includes a sufficiently severe action or a persistent, pervasive pattern of actions or statements directed at an identifiable individual or group which are intended to be or which a reasonable person would perceive as ridiculing or demeaning.
6. Intimidation, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any school sponsored activity, organization, club or team.
7. Hazing, which includes any intentional or reckless act directed against another for the purpose of initiation into, affiliating with, or maintaining membership in any school sponsored activity, organization, club or team.
8. Selling, using, or possessing obscene material inclusive of electronic devices with such material.
9. Using vulgar or abusive language, cursing, inappropriate language or swearing.
10. Smoking and/or possessing a lighted or unlighted cigarette, electronic cigarette (“e-cigarette” or “e-cig”), cigar, pipe or similar devices, including but not limited to e-hookahs, hookah pens, vapor pens, including paraphernalia; using chewing or smokeless tobacco, including dip, chew, and/or snuff, in any form on school premises or on a bus going from a school function or at a school sponsored function.
11. Possessing, consuming, intending to consume, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. “Illegal substances” include, but are not limited to, inhalants, e-liquids, including liquid nicotine, cannabinoids (marijuana), synthetic cannabinoids (e.g. K2, Spice), propylene glycol (liquid nicotine), cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike “counterfeit” drugs, and any substances commonly referred to as “designer drugs”.
12. Inappropriately using or sharing prescription and over-the-counter drugs. Excepted is any drug taken in accordance with a current prescription signed by a physician, which is to be taken by that particular student at the time in question. Prescriptions must be on file with the school health office and taken at a designated time.
13. Gambling.
14. Indecent exposure, that is, exposure to the private parts of the body in a lewd or indecent manner.
15. Initiating a report warning of fire or other catastrophe without valid cause, misuse of 911, or discharging a fire extinguisher.

**E. Engage in misconduct while on a school bus.** It is crucial for students to behave appropriately while riding on District buses to ensure their safety and that of other passengers and to avoid distracting the bus driver. Students are required to conduct themselves on the bus in

a manner consistent with established standards for classroom behavior. Excessive noise, pushing, shoving, and fighting will not be tolerated.

**F. Engage in any form of academic misconduct.** Examples of academic misconduct include, but are not limited to the following:

1. Plagiarism.
2. Cheating.
3. Copying.
4. Altering or falsifying records.
5. Assisting another student in any of the above actions.

**G. Engage in off-campus and non-school day misconduct.** Students may be disciplined for violations of the Student Code of Conduct when there is a connection to, disruption of, impact, or effect on school students, personnel, activities, functions or property. Such misconduct includes, but isn't limited to, cyber bullying, sex-ting, engaging in activities that violate the code of conduct, threatening or harassing students or school personnel through use of electronic devices.

## **VII. PROHIBITION AGAINST DISCRIMINATION, HARRASSMENT AND/OR BULLYING**

The District strictly prohibits discrimination, harassment and/or bullying against any student, by employees or students, that creates a hostile school environment by conduct, or by threats, intimidation or abuse, including cyber-bullying, that either:

1. Has or would have the effect of unreasonably or substantially interfering with the student's educational performance, opportunities or benefits, or mental, emotional and/or physical wellbeing, including conduct, threats, intimidation or abuse that reasonably causes or would reasonably be expected to cause emotional harm.
2. Reasonably causes or would reasonably be expected to cause physical injury to a student or to cause a student to fear for his or her physical safety.

Such conduct shall include acts of harassment and/or bullying that occur on school property, at a school function or off school property where such acts create or would foreseeably create a risk of substantial disruption within the school environment, where it is foreseeable that eh conduct, threats, intimidation or abuse might reach school property.

Such conduct shall include, but is not limited to: acts based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression) or sex. This code, however, does not prohibit the denial of admission into, or exclusion from, a course of instruction based on a person's gender that would be permissible under Education Law §3254(2)(s) and 3201-a and Title IX of the Educational Amendments of 1972, or prohibit, as discrimination based on disability, actions that would be permissible under §504 of the Rehabilitation Act of 1973.

### **A. Dignity Act Coordinator**

At least one staff member at every school in the District will be thoroughly trained to handle human relations in the areas of race, color, weight, national origin, ethnic group, religion, religious practice, disability, sexual orientation, gender (including gender identity or expression), and sex. This staff member will be referred to as the Dignity Act Coordinator.

### **B. Disciplinary and Remedial Consequences**

The District is committed to the creation and maintenance of a positive learning environment for all students that promotes personal growth. To that end, the District will use measured, balanced, and age-appropriate responses to the discrimination and harassment, intimidation or bullying of students by students and/or employees on school property, including functions, with remedies and procedures focusing on intervention and education. Remedial responses are designed to correct the problem behavior, prevent another occurrence of the behavior, eliminate the hostile environment, and protect the target of the act(s). Appropriate remedial measures will take into consideration the nature and severity of the offending student's behavior(s), the developmental age of the student, the previous disciplinary record of the student and other extenuating circumstances, and the impact the student's behaviors had on the individual who was physically injured and/or emotionally harmed. Responses may include, but are not limited to:

1. Corrective Instruction or other relevant learning or service experience.
2. Supportive intervention.
3. Behavioral Assessment or evaluation.
4. Student therapy/counseling.
5. Parental conference.
6. Schedule modifications.
7. Alternative placements.
8. Reparation (making amends or community service).

## **VIII. REPORTING VIOLATIONS**

All students are required to promptly report serious violations of the Code of Conduct to District staff. The District staff member is required to promptly report violations of the Code of Conduct to their supervisor. All District staff who are authorized to impose disciplinary sanctions are expected to do so in a prompt, fair and lawful manner.

Any weapon, alcohol or illegal substance found shall be confiscated immediately, if possible, followed by notification to the parent of the student involved and the appropriate disciplinary sanction if warranted, which may include permanent suspension and referral for prosecution.

The building principal or his or her designee must notify the appropriate local law enforcement agency of those code violations that constitute a crime and substantially affect the order of security of a school as soon as practical, but in no event later than the close of business the day the principal or his or her designee learns of the violation. The notification must identify the

student and explain the conduct that violated the Code of Conduct and may constitute a crime. Such required notification includes conduct that constitutes harassment and/or bullying. Parents will be notified at the time the police are contacted.

**Acts of discrimination, harassment and/or bullying.** Although it can be difficult to step forward, the district can't effectively address bullying if incidents are not reported. Any student, parent, teacher, staff member or visitor may report an incident of discrimination, harassment, intimidation and/or bullying. Such reports may be made to any District staff member, including the principal or the principal's designee, teachers, administrators, and guidance counselors. In the event that a report is made to a staff member other than the principal, such staff member shall immediately inform the principal or principal's designee of the report. Allegations of discrimination, bullying and/or harassment will be treated as confidential and private to the extent possible.

All school employees and volunteers who have contact with students are required to report alleged violations of this policy to the principal or the principal's designee when the individual witnesses or receives reliable information regarding any such incident. The principal is required to inform the parents of all students involved in alleged incidents. Students, parents, and visitors are encouraged to report alleged violations of this policy to the principal as soon as possible.

The District will submit to the Commissioner of Education an annual report of material incidents of discrimination and /or harassment that occurred in such school year.

Any person having reasonable cause to suspect that a student has been subjected to discrimination or harassment by an employee or student, on school grounds or at a school function, who, acting reasonable and in good faith, either reports such information to school officials, to the Commissioner of Education, or to law enforcement authorities or otherwise initiates, testifies, participates or assists in any formal or informal proceedings, shall have immunity from any civil liability that may arise from the making of such report or from informal proceedings, and no school district or employee shall take, request or cause retaliatory action against any such person.

## **IX. DISCIPLINARY PENALTIES, PROCEDURES AND REFERRALS**

In determining the appropriate action, school personnel authorized to impose disciplinary penalties will consider the following:

1. The student's age.
2. The nature of the offense and the circumstances that led to the offense.
3. The student's prior disciplinary record.
4. The effectiveness of other prior forms of discipline.
5. Information from parents, teachers and/or others, as appropriate.
6. Student disability or religious/sacred institution.
7. The effects of the inappropriate behavior on the rights, well-being and teaching of other students.
8. Other extenuating circumstances.

9. Student's performance in school.

**A. Penalties:**

Students who are found to have violated the District's Code of Conduct may be subject to the following penalties, *either alone or in combination*:

1. Oral warning.
2. Written warning.
3. Written notification to parent.
4. Counseling.
5. Probation.
6. Reprimand.
7. Detention (Lunch and/or After-school).
8. Suspension from transportation.
9. Suspension from athletic participation.
10. Suspension from social or extracurricular activities.
11. Suspension of other privileges.
12. In-school suspension.
13. Removal from classroom by teacher.
14. Short-term (five days or less) suspension from school.
15. Long-term (more than five days) suspension from school.
16. Permanent suspension from school.
17. Reparation.
18. Community service
19. Referral to law enforcement

The type and extent of the punishment for violations shall be determined by the building principal or superintendent in accordance with the provisions of the New York State Education Law. Discipline measures shall be appropriate to the seriousness of the offense and, where applicable, to the previous disciplinary record of the student.

An opportunity for student growth (allowing for a reduction in penalty) may be provided at the discretion of the Administration.

Note: The penalties for a student who participates in extra-curricular activities may look different than for a student who does not participate in those activities.

**B. Procedures:**

School personnel must inform the student of the alleged misconduct and must investigate, to the extent necessary, the facts surrounding the alleged misconduct. All students will have an opportunity, at an appropriate time, to present their version of the facts to the school personnel imposing the disciplinary penalty in connection with the imposition of the penalty.

1. After-school Detention

Detention will be imposed as a penalty only after the student's parent has been notified to ensure that the student has transportation home.

2. Suspension from Transportation

If a student does not conduct himself/herself properly on a bus, the bus driver is expected to bring such misconduct to the building principal's attention. Students who become a serious disciplinary problem may have their riding privileges suspended by the building principal or his designee. In such cases, the student's parents will become responsible for seeing that his/her child gets to and from school safely. Should the suspension from transportation amount to a suspension from attendance; the District will make appropriate arrangements to provide for the student's education if the student is of compulsory attendance age.

A student subjected to a suspension from transportation is not entitled to a full hearing pursuant to Education Law §3214. However the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the building principal or the principal's designee to discuss the conduct and the penalty involved.

3. Suspension from Athletic Participation, Extra-Curricular Activities and Privileges

The student and the student's parent will be provided with a reasonable opportunity for an informal conference with the District official imposing the suspension to discuss the conduct and the penalty involved.

A student subjected to a suspension from athletic participation, extra-curricular activities and privileges is not entitled to a full hearing pursuant to Education Law §3214. However the student and the student's parent will be provided with a reasonable opportunity for an informal conference

4. In-school Suspension/Structured Studies

The student and the student's parent will be provided with a reasonable opportunity for an informal conference with the District official imposing the in-school suspension to discuss the conduct and the penalty involved.

A student subjected to an in-school suspension is not entitled to a full hearing pursuant to Education Law §3214. However, the student and the student's parent will be provided with a reasonable opportunity for an informal conference with the District official imposing the in-school suspension to discuss the conduct and the penalty involved.

5. Teacher Disciplinary Removal of Disruptive Students

A student's behavior can affect a teacher's ability to teach and can make it difficult for other students in the classroom to learn. In most instances, the classroom teacher can control a student's behavior and maintain or restore over the classroom by using good classroom management techniques. Such practices may include, but are not limited to: (1) short-term "time out" in an elementary classroom or in an administrator's office; (2) sending a student to the principal's office for the remainder of the class time only; or (3) sending a student to a guidance

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counselor or other District staff member for counseling. Time-honored classroom management techniques such as these do not constitute disciplinary removals for purposes of this Code.

On occasion, a student's behavior may become disruptive. For purposes of this Code of Conduct, a disruptive student is a student who is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom. A substantial disruption of the educational process or substantial interference with a teacher's authority occurs when a student demonstrates a persistent unwillingness to comply with the teacher's instructions or repeatedly violates the teacher's classroom behavior rules.

If the disruptive student does not pose a danger or ongoing threat of disruption to the academic process, the teacher must provide the student with an explanation for why he/she is being removed and an opportunity to explain his/her version of the relevant events before the student is removed. Only after the informal discussion may a teacher remove a student from class.

If the student poses a danger or ongoing threat of disruption, the teacher may order the student to be removed immediately. The teacher must, however, explain to the student why he/she was removed from the classroom and the teacher must give the student a chance to present his/her version of the relevant events within 24 hours.

The teacher must complete a District-established disciplinary removal form and meet with the principal or designee as soon as possible, but no later than the end of the school day, to explain the circumstances of the removal and to present the removal form. If the principal or designee is not available by the end of the same school day, the teacher must leave the form with the secretary and meet with the principal or designee prior to the beginning of classes on the next school day.

Within 24-hours after the student's removal, the principal or designee must notify the student's parents, in writing, that the student has been removed from class and why. The notice must also inform the parent that he/she has the right, upon request, to meet informally with the principal and teacher to discuss the reasons for the removal.

The written notice must be provided to the last known address for the parent/guardian by personal delivery, express mail delivery, or some other means that is reasonably calculated to assure receipt of the notice within 24 hours. Where possible, notice should also be provided by telephone if the school has been provided with a telephone number(s) for the purpose of contacting parents.

Any disruptive student removed from the classroom by the classroom teacher shall be offered continued educational programming and activities until he/she is permitted to return to the classroom.

Each teacher must keep a complete log (on a District provided form) for all cases of removal of students from his or her class. The principal must keep a log of all removals of students from class.



Removal of a student with a disability, under certain circumstances, may constitute a change in the student's placement. Accordingly, no teacher may remove a student with a disability from his/her class until he/she has verified with the principal or the Pupil Personnel Services Office that the removal will not violate the student's rights under state or federal law or regulation.

#### 6. Suspension from School

Suspension from school is a severe penalty, which may be imposed only upon students who are insubordinate, disorderly, violent or disruptive, or whose conduct otherwise endangers the safety, morals, health or welfare of others.

Any staff member may recommend to the principal or designee that a student be suspended. All staff members must immediately report and refer a violent student to the principal or the Superintendent for a violation of the Code of Conduct. All recommendations and referrals shall be made in writing unless the conditions underlying the recommendation or referral warrant immediate attention. In such cases a written report is to be prepared as soon as possible by the staff member recommending the suspension.

##### A. Short-term (5 days or less) suspension from school

When a principal or designee proposes to suspend a student charged with misconduct for five days or less pursuant to Education Law §3214(3), they must immediately notify the student verbally. If the student denies the misconduct, the principal or designee must provide an explanation of the basis for the proposed suspension. The principal or designee must also notify the student's parents verbally and in writing that the student is suspended from school. The notice shall provide a description of the charges against the student and the incident for which suspension is proposed and shall inform the parents of the right to request an immediate informal conference with the principal.

##### B. Long-term (More than 5 Days) Suspension from School

When the building principal determines that a suspension for more than five days may be warranted, he or she shall provide reasonable notice to the student and the student's parents of their right to a fair hearing. At the hearing the student shall have the right to be represented by counsel, the right to question witnesses against him or her and the right to present witnesses and other evidence on his or her behalf.

The Superintendent shall personally hear and determine the proceeding or may, in his or her discretion, designate a hearing officer to conduct the hearing. The hearing officer shall be authorized to administer oaths and to issue subpoenas in conjunction with the proceeding before him or her. A record of the hearing shall be maintained, but no stenographic transcript shall be required. A digital recording shall be deemed a satisfactory record. The hearing officer shall make findings of fact and recommendations as to the appropriate measure of discipline to the Superintendent. The report of the hearing officer shall be advisory only, and the Superintendent may accept all or any part thereof.

An appeal of the decision of the Superintendent may be made to the board that will make its decision based solely upon the record before it. All appeals to the board must be in writing and submitted to the District clerk within 10 business days of the date of the Superintendent's decision, unless the parents can show that extraordinary circumstances precluded them from doing so. The board may adopt in whole or in part the decision of the Superintendent. Final decisions of the board may be appealed to the Commissioner within 30 days of the decision.

### C. Permanent Suspension

Permanent suspension is reserved for extraordinary circumstances such as where a student's conduct poses a life-threatening danger to the safety and well being of other students, school personnel or any other person lawfully on school property or attending a school function.

### D. Periods of Suspension:

#### 1. Students Who Bring a Weapon to School

Any student found guilty of bringing a weapon onto school property will be subject to suspension from school for at least five days and possibly for one calendar year or more. Before being suspended, the student will have an opportunity for a hearing pursuant to Education Law D214. The Superintendent has the authority to modify the one-year suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the following:

- a. The student's age.
- b. The student's performance in school.
- c. The student's prior disciplinary record.
- d. The Superintendent's belief that other forms of discipline may be more effective
- e. Input from parents, teachers and/or others.
- f. Other extenuating circumstances.

#### 2. Students Who Commit Violent Acts Other than Bringing a Weapon to School

Any student who is found to have committed a violent act, other than bringing a weapon onto school property, shall be subject to suspension from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. If the proposed penalty exceeds the minimum five-day suspension, the student and the student's parents will be given the same notice and opportunity for a hearing given to all students subject to a long-term suspension. The Superintendent has the authority to modify the minimum five-day suspension on a case-by-case basis. In deciding whether to modify the penalty, the Superintendent may consider the same factors considered in modifying a one-year suspension for possessing a weapon.

3. Students Who Repeatedly Substantially Disrupt the Educational Process or Repeatedly Substantially Interferes with the Teacher's Authority over the Classroom

Any student who repeatedly substantially disrupts the educational process or substantially interferes with the teacher's authority over the classroom will be suspended from school for at least five days. If the proposed penalty is the minimum five-day suspension, the student and the student's parent will be given the same notice and opportunity for an informal conference given to all students subject to a short-term suspension. If the proposed penalty exceeds the minimum five-day suspension, a Superintendent's hearing will be held in accordance with the preceding provisions of this Policy.

E. Referrals:

1. *Counseling*. The principal or principal's designee shall process all referrals of students to counseling.

2. *PINS Petition*. The District may file a PINS (person in need of supervision) petition in Family Court on any student under the age of 18 who demonstrates that he/she requires supervision and treatment by:

a. Being habitually truant and not attending school as required by part one of Article 65 of the Education Law.

b. Engaging in an ongoing or continual course of conduct which makes the student ungovernable or habitually disobedient and beyond the lawful control of the school.

c. Knowingly and unlawfully possesses marijuana in violation of Penal Law §221.05. A single violation of §221.05 will be a sufficient basis for filing a PINS petition.

3. The presumptive age of juvenile accountability is raised for 16 year olds effective 10/1/2018 and for 17 year olds effective 10/1/2019.

4. Parents must be notified when their children are arrested.

5. Questioning of youth must take place in age-appropriate settings, with parental involvement (including with regards to waiving Miranda rights), and for developmentally appropriate lengths of time.

**X. ALTERNATIVE EDUCATION**

When a student of any age is removed from class by a teacher, or a student of compulsory attendance age is suspended from school pursuant to Education Law §3214, the District will take immediate steps to provide alternative means of instruction for the student.

**XI. DISCIPLINE OF STUDENTS WITH DISABILITIES**

The Board recognizes that it may be necessary to suspend, remove or otherwise discipline students with disabilities to address disruptive or problem behavior. The Board also recognizes that students with disabilities enjoy certain procedural protections whenever school authorities intend to impose discipline upon them. The Board is committed to ensuring that the procedures followed for suspending, removing or otherwise disciplining students with disabilities are consistent with the procedural safeguards required by applicable laws and regulations.

This Code of Conduct affords students with disabilities subject to disciplinary action no greater or lesser rights than those expressly afforded by applicable federal and state law and regulations.

**A. Authorized Suspensions or Removals of Students with Disabilities**

For purposes of this section of the Code of Conduct, the following definitions apply:

A "student with a disability" means a student who falls within one of the classifications set forth in the Individuals with Disabilities Education Act (IDEA) and section 200.1(zz) of the Commissioner of Education regulations, and who, because of such classification, needs special education or related services.

A "suspension" means a suspension pursuant to Education Law §3214.

A "removal" means a removal for disciplinary reasons from the student's current educational placement other than a suspension and change in placement to an interim alternative educational setting (IAES) ordered by a hearing officer because the student poses a risk of harm to himself or others.

An "IAES" means a temporary educational placement for a period of up to 45 days, other than the student's current placement at the time the behavior precipitating the IAES placement occurred, that enables the student to continue to progress in the general curriculum although in another setting, to continue to receive those services and modifications, including those described on the student's current Individualized Education Programs (IEP), that will enable the student to meet the goals set out in such IEP, and include services and modifications to address the behavior which precipitated the IAES placement that are designed to prevent the behavior from recurring.

1. School personnel may order the suspension or removal of a student with a disability from his or her current educational placement as follows:

a. The Superintendent may order placement of a student with a disability into an IAES for a period not to exceed five consecutive school days and not to exceed the amount of time a student without a disability would be subject to suspension for the same behavior.

b. The Superintendent may order the placement of a student with a disability into an IAES, another setting or suspension for up to 10 consecutive school days, inclusive of any period in which the student has been suspended or removed under subparagraph (a) above for the same behavior, if the Superintendent determines that the student has engaged in behavior that warrants a suspension and the suspension or removal does not exceed the amount of time a student without a disability would be subject to suspension for the same behavior.

c. The Superintendent may order additional suspensions of not more than 20

consecutive school days in the same school year for separate incidents of misconduct, as long as those removals do not constitute a change of placement.

d. The Superintendent may order the placement of a student with a disability in an IAES to be determined by the Committee on Special Education (CSE), for the same amount of time that a student without a disability would be subject to discipline, but not more than 45 days, if the student carries or possesses a weapon to school or to a school function, or the student knowingly possesses or uses illegal drugs or sells or solicits the same of a controlled substance while at school or a school function or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

“Deadly weapon” means any loaded weapon from which a shot, readily capable of producing death or other serious physical injury, may be discharged, or a switchblade knife, gravity knife, pilum ballistic knife, metal knuckle knife, dagger, billy, blackjack, plastic knuckles, or metal knuckles.

“Dangerous instrument” means any instrument, article or substance, including a “vehicle” as that term is defined in this section, which, under the circumstances in which it is used, attempted to be used or threatened to be used, is readily capable of causing death or other serious physical injury.

“Controlled substance” means a drug or other substance identified in certain provisions of the federal Controlled Substances Act specified in both federal and state law and regulations applicable to this policy.

“Illegal drugs” means a controlled substance except for those legally possessed or used under the supervision of a licensed health care professional or that is legally possessed or used under any other authority under the Controlled Substances Act or any other federal law.

2. Subject to specified conditions required by both federal and state law and regulations, a hearing officer may order the placement of a student with a disability in an IAES setting for up to 45 days at a time, if maintaining the student’s current educational placement poses a risk of harm to the student or others.

## **B. Change of Placement Rule**

1. A disciplinary change in placement means a suspension or removal from a student's current educational placement that is either:

- a. For more than 10 consecutive school days; or
- b. For a period of 10 consecutive school days or less if the student is subjected to a series of suspensions or removals that constitute a pattern because they accumulate to more than 10 school days in a school year and because of such factors as the length of each suspension or removal, the total amount of time the student is removed and the proximity of the suspensions or removals to one another.

2. School personnel may not suspend or remove a student with disabilities if imposition of the suspension or removal would result in a disciplinary change in placement based on a pattern of suspension or removal.

However, the District may impose a suspension or removal, which would otherwise result in a disciplinary change in placement, based on a pattern of suspensions or removals if the CSE has determined that the behavior was not a manifestation of the student's disability, or the student is placed in an IAES for behavior involving violence with or without weapons, illegal drugs or controlled substances.

**C. Special Rules Regarding the Suspension or Removal of Students with Disabilities**

1. The District's Committee on Special Education shall:

a. Conduct a functional behavioral assessment and implement a behavioral intervention plan, provided that the school District had not conducted such assessment prior to the manifestation determination before the behavior that resulted in the change in placement; or

b. If a behavioral intervention plan has already been developed, meet to review such plan and its implementation and modify the plan and its implementation as necessary, to address the behavior that resulted in the change in placement.

c. Conduct a review of the relationship between the student's disability and the behavior subject to disciplinary action to determine if the conduct is a manifestation of the disability: and such review must be made as immediate as possible, but in no case later than 10 school days after:

i. a decision is made by the Superintendent of Schools to change the placement of a student to an interim alternative educational setting; or

ii. a decision is made by an impartial hearing officer to place a student in an interim alternative educational setting; or

iii. a decision is made by the Board of Education, building principal or Superintendent to impose a suspension that constitutes a disciplinary change in place.

2. The parents of a student who is facing disciplinary action, but who has not been determined to be eligible for special education services at the time of such misconduct, shall have the right to invoke applicable procedural safeguards set forth in federal and state law and regulations if, in accordance with federal and state statutory and regulatory criteria, the school District is deemed to have had knowledge that their child was a student with a disability before the behavior precipitating disciplinary action occurred. If the District is deemed to have had such knowledge before the behavior occurred, the student will be considered a student presumed to have a disability for discipline purposes.

The District shall be deemed to have knowledge that such student had a disability if prior to the time the behavior occurred:

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a. The parent of such student has expressed concern in writing to the Director of Pupil Personnel Services or CSE Chairperson or to a teacher of the student that the student is in need of special education, provided that such expression of concern may be oral if the parent does not know how to write or has a disability that prevents a written statement; or

b. The parent of the student has requested an evaluation of the student; or

c. A teacher of the student, or other personnel of the District, has expressed specific concerns about a pattern of behavior demonstrated by the student, directly to the Director of PPS or CSE Chairperson of the District or to other supervisory personnel of the District in accordance with the District's established child find or special education referral system.

3. A student is not a student presumed to have a disability for discipline purposes if:

a. The parent of the student has not allowed an evaluation of the student; or

b. The parent of the student has refused services; or

c. It was determined that the student is not a student with a disability pursuant to state and federal laws and regulations.

Parents will be notified of disciplinary removal upon the date the decision is made and shall be provided the Procedural Safeguards Notice. The parents of a student with disabilities subject to a suspension of five consecutive school days or less shall be provided with the same opportunity for an informal conference available to parents of students without disabilities under the Education Law. The removal of a student with disabilities other than a suspension or placement in IAES shall be conducted in accordance with the due process procedures applicable to such removals of students without disabilities, except that school personnel may not impose such removal for more than 10 consecutive days or for a period that would result in a disciplinary change in placement, unless the CSE has determined that the behavior is not a manifestation of the student's disability. During any period of suspension or removal, including placement in an IAES, students with disabilities shall be provided services to the extent required under IDEA.

**D. Expedited Due Process Hearings**

1. An expedited due process hearing shall be conducted in the manner specified by the Commissioner's Regulations incorporated into this Code:

a. During the pendency of an expedited due process hearing or appeal regarding the placement of a student in an IAES for behavior involving weapons, illegal drugs or controlled substances, or infliction of serious bodily injury, or regarding a determination that the behavior is not a manifestation of the student's disability for a student who has been placed in an IAES, the student shall remain in the IAES pending the decision of the impartial hearing officer or until expiration of the IAES placement, whichever occurs first, unless the parents and the District agree otherwise.

b. If school personnel propose to change the student's placement after expiration of an IAES placement, during the pendency of any proceeding to challenge the proposed change

in placement, the student shall remain in the placement prior to removal to the IAES except where the student is again placed in an IAES.

2. The District shall arrange for the expedited due process hearing according to the following time period, unless the parent and the District mutually agree in writing to waive the resolution meeting or agree to use mediation:

- a. A resolution meeting shall occur within seven days of receiving notice of the due process complaint.
- b. The expedited due process hearing may proceed unless the matter has been resolved to the satisfaction of both parties within 15 days of receipt of the due process complaint.
- c. The expedited due process hearing shall occur within 20 school days of the date the complaint requesting the hearing is filed.
- d. The impartial hearing officer shall make a determination within 10 school days after the hearing.

No extension to an expedited impartial hearing timeline may be granted.

The impartial hearing officer shall mail a copy of the written, or at the option of the parents, electronic findings of fact and the decision to the parents, to the Board of Education and to the Office of Vocational and Educational Services for Individuals with Disabilities (VESID) of the New York State Education Department within 10 school days after the hearing.

**E. Referral to Law Enforcement and Judicial Authorities**

1. In accordance with the provisions of IDEA and its implementing regulations:

- a. The District may report a crime committed by a student with a disability to appropriate authorities, and such action will not constitute a change of the student's placement.
- b. The Superintendent shall ensure that copies of the special education and disciplinary records of a student with disabilities are transmitted for consideration to the appropriate authorities to whom a crime is reported.

**XII. CORPORAL PUNISHMENT**

Corporal punishment is any act of physical force upon a student for the purpose of punishing that student. Corporal punishment of any student by any District employee is strictly forbidden.

However, in situations where alternative procedures and methods that do not involve the use of physical force cannot reasonably be used, reasonable physical force may be used to:

1. Protect oneself, another student, teacher or any person from physical injury.
2. Protect the property of the school or others.



3. Restrain or remove a student whose behavior interferes with the orderly exercise and performance of school District functions, powers and duties, if that student has refused to refrain from further disruptive acts.

The District will file all complaints about the use of corporal punishment with the Commissioner of Education in accordance with Commissioner's regulations.

### **XIII. STUDENT SEARCHES AND INTERROGATORIES**

#### **A. Student Lockers, Desks and Other School Storage Place**

Students may be assigned lockers in which they are allowed to store their personal property. These lockers are school property and can be inspected or searched at any time. While students are assigned a lock or combination, this lock is for the purpose of protecting the students' property and does not create an expectation of privacy. Lockers, like all parts of a school building, including desks and other areas in which students are allowed to store their personal property, remain School District property and are subject to inspection and search at any time. This also applies to desks, computer files, vehicles on school property, backpacks and any other school storage.

#### **B. Police Involvement in Searches and Interrogations of Students**

Any representative of an outside agency must have permission of the building principal or designee before interviewing a student. Such permission will be in accordance with established procedures. Before police officials are permitted to question or search any student under the age of 17 (effective October 1, 2018) and under the age of 18 (effective October 1, 2019), the building administrator or his or her designee or a police official shall first try to notify the student's parent or guardian, unless police have a valid search warrant, to give the parent the opportunity to be present.

1. Law enforcement personnel may not have access to a student for questioning about a crime alleged to have been committed by the student unless they meet one of the following criteria:
  - a. They have a warrant for the student's arrest;
  - b. They have been invited by school officials who have reason to believe that a crime has been committed by the student on school property or that the student possesses contraband on school property;
  - c. They advise school officials that lack of immediate access to the student may result in the disappearance or destruction of evidence of the alleged crime;
  - d. They have a material witness warrant for the student; or
  - e. They advise the school officials that lack of immediate access to the student may result in the disappearance of a suspect or the disappearance or destruction of evidence of the crime and that time is of the essence.
2. Child Protective Services personnel shall be assisted by school principals to fulfill their mandated responsibilities. If there is suspected abuse or maltreatment, the school

authorities shall permit the student to be interviewed on school property by the Child Protective Services (CPS) caseworker. Such interviews shall be conducted in the presence of a school principal or qualified designee when appropriate. In those cases where CPS determines that the student is in imminent danger, and a Family Court application is not possible, they have the authority to take the student into protective custody without the consent of the student's parent.

3. Any other access to a student shall be allowed only after consent of a parent or guardian is secured.

#### **XIV. VISITORS TO THE SCHOOLS**

The Board encourages parents and other District citizens to visit the District's schools and classrooms to observe the work of students, teachers and other staff. Since schools are a place of work and learning, however, certain limits must be set for such visits. The building principal or designee is responsible for all persons in the building and on the grounds. For these reasons, the following rules apply to visitors to the schools:

1. Anyone who is not a regular staff member or student of the school will be considered a visitor.
2. All visitors to the school must report to the office of the principal or designated area. There they will be required to sign the visitor's register and will be required to wear a visitor's identification badge which must be worn at all times while in the school or on school grounds. The visitor must return the identification badge before leaving the building.
3. Visitors attending school functions that are open to the public, such as parent- teacher organization meetings or public gatherings, are not required to register.
4. Parents or citizens who wish to observe a classroom while school is in session are required to arrange such visits in advance with the classroom teacher(s), so that class disruption is kept to a minimum.
5. Any unauthorized person on school property will be reported to the principal or his designee as soon as possible. Unauthorized persons will be asked to leave. The police may be called if the situation warrants.
6. All visitors are expected to abide by the rules for public conduct on school property contained in this Code of Conduct.

#### **XV. PUBLIC CONDUCT ON SCHOOL PROPERTY**

All persons on school property or attending a school function shall conduct themselves in a respectful and orderly manner. In addition, all persons on school property or attending a school function are expected to be properly dressed for the purpose they are on school property.

A. **Prohibited Conduct.** No person either alone or with others, shall:

1. Intentionally injure any person or threaten to do so.

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2. Intentionally damage or destroy school District property or the personal property of a teacher, student, administrator, other District employee or any person lawfully on school property.
3. Disrupt the orderly conduct of classes, school programs or other school activities.
4. Distribute or wear materials on school grounds or at school functions that advocate violence, are obscene, advocate illegal action, appear libelous, obstruct the rights of others, or are disruptive to the school program.
5. Intimidate, harass or discriminate against any person on the basis of race, color, creed, national origin, religion, age, gender, sexual orientation, or disability.
6. Enter any portion of the school premises without authorization or remain in any building or facility after it is normally closed.
7. Obstruct the free movement of any person in any place to which this Code applies.
8. Violate the traffic laws, parking regulations or other restrictions on vehicles.
9. Smoking and/or possessing a lighted or unlighted cigarette, electronic cigarette (“e-cigarette” or “e-cig”), cigar, pipe or similar devices, including but not limited to e-hookahs, hookah pens, vapor pens, including paraphernalia; using chewing or smokeless tobacco, including dip, chew, and/or snuff, in any form on school premises or at a school sponsored function.
10. Possessing, consuming, intending to consume, selling, distributing or exchanging alcoholic beverages or illegal substances, or being under the influence of either. “Illegal substances” include, but are not limited to, inhalants, e-liquids, including liquid nicotine, cannabinoids (marijuana), synthetic cannabinoids (e.g.K2, Spice), propylene glycol (liquid nicotine),cocaine, LSD, PCP, amphetamines, heroin, steroids, look-alike “counterfeit” drugs, and any substances commonly referred to as “designer drugs” or be under the influence of any of the above on school property or at a school function.
11. Possessing or using weapons in or on school property or at a school function, except in the case of law enforcement officers or except as specifically authorized by the school District.
12. Loiter on or about school property.
13. Refuse to comply with any reasonable order of identifiable school District officials performing their duties.
14. Willfully incite others to commit any of the acts prohibited by this Code.
15. Violate any federal or state statute, local ordinance or Board policy while on school property or while at a school function.
16. Commit acts that threaten the safety and welfare of persons on school property.
17. Gamble on school property or at a school function.

**B. Penalties**

Persons who violate this Code shall be subject to the following penalties:

1. Visitor's authorization, if any, to remain on school grounds or at the school function shall be withdrawn and they shall be directed to leave the premises. If they refuse to leave, they shall be subject to ejection.
2. Students shall be subject to disciplinary action as the facts may warrant, in accordance with any due process requirements.

3. Employees shall be subject to disciplinary action in accordance with applicable legal rights.
4. The District may initiate disciplinary action against any student or staff member, or visitor as appropriate. The District reserves its right to pursue a civil or criminal legal action against any person violating the code.
5. Possible referral to law enforcement.

### **C. Enforcement**

The building principal or his designee shall be responsible for enforcing the conduct required by this Code.

## **XVI. DISSEMINATION AND REVIEW**

The Board directs the Superintendent to ensure that the community is aware of this Code of Conduct by:

1. Posting the Code of Conduct at the school website for easy 24/7 viewing by the Waverly community.
2. Providing copies of the summary of the Code of Conduct to all students, written in plain language, at the beginning of each school year.
3. Mailing a plain language summary of the Code of Conduct to all persons in parental relation to students before the beginning of each school year.
4. Providing all existing teachers and other staff members with a copy of the Code of Conduct and a copy of any amendments to the Code as soon as practicable after adoption.
5. Providing all new employees and students with a copy of the current Code of Conduct.
6. Providing training to students and staff about the Dignity for All Students Act, the prohibition against discrimination and harassment, intimidation or bullying, and the availability of each school's Dignity Act Coordinator.

The Superintendent will implement an in-service education program for all District staff members to ensure the effective implementation of school policy on school conduct and discipline, including but not limited to, promoting a safe and supportive school climate while discouraging, among other things, discrimination, bullying and/or harassment against students by students and/or school employees; and including safe and supportive school climate concepts in the curriculum and classroom management. The Superintendent may solicit the recommendations of the District staff, particularly teachers and administrators, regarding in-service programs to the management and discipline of students.

The Board of Education will review this Code of Conduct every year and update it as necessary. The Board may appoint an advisory committee to assist in reviewing the Code. The committee will be made up of representatives of student, teacher, administrator, and parent organizations, school safety personnel, and other school personnel.

Before adopting any revisions to the Code, the Board will solicit public feedback at a regular or special meeting at which school personnel, parents, students, and any other interested party may participate.

The Code of Conduct and any revisions to it will be filed with the Commissioner no later than 30 days after adoption.

Ref.: Education Law §3214; 8 NYCRR § 100.2 (1) 8 NYCRR Part 201; Executive Law Article 15; Chapter 482 of the Laws of 2010

## **Training, Drills and Exercises**

In order to implement this plan effectively, all faculty and staff will receive appropriate training in emergency procedures. Special emphasis will be placed on training for the safety teams, switchboard operators and backups and the facilities' staff.

Our Health and Safety coordinator in conjunction with local county emergency management and local FBI staffs have provided training regarding bomb threats and anthrax awareness. Our nurse provides training directly to blood-borne pathogen prevention. Our Health and Safety coordinator also provides right-to know exposure control and other safety training as requested.(BOCES RTK)

Staffs that play a critical role in responding to emergencies have been trained. The building principals and secretary staff have been trained on security access control devices at each of our instructional buildings.

The Safety Committee Coordinator reviews safety concerns and accident reports and makes recommendations to the Safety Committee and School District Management Council. The Safety Committee participates in tabletop exercises to evaluate current emergency plans. The committees' engaged in a tabletop exercise pertaining to a homeland security risk change on March 27, 2003.

The building principal assigns hall and cafeteria monitors. These duties are the responsibility of assistant building principal, teachers and teacher aides dependent on program and academic needs. Some monitors have been trained with proper techniques for restraining students.

The roles of these monitors are to check student passes. Monitor the number of students in the restrooms at any given time. Direct students to return to their classrooms if they wandering through the halls. Monitor student movement throughout the building. Assist students to the nurse's office. Assist and intervene with students who are having a problem / conflict with another student. Direct and escort students to the principal's office. Escort students to their proper rooms and areas if they are lost. Direct visitors to the main office and offer assistance to unfamiliar individuals.

### **Implementation of School Security**

All of our instructional buildings have access control devices for entry. Instructional buildings are latched and locked during student occupancy. Entrance camera, monitor, and communication device. Only upon approval by secretary, locking device is released for entry. Staff has been trained to avoid common security mistakes relating to the “halo effect,” or the reverse of negative profiling. Instead of suspecting wrongdoing from a person who looks or dresses a certain way, the halo effect causes an observer to assume a person is not a threat because he or she dresses or looks a certain way.

### **Vital Educational Agency Information**

Our district has no other educational agency in our district boundary.

### **B. Early Detection of Potentially Violent Behaviors**

Monthly instructional and administration staff meetings are held to discuss early potentially violent behaviors. Calendars are issued to all staff, parents and guardians annually explaining school activities. Calendars also explain many board policies of student conduct expected throughout the school year. Quarterly newsletters are mailed to parents and guardians from each instructional building. Annually training is provided on early warning and timely response relating to early identification of potentially violent behaviors. Staff is also trained on identification of risk and protective factors to help children.

### **C. Identification of Sites of Potential Emergencies**

We have identified sites of potential internal and external emergencies. The internal potential hazard is an 18,000-gallon propane storage tank located at the West End of our Middle/High school building. The greatest external likelihood of a natural disaster affecting our buildings would be a severe and sudden winter storm, which might be accompanied by ice. Flooding or flash flooding could also impact our facilities. Serious violent incident means an incident of violent conduct that is, or appears to be, life threatening and warrants the evacuation of students and/or staff because of an imminent threat to their safety or health, including, but not limited to, the use or threatened use of a firearm, explosive, bomb, incendiary device, chemical or biological weapon, knife or other dangerous instrument capable of causing death or serious injury; riot; hostage-taking or kidnapping. Fire, explosion, a water break or a toxic substance release could occur at our facilities, as could a mass illness such as food poisoning.

One possible source of a manmade disaster is a plane crash. The Elmira/Corning Airport, with over 62,000 flights per year and an active medical helicopter, Guthrie 1, provide a moderate level of traffic. More likely sources of toxic material spills, which could disrupt school activities, are the railroad tracks and interstate 86. Trains carrying significant quantities of toxic chemicals pass through our area daily, as do trucks. All of our facilities are less than a mile north of both. The only facility which may have a significant number of toxic chemicals on a daily basis is Chemite, Inc., a

detergent manufacturer located about a mile east on route 17 of our Chemung elementary building.

### **SECTION III: RESPONSE**

#### **A. Notification and Activation (Internal and External Communications)**

- Each building principal has a dedicated telephone line in their office to contact the Safety Coordinator and Superintendent of Schools of any incident. Each principal and principal secretary has an updated Safety Plan listing of telephone numbers of all emergency response personnel in their district and immediate area. Each multi-hazard response explains the actions to be taken and who to contact.
- Each instructional building principal, building secretary, head bus driver, bus drivers, bus mechanics, operations & maintenance personnel, town highway supervisors including district administration building have a listing of all cell phone numbers of key personnel. Cell phones are used for every day events as well as immediately announcing a hazard protocol response code number for immediate activation.
- The district shall use the Community Alert Network system (automated calling) if parents, guardians or persons in parental relationship need to be contacted due to early dismissal or building evacuation. This system is contracted, which is capable of contacting 15,000 people per hour. Our district updates this system twice a year on telephone numbers pertaining to business and home telephone numbers to all parents, guardians or other persons in our district. Activation can be by building, buildings or district-wide. The Superintendent of Schools and his assigned designee's are the only persons to activate this system.

#### **B: Situational Responses**

- Each protocol includes notification, persons responsible and actions to be taken. There are descriptions of actions to be taken in response to specific emergencies, including school cancellation, early dismissal, evacuating and sheltering. Evacuation routes are included in this plan.

#### **C: Responding to Threats and Acts of Violence**

- This plan follows regulatory requirements by having established policies and procedures for addressing implied or direct threats of violence. Board of Education Policies and specific emergency response procedures are in the Building Level Safety Plans.

#### **D: District Resources Available for Use in an Emergency**

- Waverly School has the following resources available in case of emergencies as long as these emergencies do not hinder the ability to utilize these resources.

Cafeteria and food service production, weather monitoring systems in two locations, fleet of cars, vans and buses for transportation, construction equipment (skid steer, tractor loader, dump truck, stake body truck, etc.), building emergency shelters.

### **AIRCRAFT CRASH**

Aircraft crashes can be of three types: **civilian, commercial, and military**. Crashes can involve structures or simply be on the school premises.

NOTIFICATION: NONE

#### **CRASH INTO BUILDING**

PERSON RESPONSIBLE: **FIRST PERSON TO REACH FIRE ALARM**

ACTION:

- ACTIVATE FIRE ALARM
- ASSIST IN BUILDING EVACUATION

PERSON RESPONSIBLE: **TEACHERS**

ACTION:

- SELECT EVACUATION ROUTE TO AVOID CONTACT WITH ANY DEBRIS OR MAJOR PARTS OF AIRCRAFT
- MOVE STUDENTS TO AN AREA AS FAR AWAY FROM CRASH SCENE AS FEASIBLE SINCE FURTHER FIRE OR EXPLOSIONS ARE POSSIBLE

PERSON RESPONSIBLE: **PRINCIPAL**

ACTION:

- CALL POLICE AND FIRE DEPARTMENTS
- CALL SUPERINTENDENT AND EMERGENCY MANAGEMENT COORDINATOR
- ORGANIZE EMERGENCY RESPONSE TEAM TO ASSIST WITH ANY SURVIVORS
- ESTABLISH TRIAGE POST
- ARRANGE FOR EARLY DISMISSAL OR TRANSFER OF UNINJURED STUDENTS TO ANOTHER SITE IF NECESSARY. AVOID BLOCKING ACCESS ROUTES FOR EMERGENCY VEHICLES

PERSON RESPONSIBLE: **PRINCIPAL**

ACTION:



- ASSESS DANGER OF FIRE OR EXPLOSION IN TERMS OF BUILDING OCCUPANTS
- IF APPROPRIATE, USE P.A. SYSTEM TO ORDER EVACUATION OF THE SCHOOL IN A DIRECTION AWAY FROM THE CRASH SITE
- FOLLOW REST OF STEPS AS IN CASE OF CRASH INTO BUILDING

**ARMED PERSON, HOSTAGE OR TERRORIST ACTIVITIES**

NOTIFICATION: FIRST PERSON AWARE OF EVENT WILL CONTACT PRINCIPAL

PERSON RESPONSIBLE: **PRINCIPAL, IF AVAILABLE, OR SCHOOL SECRETARY**

ACTION:

- CALL 911 and SCHOOL RESOURCE OFFICER. GIVE SPECIFICS OF SITUATION, NUMBER OF PERSONS INVOLVED, AND LOCATION
- NOTIFY EMERGENCY COORDINATOR AND SUPERINTENDENT IF NOT ALREADY NOTIFIED
- BE AVAILABLE TO MEET LAW ENFORCEMENT PERSONNEL

PERSON RESPONSIBLE: **PRINCIPAL**

ACTION:

- IF ALERTED TO SITUATION BY CODED WARNING DO NOT ENTER CLASSROOM. OBSERVE WHAT IS VISIBLE FROM OUTSIDE THE ROOM AND TAKE APPROPRIATE ACTION
- USING MESSENGERS (MEMBERS OF EMERGENCY RESPONSE TEAM) RATHER THAN P.A. SYSTEM, EVACUATE AS MANY PEOPLE AS POSSIBLE FROM BUILDING IN A DIRECTION AWAY FROM DANGER
- IF POSSIBLE, NOTIFY TEACHERS IN AFFECTED AREAS TO CLOSE SHADES, BARRICADE DOORS, AND HAVE STUDENTS GET UNDER DESKS OR LIE PRONE
- AWAIT INSTRUCTIONS FROM LAW ENFORCEMENT OFFICER IN CHARGE OF SCENE

PERSON RESPONSIBLE: **TEACHERS**

ACTION:

- IF ARMED INTRUDER ENTERS ROOM, SPEAK WITH HIM/HER IN A CALM VOICE
- DO NOT ATTEMPT TO ALARM, DISARM, OR OTHERWISE UPSET INTRUDER
- IF FEASIBLE, CONTACT OFFICE

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- IF INTRUDER GIVES ORDERS THAT INDICATE THAT HE/SHE IS HOLDING THE CLASS HOSTAGE, FOLLOW ORDERS AND URGE CHILDREN TO FOLLOW ORDERS
- BE AWARE THAT POLICE WILL TRY TO NEGOTIATE WITH THE PERSON AND THAT THIS MAY TAKE A LONG TIME

**ACTIVE SHOOTER, ARMED PERSON, HOSTAGE OR TERRORIST ACTIVITIES**

NOTIFICATION: FIRST PERSON AWARE OF EVENT WILL CONTACT PRINCIPAL

	PRINCIPAL/SECRETARY RESPONSIBILITIES	PRINCIPAL RESPONSIBILITIES	TEACHER RESPONSIBILITIES
<u>ACTIVE</u>	<ul style="list-style-type: none"> <li>• Activate RUN, HIDE, FIGHT protocol</li> <li>• Contact 911</li> <li>• Notify District Office</li> </ul>	<ul style="list-style-type: none"> <li>• Observe and take appropriate actions</li> <li>• Coordinate RUN</li> <li>• Await Law Enforcement instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Assist students with  RUN  HIDE  FIGHT</li> </ul>
	DISTRICT OFFICE	SUPERINTENDENT	
<u>ACTIVE</u>	<ul style="list-style-type: none"> <li>• Immediately contact Evacuation sites</li> <li>• Contact Bus Garage</li> <li>• Begin to coordinate for Reunification</li> </ul>	<ul style="list-style-type: none"> <li>• Coordinate with Law Enforcement</li> <li>• Initiate efforts to notify parents</li> <li>• Consult with Law enforcement @ what can be released</li> <li>• Prepare Press Release</li> </ul>	

If situation becomes a hostage/ static situation, staff/students should attempt to keep intruder calm, do what intruder asks of you, and be aware that police will try to negotiate with the intruder. This process may take an extended period of time.

**BIOTERRORISM (Anthrax Exposure)**

**PERSON RESPONSIBLE: PERSON EXPOSED**

**ACTION**

- STAY CALM, AVOID UNNECESSARY HANDLING OF ENVELOPE, PACKAGE WHICH ALLEGEDLY CONTAINS THE ORGANISM.
- ISOLATE YOURSELF FROM ALL OTHERS. DO NOT PERMIT ANYONE TO ACCESS THE AREA
- CALL THE OFFICE AND/OR 911 AND EXPLAIN YOUR SITUATION.

**BOMB THREATS**

**NOTIFICATION: ANONYMOUS TELEPHONE CALL OR LETTER**

**PERSON RESPONSIBLE: PERSON TAKING CALL**

**ACTION:**

- FILL OUT BOMB THREAT CHECKLIST
- CONTACT EMERGENCY MANAGEMENT COORDINATOR - IF NOT IMMEDIATELY AVAILABLE, NOTIFY POLICE.
- STAY AVAILABLE TO TALK WITH LAW ENFORCEMENT OFFICERS

**PERSON RESPONSIBLE: PRINCIPAL**

**ACTION:**

- AFTER CHECKING ACCESS ROUTES, LARGE UNOCCUPIED SPACES, AND INSTRUCTIONAL STAFF CHECKING THEIR SPACES, EVACUATE TO LARGE SPACES OR OUTSIDE THE BUILDING.
- NOTIFY POLICE
- EVALUATE THREAT TO DETERMINE LIKELIHOOD OF ITS BEING A HOAX
- COOPERATE WITH POLICE AUTHORITIES

**PERSON RESPONSIBLE: INFORMATION OFFICER**

**ACTION:**

- DISCUSS ADVANTAGE OF NEWS SUPPRESSION WITH MEDIA IF APPROACHED

**PERSON RESPONSIBLE: ALL STAFF**

**ACTION:**

- BE ALERT FOR SUSPICIOUS OBJECTS IN YOUR WORK AREA. IF ANY IS FOUND, DO NOT TOUCH OR DISTURB IT. REPORT IT TO THE EMERGENCY MANAGEMENT OFFICER OR LAW ENFORCEMENT PERSON IMMEDIATELY

**CAUTION: DO NOT TRIGGER FIRE ALARM--BOMB MAY BE WIRED TO SYSTEM**

**BOMB THREAT CHECKLIST**

DO NOT INTERRUPT THE CALLER EXCEPT TO ASK

When will it go off? Certain Hour \_\_\_\_\_

Time Remaining \_\_\_\_\_ Where is it placed? \_\_\_\_\_

What does it look like? Appearance \_\_\_\_\_

Did caller appear familiar with building by the description of the bomb location? Yes \_\_\_\_\_ No? \_\_\_\_\_

Name of Taker of Call? \_\_\_\_\_ Time \_\_\_\_\_ Date \_\_\_\_\_

Origin of Call - Local \_\_\_\_\_ Long Dist. \_\_\_\_\_ Booth \_\_\_\_\_ Internal \_\_\_\_\_

Caller's Identity - Male \_\_\_\_\_ Female \_\_\_\_\_ Approximate Age \_\_\_\_\_

**VOICE CHARACTERISTICS**

**SPEECH**

Loud    Soft    High  
Pitch    Deep    Distinct    Distorted  
Raspy    Pleasant    Stutter  
Intoxicated    Slurred    Certain Words or Phrases

**LANGUAGE**

Fast    Slow    Excellent    Good  
Fair    Poor  
Nasal    Foul Odor  
Other: \_\_\_\_\_

**ACCENT**

New England  
Southern  
Mid-Western  
Western

**MANNER**

Calm    Angry  
Rational    Irrational  
Coherent    Incoherent  
Deliberate    Emotional  
Righteous    Laughing  
Animals

**BACKGROUND NOISES**

Office    Music  
Factory    Party  
Street    Trains  
Airplanes    Quiet  
Bedlam    Animals  
Mixed Voices

Racial Or Ethnic Background

**ACTION TO TAKE IMMEDIATELY AFTER CALL**

**FIRST:      Notify law enforcement in your area.**

- SECOND: Notify your School Emergency Management Coordinator.**  
**THIRD: Complete a New York State School Bomb Threat Report Data sheet following the conclusion of the bomb threat event and fax return it.**

### **BUS ACCIDENT**

#### **NOTIFICATION:**

- DRIVER WILL NOTIFY HEAD BUS DRIVER IF ABLE TO DO SO, OR WILL ASK FIRST ASSISTANT ON SCENE TO MAKE THIS CONTACT
- DRIVER WILL REQUEST AMBULANCE IF NEEDED

#### **PERSON RESPONSIBLE: HEAD BUS DRIVER**

#### **ACTION:**

- NOTIFY TRANSPORTATION SUPERVISOR, MECHANICS, AND BUILDING PRINCIPALS OF STUDENTS INVOLVED
- HAVE TRANSPORTATION STAFF STAND BY, IF ACCIDENT IS SEVERE
- GO TO SCENE IF FEASIBLE

#### **PERSON RESPONSIBLE: TRANSPORTATION SUPERVISOR**

#### **ACTION:**

- NOTIFY SUPERINTENDENT, BUSINESS MANAGER, PRESIDENT, MEMBERS OF SCHOOL BOARD, AND SCHOOL NURSE

#### **PERSON RESPONSIBLE: BUS DRIVER**

#### **ACTION:**

- LEAVE BUS RUNNING AND REMAINS IN SEAT UNTIL COMMUNICATIONS ARE COMPLETED. IF TYPE OF ACCIDENT WARRANTS OR YOU MUST LEAVE YOUR SEAT, TURN OFF IGNITION SWITCH AND PLACE KEYS IN YOUR POCKET
- SET BRAKES; TURN ON 4 WAY FLASH
- CONTACT HEAD BUS DRIVER, GIVE DETAILS OF LOCATION AND BRIEF SUMMARY OF EXTENT OF DAMAGE OR INJURIES. IF RADIO SYSTEM IS NOT WORKING ASK FIRST ASSISTANT ON SCENE TO MAKE NOTIFICATION. IF YOU ARE DISABLED, ASK OLDEST OR MOST RESPONSIBLE STUDENTS ON BUS TO ASSIST
- PROTECT THE SCENE OF THE ACCIDENT SO THAT EVIDENCE IS NOT DESTROYED. DO NOT MOVE BUS UNLESS LAW OFFICIAL OR TRANSPORTATION SUPERVISOR ADVISES YOU TO DO SO OR IF FURTHER DANGER IS LIKELY
- SET UP REFLECTORS

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- KEEP STUDENTS ON BUS AND IN THEIR SAME SEATS EXCEPT IF THERE IS DANGER OF FIRE, FURTHER COLLISION, OR DROWNING. IF YOU MUST GET THEM OFF, HAVE THEM MOVE IN A GROUP TO A DESIGNATED SPOT AT LEAST 100 FEET FROM BUS AND OUT OF DANGER FROM OTHER TRAFFIC OR EMERGENCY VEHICLES
- BE ALERT FOR POSSIBILITY OF FIRE: CHECK FOR RUPTURED FUEL TANK, FUEL LINES, ELECTRICAL FIRE, OR ANY SIGN OF SMOKE
- COMFORT, REASSURE AND RENDER ASSISTANCE TO STUDENTS AS NEEDED
- DO NOT DISCUSS OR MAKE ANY STATEMENT TO BYSTANDERS OR OTHER DRIVERS REGARDING FAULT FOR ACCIDENT. DO NOT SIGN ANYTHING
- GET LICENSE PLATE NUMBERS OF ALL VEHICLES INVOLVED. GET NAMES AND ADDRESSES OF ALL PERSONS INVOLVED AND ALL WITNESSES. SOME WITNESSES MAY LEAVE BEFORE LAW ENFORCEMENT ARRIVES
- YOU ARE REQUIRED TO GIVE YOUR NAME, ADDRESS, DRIVER'S LICENSE NUMBER, AND VEHICLE INFORMATION TO THE OTHER DRIVERS INVOLVED, AND MUST GET THE SAME INFORMATION FROM THEM
- MAKES A LIST OF **ALL** STUDENTS ON THE BUS: LIST NAME, ADDRESS, AGE, SCHOOL, AND PHONE NUMBER AND LOCATION ON THE BUS
- DO NOT RELEASE STUDENTS TO PARENTS OR ANYONE ELSE UNTIL SCHOOL OFFICIALS HAVE ARRIVED WITH EMERGENCY SIGN OUT FORMS (EXCEPT FOR MEDICAL EMERGENCIES)
- INJURED STUDENTS SHOULD BE TRANSPORTED TO HOSPITAL BY PROPER MEANS ACCORDING TO DISTRICT POLICY

**PERSON RESPONSIBLE: TRANSPORTATION SUPERVISOR**

**ACTION:**

- IMMEDIATELY GO OR SEND PERSONNEL TO ASSIST DRIVER. SEND EMERGENCY SIGN OUT FORMS AND ACCIDENT REPORT FORMS AS NEEDED
- ASSESS SITUATION AND CALL FOR OTHER BUSES AND ASSISTANCE AS NEEDED
- IN CASE OF ANY ACCIDENT NOTIFY SUPERINTENDENT
- ASSIST DRIVER
- ENSURE THAT INJURED CHILDREN RECEIVE APPROPRIATE FIRST AID AND TRANSPORTATION TO HOSPITAL AS NEEDED

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- INTERVIEW STUDENTS USING STUDENT INTERVIEW SHEET IF TIME ALLOWS. OTHERWISE HAVE INTERVIEWS COMPLETED BY SCHOOL NURSE WHEN STUDENTS ARE TRANSPORTED BACK TO HOME SCHOOL. IF PARENTS ARRIVE AT SCENE, HAVE THEM PRESENT DURING INTERVIEW
- IN CASE OF ACCIDENT INVOLVING INJURIES DO NOT RELEASE STUDENTS TO GO HOME BEFORE COMPLETING INTERVIEWS
- HAVE PARENTS SIGN EMERGENCY SIGN OUT SHEET BEFORE RELEASING STUDENTS
- ENSURE THAT SCHOOL BUS ACCIDENT FORM MV 104F IS FILLED OUT IF ANY STUDENTS WERE ON BOARD AND THERE WAS PERSONAL INJURY TO SOMEONE OR PROPERTY DAMAGE OF OVER \$600. NOTIFY DEPARTMENT OF TRANSPORTATION
- HAVE BUS CHECKED FOR DAMAGE AND REPAIRED BEFORE RETURNING TO SERVICE

**PERSON RESPONSIBLE: SUPERINTENDENT**

- HAVE OTHER MEMBERS OF EMERGENCY MANAGEMENT TEAM SUMMONED TO COMMAND POST IF NEEDED
- ORGANIZE CONTACTING OF PARENTS OF DELAYED, INJURED, OR DEAD STUDENTS. ASK PARENTS NOT TO GO TO ACCIDENT SCENE

**PERSON RESPONSIBLE: SUPERINTENDENT OR DESIGNEE**

**ACTION:**

- PREPARE PRESS RELEASE WITH IMMEDIATELY AVAILABLE INFORMATION. INDICATE TO MEDIA THAT YOU WILL MAKE PROGRESS REPORTS AS INFORMATION BECOMES AVAILABLE. DO NOT INDICATE CAUSE OF ACCIDENT, BUT SAY IT IS "UNDER INVESTIGATION"

**CHEMICAL ACCIDENT IN SCHOOL**

**NOTIFICATION:** NONE

**SMALL SPILLS, NO APPARENT TOXIC EFFECTS OR SPILLAGE INTO DRAINS**

**PERSON RESPONSIBLE: FIRST PERSON ON SCENE**

**ACTION:**

- NOTIFY SUPERVISOR OF TYPE AND AMOUNT OF MATERIAL SPILLED
- NOTIFY EMERGENCY COORDINATOR TO EVALUATE SITUATION
- SEEK ADVICE ON APPROPRIATE CLEAN UP AND DISPOSAL OF MATERIAL

**MAJOR SPILLS, SPILLS HEADING INTO DRAINS, SPILLS WHICH GIVE OFF TOXIC FUMES**

**PERSON RESPONSIBLE: FIRST PERSON ON SCENE**

**ACTION:**

- IF SPILL HEADING TOWARD DRAIN AND APPARENTLY NOT GIVING OFF TOXIC FUMES, DAM OR DIKE IMMEDIATELY
- CALL FIRE DEPARTMENT
- EVACUATE AREA IMMEDIATELY
- HAVE PERSON STAND GUARD OUTSIDE THE AREA TO KEEP ALL UNAUTHORIZED PERSONS FROM ENTERING AREA
- NOTIFY EMERGENCY MANAGEMENT COORDINATOR

**PERSON RESPONSIBLE: EMERGENCY MANAGEMENT COORDINATOR**

**ACTION:**

- NOTIFY SUPERINTENDENT
- NOTIFY SCHOOL NURSE TO CHECK ON ANY PERSON EXPOSED
- RELOCATE PERSONS EVACUATED FROM SPILL AREA



- NOTIFY NEW YORK STATE DEPARTMENT OF ENVIRONMENTAL CONSERVATION AND OTHER AGENCIES IF REQUIRED
- CONSULT WITH SCT BOCES EMPLOYEE RELATIONS AND SAFETY STAFF IF UNCERTAIN OF HANDLING OR NOTIFICATION REQUIREMENTS

### **CHILD ABDUCTION**

**NOTIFICATION:** NONE

**PERSON RESPONSIBLE:** ANY STAFF MEMBER WHO OBSERVES SUSPECTED ABDUCTOR

- **ON PLAYGROUND**

**ACTION:**

- IF YOU SEE A POSSIBLY UNAUTHORIZED ADULT APPROACH A CHILD MOVE TO CALMLY ASK WHAT THEIR BUSINESS MAY BE

**IF THE ABDUCTION IS ALREADY IN PROGRESS DO NOT ATTEMPT TO INTERFERE, BUT**

- IF IN POSITION TO SEE IT OR ABLE TO MOVE TO SEE IT, GET LICENSE NUMBER OF CAR OF SUSPECTED ABDUCTOR
- IF POSSIBLE NOTIFY ANOTHER ADULT OF WHAT IS HAPPENING AND ASK THAT PERSON TO NOTIFY PRINCIPAL AND CALL 911. DO NOT SHOUT SO THAT ABDUCTOR CAN HEAR--HE/SHE MAY BE ARMED AND YOU MAY ENDANGER THE LIVES OF OTHERS
- NOTIFY PRINCIPAL AND HAVE HIM NOTIFY LAW ENFORCEMENT, IF NOT ALREADY NOTIFIED
- AS SOON AS POSSIBLE, JOT DOWN DESCRIPTION OF SUSPECTED ABDUCTOR, AND MAKE AND MODEL OF CAR IF OBSERVED

**IN CLASSROOM**

- ASK SUSPECTED ABDUCTOR IF HE/SHE HAS WRITTEN PERMISSION TO TAKE CHILD
- CONFRONT CALMLY
- IF THERE IS OPPORTUNITY, INDICATE THAT CHILD MUST BE SIGNED OUT AT OFFICE. ESCORT PERSON TO OFFICE
- IF PERSON SNATCHES CHILD AND FLEES, NOTIFY OFFICE IMMEDIATELY BY INTERCOM. DEPENDING ON LOCATION TRY TO MOVE TO A POINT WHERE YOU CAN OBSERVE ABDUCTOR LEAVING BUILDING, AND NOTE CAR LICENSE AND DIRECTION HEADED
- FOLLOW REST OF STEPS OUTLINED FOR PLAYGROUND SCENARIO

**PERSON RESPONSIBLE:** PRINCIPAL

**ACTION:**

- NOTIFY POLICE IF NOT ALREADY NOTIFIED
- HAVE CHILD'S INFORMATION CARD PULLED AND AVAILABLE

- CONTACT SUPERINTENDENT AND EMERGENCY MANAGEMENT COORDINATOR

**PERSON RESPONSIBLE: SUPERINTENDENT OR DESIGNEE**

**ACTION:**

- AFTER CONSULTATION WITH LAW ENFORCEMENT PERSONNEL, NOTIFY PARENT OF EVENT

**PERSON RESPONSIBLE: INFORMATION OFFICER/SUPERINTENDENT**

**ACTION:**

- CONSULT WITH LAW ENFORCEMENT PERSONNEL REGARDING WHAT INFORMATION CAN BE GIVEN TO MEDIA
- PREPARE PRESS RELEASE BASED ON THIS INFORMATION. KEEP STATEMENT FACTUAL AND DO NOT ALLEGE GUILT OF A CRIMINAL OFFENSE

### **CIVIL DISOBEDIENCE AND/OR STUDENT DISORDERS**

#### **PRELIMINARY INDICATORS OF TROUBLE**

1. Gatherings of unusually large groups of students.
2. Large numbers of students tardy or refusing to go to class.
3. A pattern of general loudness, disorder or defiance to supervisors and teachers.
4. Outbreaks of students fighting or unprovoked assaults.
5. The forming of groups in the vicinity of the school which become active or moves onto the school grounds.

**PERSON RESPONSIBLE: PRINCIPAL**

**ACTION:**

- NOTIFY POLICE
- ASSESS SITUATION AND NOTIFY EMERGENCY MANAGEMENT COORDINATOR AND SUPERINTENDENT
- IMMEDIATELY TAKE STEPS TO ISOLATE THE DISTURBANCE BY HAVING OTHER STUDENTS STAY IN PLACE IF CLASSES ARE IN SESSION

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- USE EMERGENCY RESPONSE TEAM AS MESSENGERS IF USE OF PUBLIC ADDRESS SYSTEM IS LIKELY TO AGGRAVATE THE SITUATION
- IF STUDENTS ARE ARRIVING AT SCHOOL, HAVE STAFF MEMBER MEET BUSES AND HAVE THEM UNLOAD STUDENTS IN AN AREA AWAY FROM THE DISTURBANCE
- IF STUDENTS MUST BE LOADED ON BUSES TO LEAVE SCHOOL PREMISES, HAVE STAFF ESCORT THEM TO A SAFE LOADING AREA AWAY FROM THE DISTURBANCE. RELEASE THEM IN SMALL GROUPS, ONE BUS AT A TIME
- ASSIGN SOMEONE TO MAKE LOG OF EVENTS: TIME, STUDENTS INVOLVED, ACTIONS, QUOTES
- ASSIGN SOMEONE TO LOCK ALL UNOCCUPIED ROOMS AND OFFICES
- ASSIGN RESPONSIBLE PERSON TO GUARD FIRE ALARMS IN AREA OF DISTURBANCE
- IF POSSIBLE, IDENTIFY STUDENT LEADERS AND ASK THEM TO DISPERSE. TRY TO MEET WITH LEADERS SEPARATE FROM MAIN GROUP
- ALWAYS APPROACH THE GROUP IN PAIRS
- FOLLOWING THE DISTURBANCE, COLLECT REPORTS OF INJURIES AND DAMAGES
- QUESTION STUDENTS IMMEDIATELY OR FACILITATE POLICE TAKING STUDENT AND STAFF WITNESSES' TESTIMONY. GET NAMES, TIMES, AND REMARKS
- CONTACT PARENTS OF PARTICIPANTS
- FOLLOW DISTRICT POLICY IN DECIDING ON DISCIPLINARY ACTION

PERSON RESPONSIBLE: **EMERGENCY MANAGEMENT COORDINATOR**

ACTION:

- COOPERATE WITH POLICE IN ASSESSING SITUATION
- IF NECESSARY, ASSIGN STAFF TO MONITOR ENTRANCES TO SCHOOL PREMISES TO KEEP UNAUTHORIZED PERSONNEL AWAY FROM STUDENTS
- ARRANGE FOR PHOTOS OR VIDEOS TO BE TAKEN OF DISRUPTIVE ACTIVITIES

PERSON RESPONSIBLE: **SUPERINTENDENT**

ACTION:

- ORGANIZE MEDIA INFORMATION CENTER AT A SITE AWAY FROM THE DISTURBANCE
- ATTEMPT TO MINIMIZE USE OF PRESS CAMERAS IN IMMEDIATE AREA OF DISTURBANCE

- GIVE REPORTERS AS MUCH INFORMATION AS POSSIBLE AND URGE THEM NOT TO FOCUS ON ISOLATED INFLAMMATORY INCIDENTS. ASK FOR THEIR COOPERATION IN RUMOR CONTROL

### **EARTHQUAKE**

**NOTIFICATION:** ADVANCE WARNING UNLIKELY

**PERSON RESPONSIBLE:** **TEACHERS AND STAFF**

**ACTION:**

- DURING THE SHAKING: ORDER STUDENTS TO ASSUME "DUCK AND COVER" POSITION USING ANY AVAILABLE COVER SUCH AS DESKS AND TABLES
- HAVE THEM MOVE AWAY FROM WINDOWS
- ASSUME PROTECTIVE POSITION YOURSELF. MOST INJURIES ARE THE RESULT OF FALLING DEBRIS
- AFTER SHAKING STOPS, REMIND STUDENTS OF LIKELIHOOD OF AFTER SHOCKS
- BE ALERT FOR INSTRUCTIONS TO EVACUATE BUILDING
- WHEN BUILDING IS EVACUATED, MOVE TO OPEN AREAS, TAKE ROLL AND REPORT ANY MISSING STUDENTS/STAFF TO PRINCIPAL
- NO ONE OTHER THAN CUSTODIAL AND MAINTENANCE STAFF AND EMERGENCY RESPONSE TEAM SHALL REENTER BUILDINGS UNTIL THEY ARE DECLARED SAFE

**PERSON RESPONSIBLE:** **PRINCIPAL**

**ACTION:**

- SIGNAL BUILDING EVACUATION IF SHAKING IS LIKELY TO HAVE CAUSED STRUCTURAL DAMAGE
- CONTACT EMERGENCY MANAGEMENT COORDINATOR
- CHECK THAT GAS VALVES HAVE BEEN ISOLATED AND REMIND STUDENTS AND STAFF TO AVOID USING MATCHES OR CIGARETTE LIGHTERS. **THE NO SMOKING POLICY MUST BE STRICTLY ADHERED TO**

**PERSON RESPONSIBLE:** **EMERGENCY MANAGEMENT COORDINATOR**

**ACTION:**

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- IF EARTHQUAKE HAS BEEN OF SIGNIFICANT MAGNITUDE TO HAVE CAUSED DAMAGE TO THE SCHOOL OR THE COMMUNITY, OPEN COMMAND POST AND ESTABLISH COMMUNICATIONS LINK WITH THE COUNTY EMO
- DETERMINE FEASIBILITY OF SHELTER IN PLACE OR EARLY DISMISSAL PLANS BASED ON COMMUNICATIONS, AVAILABILITY OF TRANSPORTATION, DAMAGE TO RESIDENTIAL STRUCTURES, AND TRANSPORTATION ROUTES
- HAVE BUILDING AND SCHOOL PROPERTY CHECKED FOR DAMAGE TO UTILITY LINES
- HAVE ALL CUSTODIAL WORK AREAS CHECKED FOR SPILLED CHEMICALS AND OTHER POTENTIALLY HARMFUL MATERIALS

PERSON RESPONSIBLE: **MAINTENANCE OR CUSTODIAL STAFF**

ACTION:

- CHECK OIL TANKS
- SHUT OFF ELECTRIC CURRENT FROM MAIN CONNECTOR (FURNACE ROOM)
- SHUT OFF WATER IF PIPES MAY HAVE BEEN DAMAGED

**ELECTRIC POWER FAILURE**

PERSON RESPONSIBLE: **PRINCIPAL**

ACTION:

- CALL NYSEG OR GPU TO REPORT FAILURE AND GET ESTIMATE OF DURATION. IF PHONE IS NOT WORKING, USE RADIO TO CONTACT SUPERINTENDENT OR EMERGENCY MANAGEMENT COORDINATOR
- CONSULT WITH SUPERINTENDENT REGARDING ADVISABILITY OF IMPLEMENTING EARLY DISMISSAL PLAN
- NOTIFY TEACHERS OF EXPECTED DURATION OF OUTAGE

PERSON RESPONSIBLE: **CUSTODIAN**

ACTION:

- ROOM BY ROOM, DO ORDERLY SHUT DOWN OF ALL ELECTRIC SWITCHES AND ITEMS WHICH HAVE BEEN LEFT IN AN "ON" POSITION

PERSON RESPONSIBLE: **EMERGENCY MANAGEMENT COORDINATOR**

ACTION:

- IF OUTAGE IS EXPECTED TO LAST AN HOUR OR MORE, DECIDE ON THE ADVISABILITY OF IMPLEMENTING EARLY DISMISSAL PLANS  
**EVACUATION TO ANOTHER SCHOOL**  
**STANDARD OPERATING PROCEDURE**

PERSON RESPONSIBLE: **SUPERINTENDENT/EMERGENCY MANAGEMENT COORDINATOR**

ACTION:

- CLEAR EVACUATION ROUTE WITH COUNTY EMERGENCY MANAGEMENT OFFICE OR LOCAL EMERGENCY AUTHORITY
- NOTIFY TRANSPORTATION SUPERVISOR OF EVACUATION AND ROUTE
- NOTIFY EMERGENCY MANAGEMENT COMMITTEE TO ASSIST WITH PROCESS
- ENSURE THAT EVACUATION IS COMPLETE, STAYING IN COMMUNICATION WITH EMERGENCY AUTHORITIES

PERSON RESPONSIBLE: **HEAD BUS DRIVER**

ACTION:

- CALL IN THOSE BUS DRIVERS WHO CAN REACH THE GARAGE WITHIN 10-15 MINUTES IF RELEVANT
- ASSIGN OTHER SCHOOL DISTRICT PERSONNEL WHO ARE RELEASED TO YOU TO BUSES
- NOTIFY ALL DRIVERS OF ROUTE TO BE TAKEN AND TO STAY IN PROCESSION IF POSSIBLE

PERSON RESPONSIBLE: **PRINCIPAL**

ACTION:

- ANNOUNCE EVACUATION ON P.A. SYSTEM. EVACUATE AREA BY AREA, BEGINNING WITH THE KINDERGARTEN
- WORK WITH MEMBERS OF EMERGENCY MANAGEMENT COMMITTEE AND EMERGENCY RESPONSE TEAM TO SUPERVISE THE EVACUATION, USING AVAILABLE SCHOOL BUSES, DISTRICT VEHICLES, THEN STAFF PRIVATE VEHICLES

**NOTE: NO STUDENTS SHALL BE ALLOWED TO WALK HOME. ALL MUST BE EVACUATED TOGETHER TO THE SAME LOCATION, AND RELEASED TO THEIR PARENTS FROM THAT SITE**

- IF PARENTS ARRIVE AT CHEMUNG ELEMENTARY SCHOOL DURING EVACUATION TO COLLECT THEIR CHILDREN, CHILDREN MAY BE RELEASED ONLY AFTER THE PARENT SIGNS THE EMERGENCY SIGN-OUT FORM IN THE PRESENCE OF THE SCHOOL SECRETARY OR TEACHER
- ENSURE THAT EVACUATION IS COMPLETE, AND COMMUNICATE COMPLETION TO EMERGENCY MANAGEMENT COORDINATOR

**PERSON RESPONSIBLE: TEACHERS**

**ACTION:**

- TAKE CLASS LISTS AND EMERGENCY SIGN-OUT FORMS TO EVACUATION SITE
- ASSIST CHILDREN IN REMAINING CALM AND QUIET
- SUPERVISE CLASS ON BUS AND DURING UNLOADING AND SETTLING IN TO HOST SCHOOL
- ASSIST WITH STUDENTS FROM OTHER CLASSROOMS IF REQUESTED TO DO SO
- REMAIN RESPONSIBLE FOR CLASS UNTIL RELEASED BY SUPERVISOR

**PERSON RESPONSIBLE: CLERICAL STAFF**

**ACTION:**

- TAKE EMERGENCY SIGN OUT FORMS AND PUPIL INFORMATION TO EVACUATION SITE
- TAKE MEDICAL INFORMATION LIST AND EMERGENCY MEDICAL CARDS IF NURSE IS NOT AVAILABLE TO TAKE THEM

**PERSON RESPONSIBLE: NURSE**

**ACTION:**

- TAKE EMERGENCY CARDS, MEDICAL INFORMATION LIST, AND STUDENT MEDICATIONS HELD IN HEALTH OFFICE TO EVACUATION SITE

**PERSON RESPONSIBLE: CUSTODIAN**

**ACTION:**

- SECURE SCHOOL AND FOLLOW EVACUEES TO HOST SCHOOL

**PERSON RESPONSIBLE: INFORMATION OFFICER**

**ACTION:**

- NOTIFY MEDIA OF LOCATION OF EVACUEES AND PROCEDURE FOR PARENT PICK UP



**EXPLOSION/FIRE**

**PERSON RESPONSIBLE: PERSON FIRST AWARE OF FIRE OR NEAREST RESPONSIBLE PERSON**

**ACTION:**

- GO TO CLOSEST FIREBOX AND ACTIVATE ALARM. IT RINGS AUTOMATICALLY INTO CHEMUNG FIRE DEPT.
- CONTACT PRINCIPAL TO MEET FIRE DEPARTMENT
- PARTICIPATE IN BUILDING EVACUATION

**PERSON RESPONSIBLE: PRINCIPAL**

**ACTION:**

- IN INCLEMENT WEATHER, SEND EVACUATED STUDENTS TO FIRE STATION UNTIL IT IS DETERMINED WHETHER BUILDING WILL BE OPERABLE
- COOPERATE WITH ON-SITE FIRE DEPARTMENT COMMANDER

**PERSON RESPONSIBLE: SCHOOL NURSE**

**ACTION:**

- ESTABLISH TRIAGE POST IF NEEDED
- ADMINISTER FIRST AID FOR ANY INJURED
- HAVE AMBULANCES SUMMONED IF NEEDED

**PERSON RESPONSIBLE: CUSTODIAL AND MAINTENANCE STAFF**

**ACTION:**

- SHUT OFF GAS AND ELECTRIC IF NEEDED. MAKE SURE FIRE DOORS ARE CLOSED

**PERSON RESPONSIBLE: ALL STAFF**

**ACTION:**

- FOLLOW EVACUATION PLAN FOR BUILDING, CARRYING OUT SPECIFICALLY ASSIGNED RESPONSIBILITIES
- IN CASE OF EXPLOSION, HAVE STUDENTS "DROP" IMMEDIATELY. DETERMINE IF EXPLOSION IS IN BUILDING. IF SO, EVACUATE BY SAFEST AVAILABLE ROUTE

**FEEDING**  
**STANDARD OPERATING PROCEDURE**

1. Cafeteria manager will be informed of expected duration of sheltering and number of people to be fed.
2. If dishwasher system cannot be operated because of utility failure, paper and disposable products will be used for serving.
3. All supplies used will be inventoried so that they can be charged appropriately.
4. If cafeteria manager cannot reach the school because of emergency conditions, the Emergency Management Coordinator shall assign the preparation of food to the most appropriate persons available.

**FIRE/BUILDING EVACUATION**  
**STANDARD OPERATING PROCEDURE**

**WHEN THE FIRE ALARM SIGNAL IS SOUNDED**

1. All staff and students shall immediately stop work and shut down their activities in an orderly fashion.
2. Everyone must leave the building immediately, using the route on the posted plan or the alternate route if the main route is blocked. The first person through the exit doors will pro them open or hold them open.
3. Students will leave single file without stopping to pick up personal belongings.
4. Students who are not with a class or under the direct supervision of an instructor when the fire alarm is sounded shall leave the building and proceed directly to the nearest gathering point, following the evacuation route of other persons in the area.
5. Each class will gather at a predetermined gathering point.
6. Teachers will close any open windows; close classroom doors and takes class list with them, checking to make sure all students are present at staging area. Teachers will remain responsible for students under their control until relieved.
7. Teachers will immediately notify principal of any missing students.
8. The school secretary will check to make sure that all staff present that day are accounted for. She will immediately notify principal of any missing staff.
9. The Emergency Response Team will check to see that all staff and students are out of each room, which is not a classroom, then close the doors.
10. All persons will remain out of the building until the all clear is sounded.

**FLASH FLOOD**

**NOTIFICATION:**

- NATIONAL WEATHER SERVICE, LAW ENFORCEMENT OR EMERGENCY MANAGEMENT OFFICE WILL ALERT EMERGENCY MANAGEMENT COORDINATOR

**PERSON RESPONSIBLE: EMERGENCY MANAGEMENT COORDINATOR**

**ACTION:**

- NOTIFY HEAD BUS DRIVER TO ALERT DRIVERS
- PREPARE TO IMPLEMENT SHELTER IN PLACE PLAN FOR THOSE STUDENTS WHO CANNOT BE BUSED SAFELY
- NOTIFY SUPERINTENDENT TO INFORM MEDIA OF WHICH STUDENTS ARE BEING SHELTERED

**PERSON RESPONSIBLE: SUPERINTENDENT**

**ACTION:**

- NOTIFY MEDIA TO MAKE ANNOUNCEMENTS OF AREAS TO WHICH STUDENTS CANNOT BE RETURNED BY BUS AND OF ARRANGEMENTS FOR THEIR SHELTERING

**FLOOD**

**NOTIFICATION:** NATIONAL WEATHER SERVICE, EMERGENCY MANAGEMENT OFFICE, and LAW ENFORCEMENT

**PERSON RESPONSIBLE: EMERGENCY MANAGEMENT COORDINATOR OR SUPERINTENDENT**

**ACTION:**

- INITIATE EARLY DISMISSAL PLAN IF THERE IS A LIKELIHOOD THAT STUDENTS WILL BE ABLE TO BE UNITED WITH FAMILY MEMBERS BEFORE THE FLOOD EMERGENCY
- IF A FULL EARLY DISMISSAL IS NOT POSSIBLE, COORDINATE WITH TRANSPORTATION SUPERVISOR TO GET AS MANY STUDENTS AS POSSIBLE IN NON-AFFECTED AREAS HOME
- PLAN TO SHELTER IN PLACE THOSE STUDENTS WHO CANNOT SAFELY REACH THEIR HOMES
- IMPLEMENT SHELTER IN PLACE PROCEDURES AS NEEDED
- PREPARE TO BE CONTACTED BY THE RED CROSS FOR COMMUNITY SHELTER
- COORDINATE USE OF AVAILABLE RESOURCES WITH CHEMUNG COUNTY EMERGENCY MANAGEMENT OFFICE

**PERSON RESPONSIBLE: SUPERINTENDENT**

**ACTION:** NOTIFY MEDIA OF ACTION TAKEN

**FOOD POISONING OR OTHER MASS ILLNESS**

**NOTIFICATION:** THE SCHOOL NURSE WILL NOTIFY THE PRINCIPAL THAT AN EMERGENCY EXISTS

**PERSON RESPONSIBLE:** **PRINCIPAL**

**ACTION:**

- IF SCHOOL NURSE IS NOT ON PREMISES, CALL HER TO COME
- ESTABLISH AN APPROPRIATE AREA AS AN EMERGENCY TREATMENT FACILITY
- ASSIGN ADDITIONAL PERSONNEL TO ASSIST AS NEEDED
- NOTIFY CHEMUNG FIRE DEPARTMENT FOR ASSISTANCE
- MAKE SURE ALL FOOD SERVED AT THE SCHOOL IS RETAINED FOR ANALYSIS
- ATTEMPT TO DEVELOP LIST OF THOSE WHO ATTENDED SUSPECTED COMMON EVENT OR MEAL
- ARRANGE FOR PARENT NOTIFICATION
- WORK WITH EMERGENCY MANAGEMENT COORDINATOR ON TRANSPORTATION ARRANGEMENTS

**PERSON RESPONSIBLE:** **SCHOOL NURSE**

**ACTION:**

- NOTIFY THE EMERGENCY MANAGEMENT COORDINATOR OF ANY EMERGENCY SUPPLIES NEEDED
- PROVIDE IMMEDIATE TREATMENT OF PATIENTS
- SUPERVISE OTHER PERSONNEL
- TAKE AND RETAIN SAMPLES OF STOOL AND VOMITUS FOR ANALYSIS

**PERSON RESPONSIBLE:** **EMERGENCY MANAGEMENT COORDINATOR**

**ACTION:**

- ARRANGE FOR RESOURCES REQUESTED BY NURSE
- NOTIFY CHEMUNG COUNTY HEALTH DEPARTMENT
- WORK WITH PRINCIPAL AND HEAD BUS DRIVER TO ARRANGE TRANSPORTATIO

**HAZARDOUS MATERIAL SPILL**  
**STANDARD OPERATING PROCEDURE**

1. Close all doors. Close and lock all windows. Seal gaps under doorways and windows with wet towels, plastic and duct tape.
2. Set ventilation systems to 100% recirculation or turn off system.
3. If explosion is possible, close drapes, curtains, and shades over windows. Stay away from windows.
4. If you suspect gas or vapor has entered the area you are in, notify principal by intercom. Hold a wet cloth or paper towel over your nose and mouth.
5. Stay alert for further instructions via the public address system.

**FOR RETAINING STUDENTS OR STAFF AFTER REGULAR HOURS BECAUSE OF  
DISRUPTION OF TRANSPORTATION OR OTHER COMMUNITY EMERGENCY**

1. All staff will be expected to remain to assist with student control until released by their supervisors.
2. Where possible, recreational activities will be used to keep students occupied.
3. Cafeteria manager will be notified of projected duration of emergency and number of people sheltered.
4. Staff supervising students will be notified of projected duration of emergency and type of emergency.
5. If emergency is expected to last beyond 6 hours, the Emergency Management Coordinator will ask for a Declaration of Emergency from the County Executive, so that the Red Cross can be formally requested to open a shelter.
6. Cleaning personnel will be assigned to assist in maintaining sanitary conditions.
7. The Emergency Management Coordinator and Emergency Management Committee will remain in control of the situation unless outside emergency agencies are present.

**HAZARDOUS MATERIAL SPILL OFF SCHOOL PREMISES**

**NOTIFICATION:** THE EMERGENCY MANAGEMENT COORDINATOR OR THE SUPERINTENDENT WILL BE NOTIFIED BY THE EMERGENCY MANAGEMENT OFFICE, LAW ENFORCEMENT OR THE ON- SITE FIRE DEPARTMENT AS SOON AS IT IS DETERMINED THAT THERE IS DANGER TO THE OCCUPANTS OF THE SCHOOL

**ACTION:**

- THE SUPERINTENDENT AND THE EMERGENCY COORDINATOR WILL INSTITUTE THE ACTION RECOMMENDED BY THE ON-SITE COMMANDER, THE EMERGENCY MANAGEMENT OFFICE, OR LAW ENFORCEMENT

**SHELTER IN PLACE**

**PERSON RESPONSIBLE:** PRINCIPAL

**ACTION:**

- NOTIFY CUSTODIAL STAFF AND EMERGENCY RESPONSE TEAM MEMBERS TO SHUT DOWN HVAC SYSTEM AND SEAL BUILDING

**PERSON RESPONSIBLE:** TEACHERS AND EMERGENCY RESPONSE TEAM

**ACTION:**

- CLOSE EXTERNAL ALL DOORS. CLOSE AND LOCK ALL WINDOWS. SEAL GAPS UNDER DOORWAYS AND WINDOWS WITH WET TOWELS, PLASTIC, AND DUCT TAPE
- SEAL ANY GAPS AROUND EXHAUST FANS, VENTS
- CLOSE AS MANY INTERNAL DOORS AS POSSIBLE
- IF YOU SUSPECT THAT THE GAS OR VAPOR HAS ENTERED THE STRUCTURE, INSTRUCT STUDENTS TO HOLD A WET CLOTH OR PAPER TOWEL OVER THEIR NOSES AND MOUTHS
- NOTIFY EMERGENCY MANAGEMENT COORDINATOR OF SITUATION

**SCHOOL EVACUATION**

- EMERGENCY MANAGEMENT COORDINATOR WILL CLEAR EVACUATION ROUTE WITH CIVIL AUTHORITIES
- FOLLOW WAVERLY CENTRAL SCHOOL DISTRICT EVACUATION PROCEDURE

**PROTECTIVE SHELTERING**  
**STANDARD OPERATING PROCEDURE**

1. Protective sheltering is moving students to the safest areas of the building. This action is used in case of high winds or tornado activity or a radiological emergency. It will normally be ordered over the public address system.
2. It is important that students and staff move as quickly as possible to their designated area, not stopping to pick up personal possessions.
3. Areas for protective sheltering evacuation are marked on maps in the Plan.
4. When danger is imminent, have students assume **drop** position.
5. Stay alert for all clear signal or further announcements.



### **RADIOLOGICAL EMERGENCY**

#### **NOTIFICATION:**

- THERE ARE TWO TYPES OF RADIOLOGICAL EMERGENCIES, WHICH MIGHT IMPACT ON CHEMUNG ELEMENTARY SCHOOL. THE FIRST IS A SPILL OR LEAK OF RADIOACTIVE MATERIALS BEING TRANSPORTED THROUGH THE AREA. THE SECOND IS THE POTENTIAL FOR NUCLEAR ATTACK. IN EITHER CASE, AN ALERT WILL BE GIVEN THROUGH THE EMERGENCY MANAGEMENT OFFICE OR LAW ENFORCEMENT
- THE FEDERAL EMERGENCY MANAGEMENT AGENCY HAS ESTABLISHED TWO SIGNALS. THE ATTACK WARNING IS A THREE TO FIVE MINUTE WAVERING SOUND ON SIRENS OR A SERIES OF SHORT BLASTS ON WHISTLES. THIS SIGNAL MEANS EMERGENCY PROCEDURES SHOULD BE IMPLEMENTED IMMEDIATELY. THE ATTENTION OR ALERT SIGNAL IS A THREE TO FIVE MINUTE STEADY SOUND

**RESPONSIBLE PERSON: EMERGENCY MANAGEMENT COORDINATOR OR SUPERINTENDENT**

#### **ACTION:**

- UPON HEARING ALERT, BEGIN MONITORING LOCAL RADIO STATIONS FOR EMERGENCY BROADCASTING SERVICE ANNOUNCEMENTS
- ASSESS BENEFIT OF IMPLEMENTING EARLY DISMISSAL PLAN
- UPON HEARING AN ATTACK WARNING SIGNAL OR BEING GIVEN RADIO NOTICE OF AN IMMINENT ATTACK, ALERT STAFF AND STUDENTS TO TAKE EMERGENCY PROTECTIVE SHELTER IN THE MULTI-PURPOSE ROOM
- ANNOUNCE THAT THEY SHOULD INSULATE THE SHELTER AREA WITH FURNITURE, BOOKS, PAPER, SUPPLIES, EXTRA CLOTHING TO MINIMIZE EXPOSURE TO RADIATION

**TORNADO, SEVERE WINDSTORM, THUNDERSTORM**

**NOTIFICATION:** NATIONAL WEATHER SERVICE, LOCAL RADIO, EMERGENCY MANAGEMENT OFFICE, and BOCES

**PERSON RESPONSIBLE:** **PRINCIPAL**

**ACTION:**

- **DURING TORNADO OR SEVERE STORM WATCH: HAVE ALL STUDENTS REMAIN IN BUILDINGS, SUSPEND OUTDOOR CLASSES AND RECESSES**
- ALERT DESIGNATED WEATHER WATCHERS
- **DURING TORNADO OR STORM WARNING:** WHEN HIGH WINDS OR TORNADO ARE IMMEDIATELY IMPENDING, GIVE PROTECTIVE SHELTER COMMAND, MOVING STUDENTS TO INTERIOR HALLWAYS AND MULTI-PURPOSE ROOM
- AFTER STORM PASSES, CHECK FOR STRUCTURAL DAMAGE BEFORE ALLOWING STUDENTS AND STAFF TO RETURN TO NORMAL BUILDING USE
- IF ELECTRICITY IS DOWN, CHECK SCHOOL PREMISES TO SEE IF PROBLEM IS ON-SITE. CHECK WITH NYSEG TO DETERMINE LIKELY LENGTH OF BLACKOUT AND EXTENT OF IMPACT
- IF THERE HAS BEEN DAMAGE TO THE COMMUNITY, CONFER WITH SUPERINTENDENT AND EMERGENCY MANAGEMENT COORDINATOR REGARDING SHELTERING IN PLACE

**DURING TORNADO WARNING DO NOT ALLOW STUDENTS TO BE LOADED ONTO BUSES, SINCE BUSES ARE VERY VULNERABLE**

**PERSON RESPONSIBLE:** **TEACHERS**

**ACTION:**

- IF HIGH WINDSTORM OR TORNADO IS IMPENDING, OPEN ALL WINDOWS SLIGHTLY
- OPEN AND SECURE EXTERIOR GLASS DOORS
- HELP MOVE STUDENTS TO DESIGNATED AREA FOR PROTECTIVE SHELTERING

**PERSON RESPONSIBLE:** **EMERGENCY MANAGEMENT COORDINATOR**

**ACTION:**

- AFTER STORM HAS PASSED, CHECK ON DAMAGE TO COMMUNITY. IF POWER IS DOWN OR ROADS ARE BLOCKED, CONSIDER ADVANTAGE OF SHELTERING STUDENTS IN PLACE

**WATER LINE BREAK OR LEAK**

**PERSON RESPONSIBLE: FIRST PERSON ON SCENE**

**ACTION: NOTIFY PRINCIPAL**

**PERSON RESPONSIBLE: PRINCIPAL**

**ACTION:**

- NOTIFY CUSTODIAN OR EMERGENCY RESPONSE TEAM. IF SITUATION IS SERIOUS, NOTIFY SUPERINTENDENT OF BUILDINGS AND GROUNDS
- NOTIFY EMERGENCY MANAGEMENT COORDINATOR

**PERSON RESPONSIBLE: CUSTODIAL AND MAINTENANCE STAFF/EMERGENCY RESPONSE TEAM**

**ACTION:**

- SHUT OFF VALVE AT PRIMARY CONTROL POINT
- RELOCATE ANY ARTICLES WHICH MAY BE DAMAGED BY WATER

**PERSON RESPONSIBLE: EMERGENCY MANAGEMENT COORDINATOR**

**ACTION:**

- ASSESS IMPACT ON REGULAR ACTIVITIES AND INITIATE EARLY DISMISSAL PLAN, SCHOOL CANCELLATION, RELOCATION OF CLASSES AS NECESSARY

**WINTER STORM**

**NOTIFICATION:** NATIONAL WEATHER SERVICE, LAW ENFORCEMENT, and  
EMERGENCY MANAGEMENT OFFICE

**PERSON RESPONSIBLE:** **EMERGENCY MANAGEMENT COORDINATOR**

**ACTION:**

- DURING STORM WATCH, ALERT TRANSPORTATION STAFF TO MONITOR NOAA WEATHER FOR BULLETINS

**PERSON RESPONSIBLE:** **SUPERINTENDENT**

**ACTION:**

- MAKE DECISION REGARDING EARLY DISMISSAL
- IN CONSULTATION WITH TRANSPORTATION SUPERVISOR
- IF EARLY DISMISSAL PLAN CAN'T BE EXECUTED FOR SOME OR ALL STUDENTS AND THEY MUST BE HELD BEYOND THE END OF THE NORMAL SCHOOL DAY, ANNOUNCE IMPLEMENTATION OF SHELTER IN PLACE PLAN

**PERSON RESPONSIBLE:** **SUPERINTENDENT**

**ACTION:**

- IMMEDIATELY NOTIFY MEDIA OF ACTIONS TAKEN

**APPENDIXES**

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WAVERLY CENTRAL SCHOOL DISTRICT  
District-Wide Safety Plan

**EMERGENCY REPORT FORM**

To be completed whenever community emergency services are called to the school except for false alarms and drills and whenever there is an incident or disaster as identified in the District-wide Safety Plan.

FORM COMPLETED BY:	SIGNATURE:
DATE OF EMERGENCY:	TIME EMERGENCY NOTIFICATION RECEIVED
TYPE OF EMERGENCY:	NUMBER OF STUDENTS INJURED: _____ DEAD: _____ NUMBER OF STAFF INJURED: _____ DEAD: _____
<u>NOTIFICATIONS/REQUESTS FOR ASSISTANCE: AGENCY CONTACTED</u> <u>TIME OF CONTACT</u> <u>TIME</u>	
POLICE FIRE DEPARTMENT AMBULANCE COUNTY EMERGENCY MANAGEMENT OFFICE OTHER	
DURATION OF EMERGENCY:	COMMAND POST OPENED: YES _____ NO _____
OVERTIME WORKED: YES _____ NO _____ (If yes, attach supporting documentation)	FOOD SERVED: YES _____ NO _____ (If yes, attach supporting documentation of resources used)
OTHER COSTS INCURRED: YES _____ NO: _____ (If yes, attached supporting documentation)	DAMAGE TO STRUCTURES: YES _____ NO _____ ESTIMATED AMOUNT _____
RESPONSE ACTIONS TAKEN: (Brief narrative description)	

DATE FOR COMMITTEE REVIEW  
OF INCIDENT:

**RELEASE OF STUDENT UNDER EMERGENCY CONDITIONS**

DATE	TEACHER/ HOMEROOM	STUDENT'S NAME	SIGNATURE OF PARENT/ AUTHORIZED PERSON	RELATIONSHIP



**SCHOOL BUS ACCIDENT  
EMERGENCY AND FOLLOW-UP INFORMATION**

STUDENT INTERVIEW SHEET

NOTE: Interviews should be conducted as soon as possible by the school physician, the school nurse or a designated school official. Every effort should be made to have the parent/guardian in attendance during the interview.

DATE: \_\_\_\_\_ TIME: \_\_\_\_\_

1. Student Name: \_\_\_\_\_ Grade: \_\_\_\_\_

School: \_\_\_\_\_

2. Bus number you were riding \_\_\_\_\_

3. Where were you riding on the bus? \_\_\_\_\_

Who was sitting next to you? \_\_\_\_\_

4. What happened to you as a result of the accident? \_\_\_\_\_

5. Were you trapped under other students? \_\_\_\_\_

6. How did you get out of the bus? \_\_\_\_\_

7. Were you hurt? \_\_\_\_\_ If so, describe your injuries. \_\_\_\_\_

8. By who were you treated? \_\_\_\_\_

9. By who were you transported after the accident? \_\_\_\_\_

10. What emergency facility was used to provide first aid? \_\_\_\_\_

11. Are you experiencing any physical difficulties now that you didn't experience before the accident?  
\_\_\_\_\_

12. In your opinion, what do you feel was the cause of your injury? \_\_\_\_\_



WAVERLY CENTRAL SCHOOLS

SAFETY DRILL REPORT

The following is a record of the fire drills conducted in \_\_\_\_ (building) \_\_\_\_\_ for the period of:

\_\_\_\_\_ to \_\_\_\_\_.

<u>Date/Time</u>	<u>Length of Time for Drill</u>	<u>Type of Drill</u>	<u>Details (optional)</u>

Education Law 807 requires 12 drills per year with 8 held between September 1<sup>st</sup> and December 31<sup>st</sup>. Four of the 12 total required must be lock-down drills, the remaining eight must be evacuation drills. The first eight drills should be some combination of the two types of drills, however the legislation does not specify the combination