

**South Lewis Central Schools
Superintendent Evaluation
2021-22**

South Lewis Central Schools Superintendent Evaluation

The South Lewis Superintendent Evaluation is designed to help the Board of Education and Superintendent of Schools boards and develop thoughtful, constructive evaluations that advance district goals and keep the leadership team healthy.

An effective evaluation requires commitments from both the Board of Education and Superintendent of Schools as outlined below:

Board Member Commitments

- Participate in the agreed upon process and evaluation discussions with honesty and integrity.
- Each board member should rate all performance indicators and goals based on evidence.
- Identify the Superintendent's strengths and areas for improvement

Superintendent Commitments

- Understand, agree to and participate in the articulated process and evaluation discussions.
- Gather and provide information and evidence if requested by the Board.

The format of evaluation will be a rubric style evaluation to determine levels of performance for the Superintendent. Each section contains particular indicators with specific criteria to rate the performance level. The five evaluation areas, listed below, are to be scored on a HEDI scale of Highly Effective, Effective, Developing, and Ineffective. Should any indicator and/or section be rated Developing or Ineffective it must be supported by evidence and commented upon.

- Relationship with the Board
- Community Relations
- Staff Relations
- Business and Finance
- Instructional Leadership

In addition to these five basic areas the Superintendent will also set goals.

Superintendent Evaluation Process and Timeline

July-September

- Board and Superintendent review evaluation process
- Board and Superintendent agree upon goals

January-March

- Superintendent conducts a self-assessment
- Superintendent and Board hold a meeting to review goals, self-assessment, and overall evaluation progress/status

April-June

- BOE members individually complete Superintendent Evaluation
- Superintendent and Board hold a meeting to reflect on the year, review goals, and overall evaluation
- Board President finalizes/compiles/writes the evaluation of Superintendent

A. Relationship with the Board

	Ineffective	Developing	Effective	Highly Effective	Rating
Information	Does not provide the information the board needs to perform its responsibilities.	Keeps only some members informed, making it difficult for the board to perform its responsibilities.	Keeps the board informed with appropriate information as needed so it may perform its responsibilities.	Keeps all board members informed with appropriate, regular communication so it may perform its responsibilities.	
Materials and background	Meeting materials aren't available. Members arrive at meetings without any prior information regarding agenda.	Meeting materials are incomplete, and don't include supporting information.	Materials are provided. Some supporting information is included.	Meeting materials are provided with supporting information in order to make informed decisions.	
Board questions	Board questions are rarely answered.	Board questions are answered, but not all members are apprised of relevant questions/answers.	Board questions are addressed with occasional follow-up to members.	Board questions are answered thoroughly with communication to all members to ensure understanding.	
Policy involvement	Makes decisions without regard to adopted policy.	Is minimally involved in the development, recommendation and administration of district policies.	Is actively involved in the development, recommendation and administration of district policies.	Is proactive in the determination of district needs and policy priorities.	
Board development	Doesn't promote board development.	When asked, provides members with information about board development.	Provides members with information regarding board development opportunities when they arise.	Actively and continuously encourages board development by seeking and communicating opportunities.	
Category Rating					
Comments:					

B. Community Relations

	Ineffective	Developing	Effective	Highly Effective	Rating
District image	Is negative about the district.	Doesn't actively promote the district.	Projects a positive image of the district <i>as expected</i> .	Projects and promotes a positive image of the district.	
Communication with community	Isn't readily available.	Provides appropriate information only when asked.	Actively seeks two-way communication with the community as appropriate.	Actively seeks communication, as appropriate, and works to provide alternative means of contact with the community.	
Media relations	Communicates with the media only when requested.	Isn't proactive, but is cooperative with the media.	Promotes the district in the media.	Initiates and actively engages the media.	
Approachability	Is neither visible nor approachable by members of the community.	Is visible, at a distance.	Is visible and approachable by members of the community.	Is visible and approachable by members of the community. Attends a variety of events.	
Category Rating					
Comments:					

C. Staff Relationships

	Ineffective	Developing	Effective	Highly Effective	Rating
Internal communications	Doesn't have a specific system to inform staff of important matters.	Is inconsistent in keeping staff informed of important matters.	Keeps staff informed of most important matters.	Establishes a system of keeping staff continually informed of important matters.	
Personnel matters	There is no system to handle personnel matters in a consistent manner. Some situations may be handled with bias.	A system has been established, but it is not applied consistently.	A system is used to address personnel matters with consistency, fairness, discretion and impartiality.	Establishes a system that is proactive with personnel matters. Personnel policies are routinely discussed and promoted.	
Delegation of duties	Doesn't delegate duties. Maintains personal control over all district operations.	Delegates duties to staff, but retains final decision-making authority.	Delegates responsibility to staff within their abilities and then provides support to ensure their success.	Delegates responsibility to staff that will foster professional growth, leadership and decision-making skills.	
Recruitment	There is no formal recruitment process and/or hires are considered in an arbitrary manner.	A formal recruitment process is in place, but is not used consistently.	Follows a formal recruitment process for each hiring opportunity.	Follows a formal recruitment process for each hiring opportunity. Actively recruits the best staff available and encourages their application to the district.	
Visibility	Seldom visits buildings.	Is present at building programs and special activities.	Visits buildings/classroom as time permits.	Regular visits to buildings and classrooms are a priority item.	
Category Rating					
Comments:					

D. Business and Finance

	Ineffective	Developing	Effective	Highly Effective	Rating
Budget development and maintenance	Superintendent's budget knowledge is limited. The budget is developed and managed without taking into consideration current needs of the district.	Superintendent works to develop and manage the budget to meet the immediate fiscal issues. Decisions are primarily reactive to current needs of the district.	Budget actions are proactive and consider the most current information and data. A balance is sought to meet the needs of students and remain fiscally responsible to the community.	Budget actions are proactive and consider both current and long-range information and data. A balance is sought to meet the current and future needs of students and remain fiscally responsible to the community.	
Budget reports	Doesn't report financial information to the board except with the annual audit.	Reports the status of financial accounts as requested by the board.	Regularly reports to the board concerning the budget and financial status.	Constant flow of budgetary/ financial information provided with discussion of the ramifications of any changes.	
Facility management	A facilities management plan is not created. Maintenance is only performed when absolutely needed.	Facilities needs are discussed internally, but a plan is not created. Issues are addressed on an as-needed basis.	A facilities management plan is in place that includes the current status of the buildings and the need to improve any facilities in the future.	Facilities management plan in place, includes current status of buildings and the need to improve facilities in the future, with a projected plan to secure funding.	
Resource allocation	Resources are allocated without consideration of district needs.	Resources are allocated to meet immediate needs.	Resources are distributed based upon district goals and seek to meet immediate objectives.	Resources are distributed based upon district goals and seek to meet immediate and long-range objectives.	
Category Rating					
Comments:					

E. Instructional Leadership

	Ineffective	Developing	Effective	Highly Effective	Rating
Professional knowledge	Is unaware of current instructional programs.	Is somewhat knowledgeable of current instructional programs. Relies on others for info./data.	Demonstrates knowledge of current instructional programs, and is able to discuss them.	Demonstrates knowledge and comfort with current instructional programs. Seeks to communicate with others how the district is implementing best practices.	
Self-improvement	Does not participate in professional development opportunities.	Passively participates in some professional development opportunities.	Seeks to learn and improve upon personal and professional abilities. Attends professional conferences when appropriate.	Eagerly seeks to learn and improve upon personal and professional abilities. Is able to apply this new learning for the benefit of the district. Participates actively in professional groups and organizations.	
Focus on students	Focus is on the management of the district and maintaining day-to-day operations. Student achievement isn't the priority.	Student achievement is a concern, but does not always guide decisions made within the district.	Student achievement is important and guides decisions made within the district.	Places student achievement as the top priority and consistently communicates this to others. Bases decisions on improving student achievement. This priority is reflected in the budget.	
Staff development	Staff development isn't provided. Staff members are responsible for their own improvement.	Staff development programs are offered based upon available opportunities.	Staff development programs are offered based upon available opportunities that are targeted toward increasing student achievement.	Staff development programs are targeted toward district-specific goals and are sustained to increase student achievement.	
Curriculum	Curriculum isn't a priority in the district.	Allows teachers to define their own curriculum. There is little or no coordination.	A curriculum is in place that seeks to meet the state standards.	There is an on-going review process to be sure the curriculum is aligned to the state standards and meets the needs of our students.	
Category Rating					
Comments:					

South Lewis Central Schools Superintendent Evaluation

The following specific goals have been developed and agreed upon:

<p>Goal 1 - To facilitate a safe return to everyday in-person instruction for students, faculty/staff and the overall school community. This goal will be all encompassing and will include many/all elements in each of the listed domains below:</p> <ul style="list-style-type: none"> A. Relationship with the Board (Information, Materials & Background, Board questions, Policy Development and Board development) B. Community Relations (District Image, Communication with community, Media relations, Approachability) C. Staff Relations (Internal communications, Personnel matters, Delegation of duties, Recruitment, Visibility) D. Business and Finance (Budget development & finance, Budget reports, Facility management, Resource allocation) E. Instructional Leadership (Professional knowledge, Self-improvement, Focus on students, Staff development, Curriculum) 					
	Ineffective	Developing	Effective	Highly Effective	Rating
	Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	

<p>Goal 2 - To facilitate the successful transition to a single campus. This goal will be all encompassing and will include many/all elements in each of the listed domains below:</p> <ul style="list-style-type: none"> A. Relationship with the Board (Information, Materials & Background, Board questions, Policy Development and Board development) B. Community Relations (District Image, Communication with community, Media relations, Approachability) C. Staff Relations (Internal communications, Personnel matters, Delegation of duties, Recruitment, Visibility) D. Business and Finance (Budget development & finance, Budget reports, Facility management, Resource allocation) E. Instructional Leadership (Professional knowledge, Self-improvement, Focus on students, Staff development, Curriculum) 					
	Ineffective	Developing	Effective	Highly Effective	Rating
	Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	

<p>Goal 3 - To create a new Communications/Public Relations position in order to promote, recognize and celebrate the many outstanding aspects of South Lewis CSD. This will encompass creating a job description with duties/responsibilities and working with Civil Service and other partners (e.g. BOCES) in order to properly and successfully meet this goal.</p> <ul style="list-style-type: none"> A. Community Relations (District Image, Communication with Community, and Media Relations) B. Staff Relations (Internal communications, Delegation of duties, and Recruitment) 					
	Ineffective	Developing	Effective	Highly Effective	Rating
	Shows no progress toward meeting the goal	Shows progress but did not meet the goal	Meets the established goal	Exceeds the established goal	

Determining the Overall Evaluation Rating

Superintendent's name:	Douglas Premo	School year:	2019-20
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RATINGS ON INDIVIDUAL DOMAINS:

A. Relationship with Board	Ineffective	Developing	Effective	Highly Effective
B. Community Relations	Ineffective	Developing	Effective	Highly Effective
C. Staff Relationships	Ineffective	Developing	Effective	Highly Effective
D. Business & Finance	Ineffective	Developing	Effective	Highly Effective
E. Instructional Leadership	Ineffective	Developing	Effective	Highly Effective

OVERALL RATING:	Ineffective	Developing	Effective	Highly Effective
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Comments by Board of Education:

Comments by the Superintendent:

Superintendent's Signature: _____ Date: _____

Board President's Signature: _____ Date: _____

(The administrator's signature indicates that he or she has seen and discussed the evaluation; it does not necessarily denote agreement with the evaluation.)

South Lewis Central Schools

Board of Education Goals

2021-22

The Board of Education will continue to support the work of school administration and personnel to move the Capital Improvement Project toward final completion. The Board of Education will also support the work of school administration and personnel as they review and design both the operational logistics and instructional program, previously provided on three campuses, for delivery on a single campus.

The Board of Education will encourage and support teachers in developing, implementing, monitoring, and adjusting innovative instructional approaches to identify and address individual student skill levels, learning needs and social-emotional well-being as we adapt to providing education within the COVID-19 environment. This goal is also inclusive of supporting school administration in meeting all State and Department of Health guidelines in order to safely keep all students in everyday in-person teaching and learning.

**SOUTH LEWIS CENTRAL SCHOOL
PROJECT SAVE
(Safe Schools Against Violence in Education)
DISTRICT-WIDE SCHOOL SAFETY PLAN
Commissioner's Regulation 155.17**

Revised October 1, 2020
Revised August 1, 2021

INTRODUCTION

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a district-wide school safety plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts stand at risk from a wide variety of acts of violence, natural, and man-made disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools.

The South Lewis Central School District ("District") supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going, district-wide cooperation and support of Project SAVE.

**SECTION I: GENERAL CONSIDERATIONS AND PLANNING PREVENTION
GUIDELINES**

A. Purpose

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

B. Identification of School Teams

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

Position	Name
Board Of Education Representative	Board of Education President
Administration Representative	Present Administrators
Teacher Representative	Teachers' Association President or Co-Presidents
Parent Organization Representative	Parent Teacher Organization President
Student Representative	No Student Representative Appointed
Other School Personnel	Supervisor of Buildings and Grounds School Nurse. School Resource Officer

C. Concept of Operations

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

D. Plan Review and Public Comment

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

SECTION II: GENERAL EMERGENCY RESPONSE PLANNING & RISK REDUCTION

A. Identification of sites of potential emergency

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

B. Actions in response to an emergency

The District has identified the following general response actions to emergency situations. These actions include school cancellation, early dismissal, evacuation, and sheltering. The Building-Level Emergency Response Plans include identification of specific procedures for each action depending upon the emergency. See Appendix 9 for general response protocols and Appendix 10 for Protective Action Options.

The incident Commander will call the Sheriff @ 376-3511 (or 911 after activated) as needed.

Emergencies include but are not limited to:

Threats of Violence	Intruder
Hostage/Kidnapping	Explosive/Bomb Threat
Natural/Weather Related	Hazardous Material
Civil Disturbance	Biological
School Bus Accident	Radiological
Gas Leak	Epidemic
Others as determined by the Building-Level School Safety Team	

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

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

During an emergency, the District has the following resources available:

Equipment	Location
Defibrillator(s)	Instructional Buildings / Athletic fields
Smoke detectors	Fire department - via 911
Emergency lighting	Each building
Portable fire extinguishers	Each building and each bus
Spill cleanup/absorbent materials	Science labs/Custodial department
First aid supplies	Each building - nurses office

Specific personnel and resources are identified in the Building-Level Emergency Response Plans.

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

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

The District has committed the full inventory of its resources to be available for use during an emergency. The Incident Commander will utilize these resources in accordance with the Incident Command System as deemed appropriate.

See Incident Command System Position and Description chart. (Appendix 12)

Specific procedures, policies, persons, phone numbers, and training are located in the Building Level plans. The Incident Commander will contact 9-1-1 or 315-376-3511 for advice and assistance when needed.

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

The District will conduct annual training for both staff and students in school safety issues. The District Director of Curriculum and Instruction and Jefferson-Lewis BOCES Health, Safety and Facilities Coordinator will coordinate training. Training may consist of classroom activities, general assemblies, tabletop exercises, full-scale drills of other appropriate actions to increase the awareness and preparedness of staff and students.

See Appendix 3

Drills and other exercises will be coordinated with local, county and state emergency responders and preparedness officials. Existing plans will be revised in response to post-incident critiques of these drills.

F. Staff development

- All candidates applying for teacher certification will have completed two hours of training in the identification and reporting of suspected child abuse and maltreatment.
- All candidates applying for teacher certification as of February 2, 2001 will have completed two hours of training in school violence and intervention prior to that application.

- All candidates applying for teacher certification as of December 31, 2013 will have completed 6 hours of DASA training in accordance with Article 2, Section 10-18 of the Education Law.
- Staff development with respect to school violence prevention, intervention, and response will be included in professional development plans.
- School violence prevention and intervention training for all staff will be included annually in a superintendent's conference day or other appropriate time.

School Administration will be responsible for implementing instructional staff development programs.

SECTION III: RESPONDING TO THREATS AND ACTS OF VIOLENCE

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

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

The district provides information to students, parents, and staff through the use of newsletters, mailings, handouts, and pamphlets.

The Incident Commander will, based on the situation, determine the appropriate steps to be taken. These may include, but are not limited to, lock-down, search, evacuation, or contacting 9-1-1 or 315-376-3511.

Specific steps are outlined in the Building Level Plans. The Incident Commander will monitor the incident; adjust their response as appropriate during the incident, and work to protect students and staff.

Specific policies are listed in Appendix 4, the Code of Conduct, and Student Handbook. Response protocols are outlined in Appendix 9.

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

Law enforcement officials will be contacted by the Incident Commander in line with the Building Level Emergency Response Plan and will be requested based upon the "closest response agency" concept to ensure that the response to the incident is as rapid as possible. Appendix 8 includes a table listing the closest response agencies with contact names and numbers for use in non-emergency situations.

Policies – Appendix 4.

The specific procedures are outlined in the Building Level plans.

The district has considered zero tolerance policies and has determined it will adopt them. Punishment will be judged on a case-by-case basis, Code of Conduct, and other district policies.

C. Appropriate responses to emergencies

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

The district has developed specific procedures for responding to bomb threats, hostage taking, intrusions, and kidnappings.

Lockdowns, evacuations, and contacting local law enforcement through the Incident Command Structure will be used. Specific steps are found in the Building Level plans.

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

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

The district has plans and procedures to contact parents and guardians through the use of telephones, radio stations, intercom, fax, emergency alert systems, E-mail, television, and written communications. Specific procedures are outlined in the Building Level Plan to handle early dismissals, evacuation, and sheltering. Contact phone numbers are listed in the phone directory found in the Building Specific Plans (in the school office). See Appendix 11 for general procedure.

SECTION IV: COMMUNICATION WITH OTHERS & RECOVERY

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

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

The district will use the Incident Command System and follow the related protocols. The district has developed relationships with local police, fire, and emergency management personnel.

For Incident Command System (ICS) – see Appendix 12.

The Incident Commander will contact 9-1-1 or 315-376-3511 to obtain any assistance or advice.

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

During emergencies, school officials should communicate with the County Emergency Management Coordinator to obtain advice and assistance.

The Incident Commander, based on the actual Article 2-B situation, will contact the emergency management office for guidance by calling 9-1-1 or 315-376-3511.

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

The District will notify any appropriate educational agencies within its boundaries as well as adjacent to its boundaries in the case of a disaster that would affect any of these agencies. The Incident Commander will determine the extent of notification and delegate its delivery. See Appendix 1 for a listing of Local Educational Agencies.

D. In the case of a school district, maintaining certain information about each educational agency located in the school district, including information on:

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

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

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

SECTION V: PREVENTION AND INTERVENTION STRATEGIES

A. Policies and procedures related to school building security, including, where applicable, the use of school safety officers and or/security devices or procedures.

The South Lewis Central School District utilizes visitor identification passes, sign-in procedures, single point of access, security cameras, reference checks and fingerprinting according to SAVE requirements for all staff.

Information on staff and student numbers and phone numbers are located in the Building Level Plan.

B. Policies and procedures for the dissemination of informative materials

The District recognizes that the most current data caution against profiling students who have the potential for violence. However, it also acknowledges the need to identify youth at risk and to provide the necessary support services to all students, beginning at an early age. The District therefore will maintain resources on the early detection of potentially violent behaviors, maintain a team of qualified staff to evaluate threats and other potentially violent behaviors. The District may disseminate violence prevention information to parents, students and staff via newsletter, mailings, handouts or meetings as appropriate.

The South Lewis Central School District is committed to the use of interpersonal violence prevention education for all students, when available. Annual Violence Prevention training is conducted for instructional and support staff.

C. Prevention and intervention strategies

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

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

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

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

- Youth-run programs
- Peer mediation
- Conflict resolution
- Mentor for students concerned with bullying or violence
- Reporting mechanisms for school violence
- Others based on district need

E. Description of duties and required training of Student Mediator and other school safety personnel

The District currently employs a Student Mediator. Job descriptions and training requirements are located in the personnel office. (See Appendix 7)

SECTION VI: PUBLIC HEALTH EMERGENCY CONTINUATION OF OPERATIONS PLAN

This Public Health Emergency Continuation of Operations Plan has been developed in accordance with NYS Legislation S.8617-B/A.10832 amending subdivision 2 of Section 2801-a of New York Education Law. It amends the South Lewis Central School District-Wide School Safety Plan dated October 1, 2020 to include protocols for responding to a declared public health emergency involving a communicable disease.

Our District-Wide School Safety Plan is based on addressing the currently accepted phases of emergency management (Prevention/Mitigation; Protection; Response; Recovery). This concept is more simplistically defined as a way of looking at a potential emergency before, during and after the event. This Pandemic Plan is built upon the components already existing in our District-Wide School Safety Plan that also incorporates our Building-Level Emergency Response Plans. It is a flexible Plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. The Plan will be tested (exercised) routinely as part of the overall exercise of the District-Wide School Safety Plan. The District-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-Level Emergency Response Team. Effective April 1, 2021, Labor Law §27-c, amends Labor Law §27-1 and adds a new provision to Education Law §2801-a. Labor Law §27-c requires public employers to develop operation plans in the event of certain declared public health emergencies. Education Law §2801-a requires school districts to develop plans consistent with the new Labor Law requirement. The new law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a. The Plan addresses the required components in the sections as noted below:

Prevention/Mitigation

- (1) A list and description of positions and titles considered essential with justification for that determination.
- (2) The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
- (3) A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce workplace and public transportation overcrowding.

Protection/Preparedness

- (4) Protocols to be implemented to secure personal protective equipment (PPE) sufficient to supply essential workers with 2 pieces of each PPE device needed for each work shift for at least six months. This must include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.

Response

- (5) Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms, or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and common areas. It must also address the policy on available leave with respect to testing, treatment, isolation or quarantine.

- (6) Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers in order to facilitate the provision of any benefits that may be available to them on that basis.
- (7) Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

Prevention/Mitigation:

- We will work closely with the Lewis County Public Health to determine the need for activation of our Plan. The following procedures will be followed by administrators, principals, school nurses for reporting communicable disease, including Coronavirus, Influenza, etc., and communicating with the Health Department:
 - Report suspected and confirmed cases of influenza on the monthly school's *Communicable Disease Report*, (DMS-485.7/93; HE-112.4/81) and submit to: Lewis County Public Health, 7785 N. State Street, Suite 2, Lowville, NY 13367.
 - Public Health Consultation and Immediate Reporting: 315-376-5453
 - *Coronavirus Hotline: 888-364-3065*
- Lewis County Public Health may monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.
- The Superintendent of Schools, Douglas Premo, will help coordinate our Pandemic planning and response effort. This person will work closely with the District-Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The school district Medical Director and nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the school district technology director will also be an important Team member. The Business Administrator, Building and Grounds Supervisor, Food Service Manager, Transportation Supervisor, Public Information Officer and Curriculum Coordinator will also be vital to the planning effort. Other non-traditional individuals may also be required to be part of the Team.
- The District-Wide School Safety Team will review and assess any obstacles to implementation of the Plan. The *CDC School District Pandemic Influenza Planning Checklist* was reviewed for this determination and has considered issues related to Planning and Coordination; Continuity of Student Learning; Core Operations; Infection Control Policies and Procedures; and Communication.
- The school district will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings and direct mailings for this purpose.

This Public Health Emergency Continuation of Operations Plan has been developed with input from the South Lewis Teachers' Association and South Lewis School Related Personnel as required by New York State Labor Law Section 27-C.

The Plan addresses the required components in the sections as noted below:

- A list and description of positions and titles considered essential with justification for that determination.

- The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
- A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce workplace and public transportation overcrowding.
- Protocols to be implemented to secure personal protective equipment (PPE) sufficient to supply essential workers with 2 pieces of each PPE device needed for each work shift for at least six months. This must include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.
- Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms, or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and common areas. It must also address the policy on available leave with respect to testing, treatment, isolation or quarantine.
- Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers in order to facilitate the provision of any benefits that may be available to them on that basis.
- Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

(1) ESSENTIAL SCHOOL POSITIONS AND TITLES

In the event of a declared public health emergency involving a communicable disease, the District must ensure that essential functions are continued without disruption.

The District has developed a list and description of positions and titles considered essential in the event of a state ordered reduction of in-person workforce, as well as a justification for such consideration for those positions that would be required to be on-site or in district to continue to function as opposed to those positions that could realistically work remotely. The following information is addressed in the table below:

1. **Title** – a list of positions/titles considered essential (could not work remotely) in the event of a state-ordered reduction of in-person workforce.
2. **Description** – brief description of job function.
3. **Justification** - brief description of critical responsibilities that could not be provided remotely.
4. **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite.
5. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

Human Resources Essential Positions (Example Table)		
Title	Description	Justification

A worksheet has been completed for each department and is attached as **Appendix A, Essential Employee Worksheets.**

(2) Protocols Allowing Non-Essential Employees to Telecommute

Through assigning certain staff to work remotely and by staggering work shifts, the District can decrease crowding and density on site or in district. Non-essential employees able to accomplish their functions remotely will be enabled to do so to the greatest extent possible. Working remotely requires:

- Identification of staff who will work remotely,
- Assignment of remote work, and
- Identifying the resources necessary in order for the staff to work remotely.

Ensure Digital Equity for Employees

- **Mobile Devices:**
 - District employees who require devices in order to maintain operational functions as well as instructional services will be provided with a computing device to be utilized for remote work.
 - Conduct a cost analysis of technology device needs
- **Internet Access Assessments:**
 - Staff have been surveyed in order to determine reliable internet access in their place of residence. Those who do not have reliable internet that will enable remote work will be assessed on a case by case basis to determine if they will require District provided internet access.
 - Conduct a cost analysis of Internet access needs
- **Providing Mobile Devices and Internet Access:**
 - To the extent practicable, decide upon, develop procurement processes for, order, configure, and distribute, if and when available, appropriate mobile devices to those determined to be in need.
 - To the extent practicable and technically possible, decide upon, develop procurement processes for, and when available, provide appropriate Internet bandwidth to those determined to be in need. WIFI hotspots and residential commercial Internet options will be evaluated for anticipated effectiveness in particular situations.

To the extent practicable, essential staff may be assigned to remote work for part of their work week to reduce exposures.

(3) Staggering Work Shifts of Essential Employees – Reducing Overcrowding

Depending on the exact nature of the communicable disease and its impact, South Lewis Central School is prepared to enact numerous strategies to reduce traffic congestion and maintain social distancing requirements in order to minimize building occupancy. The following will be considered:

- Limiting building occupancy to 25%, 50% or 75% of capacity or the maximum allowable by State or Local guidance.
- Forming employee work shift cohorts to limit potential contacts.
- Limit employee travel within the building.
- Limit restroom usage to specific work areas.
- Stagger arrival and dismissal times.
- Alternate work-days or work weeks.
- Limit or eliminate visitors to the building.

The school district will utilize these base strategies and expand upon them as necessary in order to address any public health emergency.

Protection (Preparedness):

We have collaborated with our partners to assure complementary efforts. We have invited representatives from Lewis County Public Health, Police Department, Office of Emergency Management, Department of Mental Health and others to attend our District-wide School Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic related issues.

- The District-wide Command Center will be at the District Office with the alternate at the specific building affected and will be activated at the direction of the School District Incident Commander. We have established our District-wide Incident Command Structure as follows:

ICS Role	Name	Title	Phone Number
Incident Commander	Douglas Premo	Superintendent	315-348-2508
Public Information Officer	Douglas Premo	Superintendent	315-348-2508
Liaison Officer	Chad Luther, Judith Duppert, Christine Sobel or Christopher Villiere	Building Principal	315-348-2500
Safety Officer	Barry Yette	Business Admin	315-348-2503

Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems.

- The school district has designated a COVID-19 safety coordinator (administrator), for each of its schools, whose responsibilities include continuous compliance with all aspects of the school’s reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or “new normal” levels. The coordinators shall be the main contact upon the identification of positive COVID-19 cases and are responsible for subsequent communication. Coordinators shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the COVID-19 public health emergency and plans implemented by the school.

<i>School/Program</i>	<i>COVID-19 Safety Coordinator/Administrator</i>	<i>Contact #</i>
High School	Chad Luther – Principal	315-348-2520
Middle School	Judith Duppert - Principal	315-348-2570
South Lewis Elementary	Christine Sobel – Principal	315-348-2600
	Christopher Villiere – Principal	

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include; websites; school postings; general mailings; e-mails; special presentations; phones and cell phones, texting; reverse 911

systems, and the public media. A school district Public Information Officer (PIO), Douglas Premo, Superintendent of Schools, has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with our Technology Director to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available. The District will utilize Peachjar, SchoolMessenger, email, telephone and other communication methods as appropriate. We have tested/exercised our communication systems throughout the school year.

- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
 - Overall Operations – we have defined the following decision-making authority for the district:
 - Superintendent of Schools – Douglas J. Premo**
 - Business Administrator – Barry Yette**
 - Building and Grounds Supervisor – Richard Poniktera**
 - Transportation Supervisor – Andrew Krokowski**
 - Food Service Manager – Steven Fuller**
 - Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by hand-held radios, cell phones, e-mail, district automated phone notification system.
 - The Business Office is essential for maintaining overall function and facilities operation. We have also established the ability to maintain these essential functions off-site from remote locations as follows: The Business Office financial software is cloud-based and may be accessed by all employees involved with the essential functions via a secure internet connection. A VPN has been designated for the Business Administrator. Technology devices will be deployed for remote work as deemed necessary.
 - Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Building and Grounds Supervisor or back-up designee will keep the business office informed of such status and determine the appropriate staffing level in order for District buildings to be maintained. Teachers may be asked to assist in cleaning classrooms between student groups. If necessary, the District may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. *At no time will products not approved by the school district be utilized.*
- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include:
 - Hard copy, self-directed lessons
 - Use of mobile media storage devices for lessons (CDs, Jump Drives, iPads)
 - On-line instruction; on-line resources; on-line textbooks
 - Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone, cell phone mail, text messages; e-mail; automated notification systems; website postings, etc.

We have obtained input from curriculum and instructional technology staff in development of these strategies.

(4) Obtaining and Storing Personal Protective Equipment (PPE)

PPE & Face Covering Availability:

- The school district will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms).
- Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- Information should be provided to staff and students on proper use, removal, and washing of cloth face coverings.
- Masks are most essential in times when physical distancing is difficult.
- Teach and reinforce use of face coverings among all staff.
- We have authorized all staff to utilize their own personal face coverings but have secured and will provide PPE for any employee requesting such protection. Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

PPE Supply Management

- The Business Administrator is working with programs to determine the overall PPE needs of the District. Centralized purchasing will be used when possible.

Response:

The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with Lewis County Public Health and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.

- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The PIO will work closely with the Technology Director to re-test all communication systems to assure proper function. The District-wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the PIO will utilize the communication methods previously described to alert the school community of the activation of our District-Wide School Safety Plan as it specifically applies to pandemics.
- The Business Administrator will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The School Business Administrator will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Building and Grounds Supervisor will meet with staff and monitor ability to maintain essential function. Sanitizing procedures will be reviewed with teachers. The

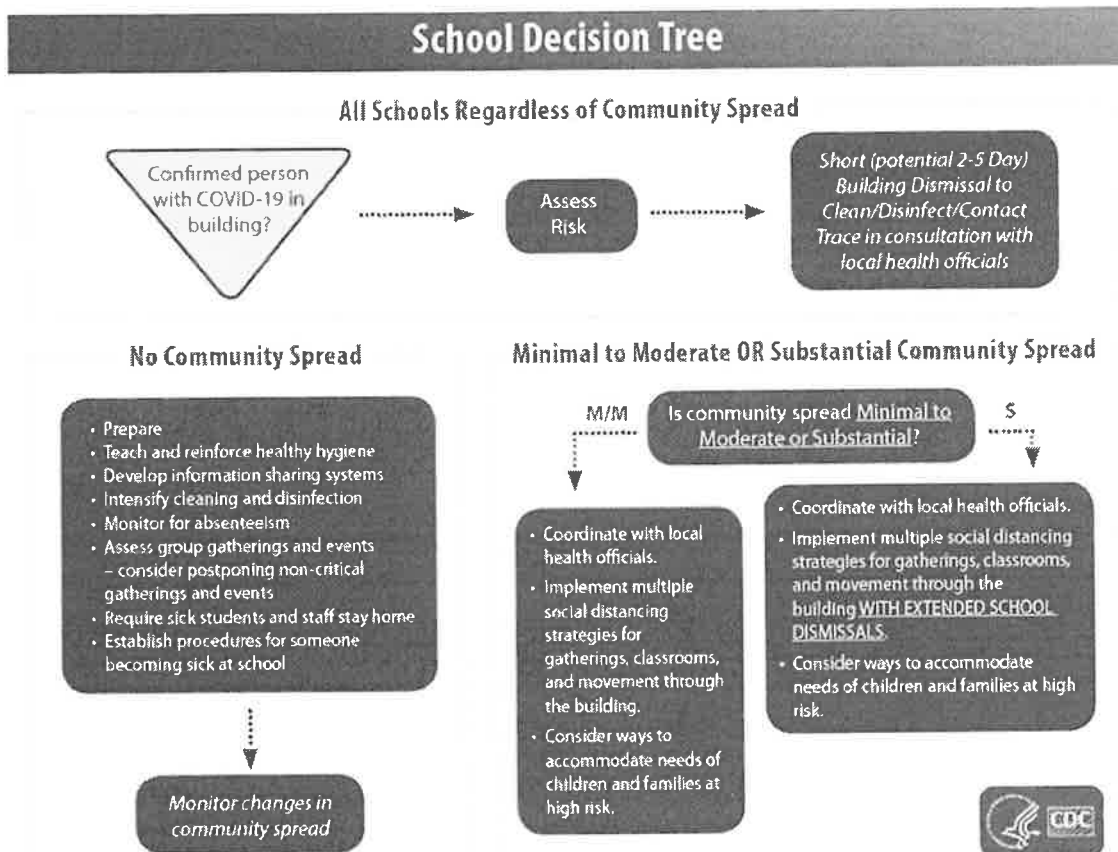
Building and Grounds Supervisor will work closely with the Business Administrator or designee to implement different phases of the Plan as necessary.

- Based on recommendations from Local and State Authorities, schools may be closed. Our Plan for continuity of instruction will be implemented as previously described.
- If the decision is made to close a school building the school district will notify the NYS Education Department and District Superintendent at Jefferson-Lewis BOCES.

(5) Preventing Spread, Contact Tracing and Disinfection

Confirmed COVID-19 Case Requirements & Protocols

Instructional programs must be prepared for COVID-19 outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission. CDC has provided the following decision tree to help schools determine which set of mitigation strategies may be most appropriate for their current situation:



CDC and NYSDOH Recommendations:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Opening outside doors and windows to increase air circulation in the area.
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.

- Refer to DOH's [Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure](#) for information on "close and proximate" contacts.
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

Return to School After Illness:

Schools must follow CDC and NYSDOH guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19 they can return to school:

- Once there is no fever, without the use of fever reducing medicines, and they have felt well for 24 hours;
- If they have been diagnosed with another condition and have a healthcare provider written note stating that they are clear to return to school.

If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until:

- It has been at least ten days since the individual first had symptoms;
- It has been at least three days since the individual has had a fever (without using fever reducing medicine); and
- It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.

The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end. [Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings](#).

CDC recommendations for discontinuing isolation in persons known to be infected with COVID-19 could, in some circumstances, appear to conflict with recommendations on when to discontinue quarantine for persons known to have been exposed to COVID-19. CDC recommends 14 days of quarantine after exposure based on the time it may take to develop illness if infected. Thus, it is possible that a person known to be infected could leave isolation earlier than a person who is quarantined because of the possibility they are infected.

Staff Absenteeism

- Instructional staff will call their building principal when they are absent due to illness. Substitutes will be provided as necessary and as requested.
- The instructional departments will develop a plan to monitor absenteeism of staff, cross-train staff, and create a roster of trained back-up staff.
- The instructional departments will monitor absenteeism of students and staff, cross train staff, and create a roster of trained back-up staff.

Employee Assistance Program (EAP)

- The District Office will continue to disseminate information to employees about EAP resources. EAP is a voluntary, work-based program that offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems. EAPs address a broad and complex body of issues affecting mental and emotional well-being, such

as alcohol and other substance abuse, stress, grief, family problems, and psychological disorders.

Medical Accommodations

- The Superintendent of Schools will handle medical and COVID-19 accommodations. Requests for COVID-19 accommodations should be sent in writing to the Superintendent of Schools.

New York State Contact Tracing Program

If a student or staff member tests positive for Coronavirus the New York State Contact Tracing Program will be implemented. As such, it is important for everyone to understand how contact tracing works. The information below is provided by the New York State Contact Tracing Program:

Contact Tracers work with people who have tested positive for COVID-19 to identify people they have had contact with and let them know they may have been exposed to the disease.

If you get a call from "NYS Contact Tracing" (518-387-9993), PLEASE answer the phone. Answering the phone will keep your loved ones and community safe.

A contact tracer will:

- NEVER ask for your Social Security number
- NEVER ask for any private financial information
- NEVER ask for credit card information
- NEVER send you a link without proper authentication procedures

If you test positive, a COVID Contact Tracer will connect you with the support and resources you may need through quarantine, such as help getting groceries or household supplies, child-care, medical care or supplies. The Tracer will work with you to identify and reach out via phone and text to anyone you've been in contact with while you were infectious to trace and contain the spread of the virus.

People who have come in close contact with someone who is positive are asked to stay home and limit their contact with others. By staying home during this time, IF you become sick yourself, you have not infected many others along the way.

Testing, medical and quarantine support for yourself and your loved ones will be arranged. They will not release your name to anyone. Your information is strictly confidential and will be treated as a private medical record. This program will place emphasis on areas with the highest rates of infection and on regions ready to open. The program will operate through the flu season. Your caller ID will say "NYS Contact Tracing" (518-387-9993).

Facilities: Cleaning and Sanitizing

Cleaning removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection. Visibly soiled surfaces and objects must be cleaned first. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface.

Sanitizing lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.

Routine cleaning of school settings includes:

- Cleaning high contact surfaces that are touched by many different people, such as light switches, handrails and doorknobs/handles
- Dust- and wet-mopping or auto-scrubbing floors
- Vacuuming of entryways and high traffic areas
- Removing trash
- Cleaning restrooms
- Wiping heat and air conditioner vents
- Spot cleaning walls
- Spot cleaning carpets
- Dusting horizontal surfaces and light fixtures
- Cleaning spills

Classroom/Therapy Rooms:

South Lewis Central School will provide related service providers with additional cleaning supplies to ensure continuous disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.

Common Areas:

Smaller common areas, like kitchenettes and copy room areas, should have staggered use. If users cannot maintain six feet of distance, they shall wear a mask. Signage has been posted in common areas to remind staff of health and safety etiquette.

Disinfecting:

Disinfecting kills germs on surfaces or objects by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

- Cleaning and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health will be adhered to.
- Custodial logs will be maintained that include the date, time and scope of cleaning and disinfection. Cleaning and disinfection frequency will be identified for each facility type and responsibilities will be assigned.
- Hand hygiene stations will be provided and maintained, including handwashing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.
- Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.
- Regular cleaning and disinfection of restrooms will be performed.
- Cleaning and disinfection of exposed areas will be performed in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces.
- Although cleaning and disinfection is primarily a custodial responsibility, appropriate cleaning and disinfection supplies will be provided to faculty and staff as approved by Central Administration.
- Additional paper towel dispensers may be installed in other designated spaces.

Upon request, the Building and Grounds Supervisor will provide CDC approved disinfecting solutions for additional on the spot disinfecting. This should be done daily or between use as much as possible. Examples of frequently touched areas in schools may include:

- Bus seats and handrails.
- Buttons on vending machines and elevators.
- Changing tables.
- Classroom desks and chairs.
- Door handles and push plates.
- Handles on equipment (e.g., athletic equipment).
- Handrails.
- Kitchen and bathroom faucets.
- Light switches.
- Lunchroom tables and chairs.
- Positive Academic Support Solution (PASS) Rooms.
- Related Services Spaces.
- Shared computer keyboards and mice.
- Shared desktops.
- Shared telephones.

Hand Sanitizing:

- Hand sanitizer dispensers will be located and installed in approved locations.
- Hand sanitizer bottles will be distributed to staff as approved by the Building and Grounds Department.
- South Lewis Central School ensures that all existing and new alcohol-based hand-rub dispensers, installed in any location, are in accordance with the Fire Code of New York State (FCNYS) 2020 Section 5705.5.

Trash removal:

- Trash will be removed daily.
- Garbage cans or process for collecting trash during lunch periods in classrooms will be increased where necessary.
- No-touch trash receptacles will be utilized, where possible.

(6) Documenting Precise Hours/Work Locations of Essential Workers

It is recognized that as the work environment changes to adapt to the emergency situation and typical work schedules are modified it can become more difficult to track employees especially if they conduct work off site or in numerous locations. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis.

(7) Emergency Housing for Essential Employees

Emergency housing for essential workers is not considered to be generally required for school employees as opposed to healthcare workers and other critical care employees. However, we have canvassed local hotels/motels so we may be prepared for an unanticipated need and should be able to access the following if necessary: The Edge Hotel (866-348-4211).

Recovery:

- Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to our normal process. We will use all described communication methods and our PIO to keep the school community aware of the transition process.
- We will work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- We will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.
- Each Building-Level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.
- The District-Wide School Safety Team and Building-Level Emergency Response Teams will meet to de-brief and determine lessons learned. Information from the PIO, Business Office, Building and Grounds Supervisor, and Curriculum Coordinator will be vital to this effort. The District-Wide School Safety Plan and Building-Level Emergency Response Plans will be revised to reflect this.

Curriculum activities that may address the crisis will be developed and implemented.

SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST



Local educational agencies (LEAs) play an integral role in protecting the health and safety of their district's staff, students and their families. The Department of Health and Human Services (HHS) and the Centers for Disease Control and Prevention (CDC) have developed the following checklist to assist LEAs in developing and/or improving plans to prepare for and respond to an influenza pandemic.

Building a strong relationship with the local health department is critical for developing a meaningful plan. The key planning activities in this checklist build upon existing contingency plans recommended for school districts by the U.S. Department of Education (Practical Information on Crisis Planning: A Guide For Schools and Communities <http://www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf>).

Further information on pandemic influenza can be found at www.pandemicflu.gov.

I. Planning and Coordination:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify the authority responsible for declaring a public health emergency at the state and local levels and for officially activating the district's pandemic influenza response plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Identify for all stakeholders the legal authorities responsible for executing the community operational plan, especially those authorities responsible for case identification, isolation, quarantine, movement restriction, healthcare services, emergency care, and mutual aid.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	As part of the district's crisis management plan, address pandemic influenza preparedness, involving all relevant stakeholders in the district (e.g., lead emergency response agency, district administrators, local public health representatives, school health and mental health professionals, teachers, food services director, and parent representatives). This committee is accountable for articulating strategic priorities and overseeing the development of the district's operational pandemic plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with local and/or state health departments and other community partners to establish organizational structures, such as the Incident Command System, to manage the execution of the district's pandemic flu plan. An Incident Command System, or ICS, is a standardized organization structure that establishes a line of authority and common terminology and procedures to be followed in response to an incident. Ensure compatibility between the district's established ICS and the local/state health department's and state education department's ICS.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Delineate accountability and responsibility as well as resources for key stakeholders engaged in planning and executing specific components of the operational plan. Assure that the plan includes timelines, deliverables, and performance measures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with your local and/or state health department and state education agencies to coordinate with their pandemic plans. Assure that pandemic planning is coordinated with the community's pandemic plan as well as the state department of education's plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Test the linkages between the district's Incident Command System and the local/state health department's and state education department's Incident Command System.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Contribute to the local health department's operational plan for surge capacity of healthcare and other services to meet the needs of the community (e.g., schools designated as contingency hospitals, schools feeding vulnerable populations, community utilizing LEA's healthcare and mental health staff). In an affected community, at least two pandemic disease waves (about 6-8 weeks each) are likely over several months.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Incorporate into the pandemic influenza plan the requirements of students with special needs (e.g., low income students who rely on the school food service for daily meals), those in special facilities (e.g., juvenile justice facilities) as well as those who do not speak English as their first language.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participate in exercises of the community's pandemic plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with the local health department to address provision of psychosocial support services for the staff, students and their families during and after a pandemic.

1. Planning and Coordination (cont.):

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Consider developing in concert with the local health department a surveillance system that would alert the local health department to a substantial increase in absenteeism among students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Implement an exercise/drill to test your pandemic plan and revise it periodically.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Share what you have learned from developing your preparedness and response plan with other LEAs as well as private schools within the community to improve community response efforts.

2. Continuity of Student Learning and Core Operations:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop scenarios describing the potential impact of a pandemic on student learning (e.g., student and staff absences), school closings, and extracurricular activities based on having various levels of illness among students and staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop alternative procedures to assure continuity of instruction (e.g., web-based distance instruction, telephone trees, mailed lessons and assignments, instruction via local radio or television stations) in the event of district school closures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a continuity of operations plan for essential central office functions including payroll and ongoing communication with students and parents.

3. Infection Control Policies and Procedures:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with the local health department to implement effective infection prevention policies and procedures that help limit the spread of influenza at schools in the district (e.g., promotion of hand hygiene, cough/sneeze etiquette). Make good hygiene a habit now in order to help protect children from many infectious diseases such as flu.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide sufficient and accessible infection prevention supplies (e.g., soap, alcohol-based/waterless hand hygiene products, tissues and receptacles for their disposal).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies and procedures for students and staff sick leave absences unique to a pandemic influenza (e.g., non-punitive, liberal leave).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish sick leave policies for staff and students suspected to be ill or who become ill at school. Staff and students with known or suspected pandemic influenza should not remain at school and should return only after their symptoms resolve and they are physically ready to return to school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies for transporting ill students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure that the LEA pandemic plan for school-based health facilities conforms to those recommended for health care settings (Refer to www.hhs.gov/pandemicflu/plan).

4. Communications Planning:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assess readiness to meet communication needs in preparation for an influenza pandemic, including regular review, testing, and updating of communication plans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a dissemination plan for communication with staff, students, and families, including lead spokespersons and links to other communication networks.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensure language, culture and reading level appropriateness in communications by including community leaders representing different language and/or ethnic groups on the planning committee, asking for their participation both in document planning and the dissemination of public health messages within their communities.

4. Communications Planning (cont.):

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and test platforms (e.g., hotlines, telephone trees, dedicated websites, and local radio or TV stations) for communicating pandemic status and actions to school district staff, students, and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and maintain up-to-date communications contacts of key public health and education stakeholders and use the network to provide regular updates as the influenza pandemic unfolds.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure the provision of redundant communication systems/channels that allow for the expedited transmission and receipt of information.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Advise district staff, students and families where to find up-to-date and reliable pandemic information from federal, state and local public health sources.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disseminate information about the LEA's pandemic influenza preparedness and response plan (e.g., continuity of instruction, community containment measures).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disseminate information from public health sources covering routine infection control (e.g., hand hygiene, cough/sneeze etiquette), pandemic influenza fundamentals (e.g., signs and symptoms of influenza, modes of transmission) as well as personal and family protection and response strategies (e.g., guidance for the at-home care of ill students and family members).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Anticipate the potential fear and anxiety of staff, students, and families as a result of rumors and misinformation and plan communications accordingly.



APPENDICES

APPENDIX A - Essential Employee Worksheet

In the event of a government ordered shutdown similar, to what we experienced in the spring due to Coronavirus, we are now required to have a Plan for future shutdowns that may occur. As part of that Plan we are now required to provide information on those positions that would be required to be on-site or in district for us to continue to function as opposed to those positions that could realistically work remotely. Please provide the information requested below for your department utilizing the following guide:

1. **Title** – a list of positions/titles considered essential (**could not work remotely**) in the event of a state-ordered reduction of in-person workforce.
2. **Description** – brief description of job function.
3. **Justification** - brief description of critical responsibilities that could not be provided remotely.
4. **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite.
5. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors.

Essential Employee Determination				
Title	Description	Justification	Work Shift	Protocol
Superintendent	District Leadership	On-site district-wide oversight and leadership	7:00 AM – 3:00 PM	
Building/Grounds Supervisor	Supervisor of Custodial/Cleaning Staff	Custodians and Cleaners must be supervised in their work regardless of education program	7:00 AM – 3:00 PM	
Cleaners and Custodians	Cleaning and Repairs	On-going cleaning and repairs as needed	7:00 AM – 3:00 PM	
Maintenance	Building Maintenance	Oversight of building systems and immediate response to issues	7:00 AM – 3:00 PM	
Building Principals	Building Leadership	On-site building oversight and leadership	7:00 AM – 3:00 PM	
Keyboard Specialists	Office Support	Answer Phones and operate the office with principals	7:00 AM – 3:00 PM	
IT Director	Technology	Oversight of all technology functions	7:00 AM – 3:00 PM	
Food Service Manager	Meal Services	Meal delivery and/or pick-up	7:00 AM – 3:00 PM	
Food Service, Cook, Baker	Meal Services	Meal Preparation	7:00 AM – 3:00 PM	
Transportation Supervisor	Transportation Support	Organization of any needed transportation needs	7:00 AM – 3:00 PM	
Mechanics	Fleet Maintenance	Maintenance of transportation fleet	7:00 AM – 3:00 PM	
Bus Drivers	Transportation Needs	Transportation, delivery, pick-up needs	7:00 AM – 3:00 PM	
Business Administrator	Financial	On-going needs for financial systems to operate	7:00 AM – 3:00 PM	
Treasurer & Account Clerks	Financial	Payroll and other financial system operations	7:00 AM – 3:00 PM	

Safety Monitor/Aide	Visitor Management	Management of visitors	7:00 AM – 3:00 PM	
Nurses	Health and Wellness	Health and medical support for on-site staff	7:00 AM – 3:00 PM	
Curriculum/Data Coordinator	System Collaboration	Coordination of all systems within the district (financial, student management, communications, etc.)	7:00 AM – 3:00 PM	

Appendix 1:

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

ELEMENTARY, MIDDLE & HIGH SCHOOL

ADDRESS	CONTACT	PHONE #S
4264 East Road, Turin	Christopher Villiere, ES Christine Sobel, ES Judy Duppert, MS Chad Luther, HS	ES (315) 348-2600 MS (315) 348-2570 HS (315) 348-2520

LOCAL EDUCATIONAL AGENCIES

Howard Sackett Technical Center (BOCES), Glenfield	315-377-7300
Boak Educational Center (ACES), Lowville	315-377-7365
Lewis County Head Start	315-376-7365
River Valley Mennonite School	315-493-0187
Beaver River Central School	315-346-1211
Copenhagen Central School	315-688-4411
Adirondack Central School	315-942-9250
Lowville Academy and Central School	315-376-9000
Harrisville Central School	315-543-2707
Hand in Hand Early Childhood Center	315-376-9414

Appendix 2:
Building Risk Determination
 Buildings & Surrounding Areas

All school buildings	Playground areas
Properties adjacent to schools	On and off-site athletic fields
Buses	Off-site field trips

BUILDING	Phone #	LOCATION	Principal
South Lewis Elementary	315-348-2600	Turin, NY	Christopher Villiere and Christine Sobel
Middle School	315-348-2570	Turin, NY	Judy Duppert
High School	315-348-2520	Turin, NY	Chad Luther

Internal Hazards

- Civil Disturbance
 - Bomb threat
 - Hostage
 - Intruder
 - Kidnapped person
 - Civil unrest
 - Anthrax (bio-terrorism)
- Fire and Explosion
 - Explosion
 - spills/releases
 - Fire
- Systems Failure
 - Electrical system failure
 - Fuel shortage
 - Gas leak
 - Heating system failure (loss of heat)
 - Roofing failure (leak)
 - Sewage system failure
 - Structural failure
 - Water system failure
- Medical Emergency
 - Allergic reaction/bleeding/blow to the head
 - Broken bones/burns/choking/diabetic shock
 - Epileptic convulsions/shock
 - Bites
 - Blood/body fluid exposure (infection control)
 - Electric shock
 - Epidemic
 - Food poisoning
 - Heart attack
 - Toxic exposure
- Death/suicide

External Hazards

- Weather Related
 - Flood/mudslide
 - Storm/snow/ice/wind/hurricane
 - Thunderstorm
 - Tornado
- Environmental Problems
 - Air pollution
 - Flood/mudslide
 - Hazardous material
 - Radiological incident
 - Storm/snow/ice/wind/hurricane
 - Extreme cold/heat
 - Thunderstorm/lightning storm
 - Tornado
 - Toxic material spill/releases
 - Water contamination
- Other External Hazards
 - Airplane crash
 - School bus accident
 - Earthquake
 - Railroad Crossings
 - Lyons Falls Mill

RISK PROBABILITY CHECKLIST

	YES	NO	COMMENT
1. Has your region ever been short of water due to drought conditions? Natural Hazard: Drought and Extreme Heat			
2. Have you ever felt an earthquake tremor while in your community? Natural Hazard: Earthquake			
3. Do you live in or adjacent to a major forest region? Natural Hazard: Forest Fire			
4. Have forest fires ever occurred within 25-mile radius of your district? Natural Hazard: Forest Fire			
5. Do you live in a state having great or moderate risk from landslides occurring? Natural Hazard: Landslide			
6. Is your district located in a valley downstream from a man-made dam? Natural Hazard: Mudflow			
7. Has your community ever experienced a winter storm ? Natural Hazard: Winter Storms and Blizzards			
8. Are severe winter storms a frequent occurrence? Natural Hazard: Winter Storms and Blizzards			
9. Is your community in an area visited by thirty or more thunderstorms per year? Natural Hazard: Severe Thunderstorms			
10. Do you live in a state with a coastline on the Atlantic Ocean or Gulf of Mexico? Natural Hazard: Hurricane			
11. Has your state ever been crossed by the path of a hurricane ? Natural Hazard: Hurricane			
12. Is your district on or near a river or stream floodplain? Natural Hazard: Flood and Flash Floods			
13. Have floods or flash floods ever affected your home or community? Natural Hazard: Floods and Flash Floods			
14. Do tornadoes present a major or moderate risk to your region? Natural Hazard: Tornado			
15. Do you live in a western state that has been or might be affected by ashfall from a volcanic eruption ? Natural Hazard: Volcanic Hazard			
16. Are there any factories, warehouses, or disposal areas near your community, which produce or use toxic chemicals or other hazardous materials ? Technological Hazard: Hazardous Materials			
17. Is your district within a few miles of a main highway, waterway or railroad line? Technological Hazard: Transportation Accident			
18. Have major transportation accidents ever disrupted traffic patterns in your community? Technological Hazard: Transportation Accident			
19. Is your district within a fifty-mile radius of a nuclear power facility ? Technological Hazard: Radiological Incident			
20. Are there any radioactive waste dump sites in your state? Technological Hazard: Radiological Incident			
21. Are there any man-made dams built along the river nearest your district? Technological Hazard: Dam Disaster			

Appendix 3:

TRAINING

The District will conduct emergency response training for staff and students by reviewing procedures appropriate to hazardous situations including those that are weather-related, criminal in nature, environmental, or failure of building system. The procedures will be explained and practiced in a variety of ways including Evacuation drills; live drill; and Emergency Management Team exercise.

When appropriate, and at the discretion of the District-wide Team, the District will coordinate drills and/or exercises with local and county emergency response and preparedness officials. Drills will be evaluated by post-drill debriefing or written evaluation. Plans will be modified as a result of these evaluations. The following training, drills and/or exercises will be conducted annually:

Date	Description of drill or exercise
Spring/Fall	Evacuation Drill – Students and Staff
As required by law	Fire & Lockdown Drills – Students and Staff
Annual	Right-to-Know – Staff
Annual	Blood-borne Pathogens – Staff
Annual	Violence Prevention - Staff

Appendix 4: **SAFETY/SECURITY POLICIES**

Refer to the South Lewis Central School Board Policy Book sections:

- 6110 Code of Ethics
- 6151 Drug Free Workplace Policy
- 5741 Drug and Alcohol Testing
- 6150 Alcohol, Drugs, and other Substances
- 7530 Child Abuse by District Personnel
- 6195 Health and Safety: Operation of vehicles owned by the District
- 7590 Student Dismissal Precautions
- 7311 Loss or destruction of District Property
- 3410 Code of Conduct
- 7312 In-School Suspension
- 7312 Student Suspension
- 7312 Student Conduct: Guide to Legal Search and Seizure
- 7313 Student Conduct: Massive Demonstrations on School Property
- 7314 Student Due Process Rights
- 7312 Corporal Punishment Complaints
- 7591 Student Safety
- 7330 Weapons in school and the Gun-Free Schools Act
- 7312 Safety: The Police and the School
- 7530 Child Abuse and Maltreatment
- 7320 Drug and Alcohol Abuse
- 7340 Bus rules and regulations
- 5730 School bus safety program
- 7311 Loss or destruction of District Property
- 5680 Safety and Security
- 5681 School Safety Plans
- 3510 School Closings
- 7520 Accidents and Medical Emergencies

Appendix 5:

Those with questions on this document are referred to the following State regulations:

- 155.17
- Executive Law 2B

Appendix 6:

Policy (and policy number) regarding building security, school safety officers, and dissemination of informative materials

- 1510 Board of Education Meetings
- 1610 Annual District Meeting/Budget Vote Policy
- 1410 Policy and Administrative Regulations
- 6110 Code of Ethics
- 6151 Drug Free Workplace Policy
- 5741 Drug and Alcohol Testing
- 6150 Alcohol, Drugs, and other Substances
- 7530 Child Abuse by District Personnel
- 7590 Student Dismissal Precautions
- 7311 Loss or destruction of District Property
- 3410 Code of Conduct
- 7312 In-School Suspension
- 7312 Student Suspension
- 7312 Student Conduct: Guide to Legal Search and Seizure
- 7313 Student Conduct: Massive Demonstrations on School Property
- 7314 Student Due Process Rights
- 7312 Corporal Punishment Complaints
- 7591 Student Safety
- 7330 Weapons in school and Gun-Free Schools Act
- 7312 Safety: The Police and the School
- 7530 Child Abuse and Maltreatment
- 7320 Drug and Alcohol Abuse
- 7340 Bus rules and regulations
- 5730 School Bus safety program
- 7311 Loss or Destruction of District Property
- 5680 Safety and Security
- 5681 School Safety Plans
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Middle School	315-348-2570	Turin, NY	Judy Duppert
High School	315-348-2520	Turin, NY	Chad Luther
Howard G. Sackett Center	315-377-7300	Glenfield, NY	Paul Mooney
Lowville Academy	315-376-9000	Lowville, NY	Rebecca Dunckel-King

Appendix 7:

Description of duties and required training of Student Mediator and other school safety personnel

Student Mediator

Goal:

Provide a safe and orderly school environment by utilizing conflict resolution/peer mediation strategies in communicating with students, administrators, teachers, parents, law enforcement and the community. Utilize basic level discipline strategies to reduce discipline issues.

Roles and Responsibilities:

Assist teachers and administrators in the supervision of students including supervision while changing classes, maintain quiet and orderly hallways during classes, direct and assist visitors to appropriate offices, assure that students and visitors have appropriate documentation.

De-escalate situations that have the potential to become a problem. Be visible throughout the school. Be present in and around the building including hallways, locker rooms, cafeteria, auditorium, bathrooms, parking lots, buses, and at after-school activities. Deal with issues such as truancy, potential altercations between students and/or students and teachers, and situations involving bullying. Eliminate minor disturbances before they become major problems.

Investigate disciplinary situations such as truancy, theft, bullying, fights, property damage, use of illegal substances, and any infractions of the school policy and/or Code of Conduct. Each investigation involves communicating with all persons necessary including principals, students, parents, victims, witnesses, and law enforcement agencies.

Implement Mediation and Conflict Resolution solutions by taking appropriate mediation and conflict resolution measures. Administration is informed (involved) in the entire process. The solution may be as simple as communicating with all parties including but not limited to students, parents, teachers, school guidance counselors, drug and alcohol counselors, school psychologists, and/or law enforcement. Follow-up is required on student resolution/mediation to determine if the solution is working and successful.

Assist students in coping with peer pressure and daily problems. Be available to students to discuss situations. Keep open lines of communication with students, parents, staff, and administration to maintain safe schools by resolving problems before they arise.

Know and enforce school policies and rules in a fair and consistent manner while maintaining a climate of mutual trust.

Work with the administration, reporting information to them on investigations, student discipline issues and other daily activities.

Maintain communication with parents of students involved in mediation issues. The goal is to resolve disputes early and with minimum disruption to student learning and teacher instruction.

Fulfill other duties as assigned by administration.

Requirements:

Requirements include Teacher Assistant Certification, Peer Mediation/Conflict Resolution Training, CPR/First Aid certification, Restraint Training. Experience preferred.

Appendix 8:

Closest Response Agencies

In an emergency, dial 911. They will dispatch the appropriate response agencies. In non-emergency situations, contact the following:

EMERGENCY TELEPHONE NUMBERS

AGENCY	TELEPHONE NUMBER
ALL EMERGENCIES	911
Lowville Barracks - New York State Police	315-376-6513
Lewis County Sheriff	315-376-3511
Lewis County Fire Management	315-376-2511
Lewis County Emergency Services	315-376-5303
3G Fire Hall	315-376-2135
Lewis County Search & Rescue	911 or 315-376-7711

Appendix 9:

Response Protocols

The District's responses to emergencies, including protocols for responding to bomb threats, hostage takings, intrusions and kidnappings are included in the confidential Building-Level Plans. The following protocols are provided as examples:

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

Responses to Acts of Violence: Implied or Direct Threats

The District has established the following strategies for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school. The Building-Level Plan includes specifics to potential emergency situations that would require these responses.

- Use of staff trained in de-escalation or other strategies to diffuse the situation.
- Inform Superintendent of implied or direct threat.
- Determine level of threat with Superintendent/Designee
- Contact appropriate law enforcement agency, if necessary
- Monitor situation, adjust response as appropriate, including the possible use of the Emergency Response Team.

The District will provide training to assist personnel in de-escalation techniques and/or identification of early warning signs of potentially violent behavior as part of the required staff development program.

Acts of Violence

In the event of an act of violence by students, teachers, other school personnel or visitors to the school, the District will implement the procedures outlined in the Building-Level Plans. The following types of procedure(s) have been considered:

- Determine level of threat with Superintendent/Designee.
- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- If necessary, initiate lockdown procedure, and contact law enforcement.
- Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.

Appendix 10:

Protective Action Options

The following general actions will be considered in the event of an emergency as appropriate:

- School cancellation prior to opening
- Early dismissal
- Hold-in-Place
- Evacuation
- Lockout
- Shelter-in-Place/Lockdown

School Cancellation

- Monitor any situation that may warrant a school cancellation
- Make determination
- Contact Local Media

Early Dismissal

- Monitor situation
- If conditions warrant, close school
- Contact Transportation Director to arrange transportation
- Contact local media to inform parents of early dismissal
- Set up an information center so that parents may make inquiries
- Retain appropriate district personnel until all students have been returned home

Hold-in-Place

- Identify area of building needing such response
- Clear area affected
- Contact needed departments and possible outside agencies

Evacuation (before, during and after school hours, including security during evacuation and evacuation routes)

- Determine the level of threat
- Contact Transportation Director to arrange transportation
- Clear all evacuation routes and sites prior to evacuation
- Evacuate all staff and students to pre-arranged evacuation sites
- Account for all student and staff population. Report any missing staff or students to the principal/program administrator.
- Make determination regarding early dismissal; Contact local media to inform parents of early dismissal if implemented
- Ensure adult supervision or continued school supervision/security
- Establish a public information center to provide information and current status of the situation to parents, affected school districts and other inquiring parties.
- Retain appropriate district personnel until all students have been returned home

Sheltering/Lockdown (internal and external)

- Determine the level of threat
- Determine location of sheltering depending on nature of incident and if threat not imminent
- Initiate building Lockdown procedure, e.g. close/lock doors if threat imminent
- Account for all students and staff. Report any missing staff or students to the principal/program administrator

- Determine other occupants of the building
- Make appropriate arrangements for human needs
- Take appropriate safety precautions
- Establish a public information center to provide information and current status of the situation to parents, affected school districts, and other inquiring parties
- Retain appropriate district personnel until all students have been returned home

Appendix 11

Notification and Activation (Internal and External Communications)

In the event of a violent incident, the Superintendent of Schools/Designee will contact appropriate law enforcement officials through the 911 system. A list of local law enforcement agencies and of those individuals who are authorized to contact that law enforcement agencies is included in the appendix of each Building-Level Emergency Response Plan.

The Superintendent will notify all educational facilities within the district in the event of an emergency by use of telephone, fax, email or other appropriate communication. See Appendix 1.

In the event of a disaster or an act of violence, the South Lewis Central School Superintendent, or his/her designee, will be notified as appropriate. In the event of certain weather emergencies, the NOAA weather radio emergency alert system may be use to receive information.

Parents, guardians or persons in parental relation to the students will be notified in the event of a violent incident or an early dismissal by means of local media including television channels and radio stations.

MEDIA INFORMATION

Radio	Radio	TV
WCIZ 93	WBDR 106.7	WSTM 3
WYYY 94	WSYR 570	WWNY 7
WKLL 94.9	WTNY 790	WSYR 9
WODZ 96.1	WBRV 900	YNN 10
WOUR 96.9	WIBX 950	WUTR 20
WFRY 97.5	WRUN 1150	WNYF 28
WLZW 98.7	WIXT 1230	WWTI 50
WOTT 100.7	WANT 1240	
WLLG 101.3	WTLB 1310	
WTOJ 103.1	WRNY 1350	
WTOJ 104.3		

Appendix 12:

District Organization organized by NIIMS ICS, including ICS Position Description

Position & Description

Incident Commander (IC) Superintendent or Business Administrator	Responsible for emergency/ disaster operations and shall remain at the command post to observe and direct all operations.
Deputy Incident Commander Business Administrator or High School Principal	Assists the IC with the management of the emergency/disaster. Assumes the role of the IC if required and fulfills the responsibility until relieved.
Operations School Resource Officer or Middle School Principal	Manages/directs the response to the incident.
Logistics Supervisor of Buildings and Grounds	Provides facilities, services, personnel, equipment and materials to support the incident.
Planning & Intel. Business Administrator or School Resource Officer	Collects, evaluates and documents information about the development of the incident.
Admin./Finance Business Administrator	Provides financial tracking, procure- ment, and cost analysis related to the incident.
Public Information Officer (PIO) Superintendent or School Resource Officer	Acts as the official spokesperson for the district.
Safety Officer County Emergency Management Coordinator or School Resource Officer	Ensures that all activities are conduct- ed in as safe manner as possible under the circumstances which exist. The safety officer can enact emergen- cy authority and override the decision of the IC.
Agency Liaison Director of Curriculum	Contact person for responding agencies.
Log/Scribe Building Office Secretary	Documents all activities of the Command Post. Maintains all information/documents of the ICT.

Appendix 13

Copies of all Building-Level Emergency Response Plans are available to appropriate personnel from the district office.

The South Lewis Central School Emergency Response Plan has been filed with the Lewis County Sheriff's Department, the local office of the New York State Police Department and local fire departments.