

Owego Apalachin Central School District

5 Sheldon Guile Boulevard – Owego, New York 13827

OACSD District-wide Safety Plan

Emergencies and violent incidents in schools are critical issues that must be addressed in an expeditious and effective manner. The Board of Education of the Owego Apalachin Central School District recognizes its responsibility to adopt and amend a comprehensive district-wide school safety plan and building-level emergency response plans regarding crisis intervention, emergency response and management.

Taken together, the district and building plans shall provide a comprehensive approach, addressing school safety and violence prevention, and provide the structure where all individuals can fully understand their roles and responsibilities for promoting the safety of the entire school community. The plans shall be designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the district's coordination with local and county resources. The plans shall also address risk reduction/prevention, response and recovery with respect to a variety of emergencies and violent incidents in district schools.

In accordance with New York State Education Law, Chapter 16, Title II, Article 55, Section 2801-a, the Owego Apalachin Central School District shall have the following school safety teams and plans to deal with crisis intervention, emergency response and management.

District-wide Safety Team

The Board will appoint a district-wide school safety team that may include, district administrators; building administrators; faculty members; district staff members representing building secretaries, district transportation, district buildings and grounds and school nurses; parent organizations; school safety personnel; individual parents or guardians of students in the district; and students. This team shall be responsible for the development and review of a comprehensive district-wide school safety plan. The plan shall address crisis intervention, emergency response, recovery and management at the district and building-level.

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The District Safety Plan and all of our Building-level Emergency Response Plans, when combined, constitute the Owego Apalachin Central School District District-wide Comprehensive School Safety Plan. A District-wide Comprehensive School Safety Plan (excluding protected information) shall be available for public inspection and public comment, in the district offices for at least 30 days prior to adoption. Our District-wide Comprehensive School Safety Plan will be adopted after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested party by October 1st of every year.

Building Level Safety Teams

Building-level Emergency Response Plan

Building-level School Safety Team

Building-level Emergency Response Team

Building-level Post Incident Recovery Team

Each Building Principal shall be responsible for appointing a Building-level School Safety Team. Said team may include representation from teachers, administrators, parent organizations, individual parents or guardians, school safety personnel, other school personnel, local law enforcement officials, local fire department officials, local ambulance and other emergency response agencies. Each building-level school safety team shall be responsible for the development and review of their building-level emergency response plan. The plan shall address preparedness, prevention, emergency response, and recovery at the building level and shall include all procedures required by law and regulation.

Within each building, the building-level school safety team shall designate:

- a) Building-level Emergency Response Team that may include appropriate school personnel, local law enforcement officials and representatives from local,

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regional and/or state emergency response agencies to assist the school community in responding to a serious violent incident or emergency; and

b) Building-level Post Incident Recovery Team that may include appropriate school personnel, medical personnel, mental health counselors and other related personnel to assist the school community in coping with the aftermath of a serious violent incident or emergency.

The Building Principal shall be responsible for conducting at least one test every school year of all of the emergency response procedures outlined under their Building-level Emergency Response Plan including procedures for sheltering and early dismissal/evacuation.

Team Appointments

The members of all district and building-level teams shall be appointed on an annual basis. In appointing team members, the Board of Education and the Building Principals will make an effort to include other persons beyond those groups identified in law and policy who can contribute to ensuring continuity among the plans.

Annual Review and Report

Each building-level plan shall be reviewed by the appropriate school safety team by April 1st every year and updated or amended as needed. The District-wide School Safety Team shall review the District-wide plan and the building-level plans by May 1st every year, and update or amend it as needed. The Board of Education shall adopt, by July 1st of each succeeding year the District-wide Comprehensive School Safety Plan.

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The Superintendent shall have a review conducted each year, of each building-level emergency response plan. The review shall include monitoring that each building is in compliance with the New York State Education Law, Chapter 16, Title II, Section 2801-a - School Safety Plans and Department of Education Commissioner's Regulations § 155.17 - School Safety Plans. The yearly review shall be submitted to the Board of Education along with any amendments, additions or changes that may be recommended.

Building-Level Safety Plans

Each school building shall prepare a building level school safety plan on an annual basis. This plan shall address crisis intervention, emergency response and emergency management at the building level. Each plan shall be developed by a building level school safety team to be appointed by the building principal and may include representatives of teachers, parents, local emergency service providers and such others as the principal deems appropriate. Such plans shall include policies and procedures to be followed in the event that evacuation of the building is necessary due to a serious violent incident.

Serious Violent Incident

A serious violent incident is an incident of violent criminal conduct that is or appears to be life threatening and warrants the evaluation of students and staff because of an imminent threat to their safety of health, including but not limited to, the use or threatened use of a firearm, explosive, bomb, incendiary device, chemical, or biological weapon, knife or other dangerous instrument capable of causing death or serious injury; riot; hostage-taking or kidnapping.

School Building Response Teams

Each school building shall have an emergency response team appointed by the building principal, subject to the review and approval of the superintendent. Each team may be comprised of school personnel, law enforcement officials and representatives of emergency services providers for that school building and such others as the principal may deem necessary and appropriate.

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Provision of Building Information to Emergency Service Providers

It is imperative that emergency service providers and those others responding to a school crisis have immediate access to floor plans, blue prints and other maps and information about school premises. Accordingly, the Superintendent will ensure all updated copies are forwarded to Emergency Service Providers and others responding to school crisis.

In addition copies will be maintained by the appropriate staff.

Internal & External Communications

Appropriate methods will be used accordingly to facilitate internal and external communications in the event of an emergency. The districts Emergency notification system will be used for parental notification (Newsletters, Orientations, Parent Handbooks...) During an emergency, notifications will be communicated through a variety of tools (District Website, Datelines, District Facebook, District Twitter, Remind 101...)

In addition, a summary of responsibilities in the event of a crisis or emergency shall be made available to faculty, staff and substitutes.

Pertinent information about emergency or crisis management plans shall also be regularly reviewed at faculty meetings.

Chain of Command

Each building level plan shall contain information concerning the chain of command to be observed at an emergency. This chain of command shall be consistent with the National Incident Management System/Incident Command System.

Philosophy & Goals

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It is the practice of the Owego Apalachin Central School District to provide for a safe and secure learning and teaching environment for its students and staff. This practice shall be implemented through the following means:

- Development of a detailed multi-hazard school safety plan for the District, a District Wide Safety Plan and each building in the District, a building level safety plan.
- Establishment and implementation of policies and practices for responding to threats of violence concerning school district property, facilities and premises.
- Establishment and implementation of policies and practices for responding to acts of violence by students, teachers, administrators, staff or visitors.
- Development and delivery of prevention and intervention strategies for students manifesting at-risk behaviors.
- Development and adoption of policies and procedures for contacting law enforcement officials and parents in the event of a violent incident.
- Establishment and implementation of policies and procedures for school building security and training of students and staff in school security.
- Development and adoption of protocols for responding to bomb threats, hostage situations, intrusions and kidnappings.
- Development and implementation of strategies to improve communication regarding the reporting of violent incidents.
- Providing character education and/or programs in grades K-12.

Guidelines for Development of the District-wide & Building Safety Plans

Sites Included:

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The following sites are to be covered by the District-wide safety plan and each site shall have a building safety plan:

Owego Elementary School, Apalachin Elementary School, Owego Apalachin Middle School, and Owego Free Academy, Bus Garage, Maintenance Facility, District Offices...

Procedures:

In the event of a cancellation of school; early dismissal; evacuation of school or sheltering of students the procedures set forth in the Building Level Safety Plans shall be followed. (The emergency notification system will be used.)

School Personnel:

Personnel shall be hired in accordance with Board of Education Policies as well as State Laws.

The school safety procedures and training as developed each year by the District Emergency Management/Crisis Team and Building and Grounds Supervisor will be followed. The District-Wide Safety Plan is available from the Superintendent to staff and local law enforcement or fire departments as needed.

Violence Prevention:

The following is a list of some of the practices currently in place within the district to prevent violence:

1. Character Development Programs have been implemented consisting of learning activities that promote the common good in actions. In those programs, students and teachers take responsibility for behaviors, work cooperatively toward common goals, and reach decisions democratically and respectfully. Adults model moral reasoning and thoughtful decision making for students, assist them in resisting high-risk behaviors, and in recognizing beliefs and practices that are inconsistent with respect to safety.
2. Accordance with DASA legislation to address bullying and harassment.

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3. School safety officers and other security personnel are adequately trained; including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited. Training/Support includes non-violent conflict resolution training programs and peer mediation programs and youth courts
4. Opportunities for students to meet with counselors and other staff members.
5. Annual review and adoption of codes of conduct for students, employees and visitors to school premises. These codes of conduct are mandated to include enforceable rules; clear consequences; due process, and explicitly defined roles, rights and responsibilities of the parties. (The Codes of Conduct for each school-Elementary, Middle, and High School are available at the schools).
6. Participation by all students and staff in multi-hazard school safety training on an annual basis by taking part in fire drills, bomb threat drills, lock-down drills and emergency bus and building evacuation drills throughout the school year.
7. Annual adoption and review of a school dress code to prohibit appearance, clothing and accessories that disrupt the educational process.
8. The district currently has an in-school suspension program for grades K-12 in each of the four buildings. Counseling to help address the underlying causes of student defiance and misbehavior is a supplemental consequence to infractions.
9. Active surveillance and security systems in hallways, on playgrounds, and in parking lots.
10. Maintenance of a sign-in system and a single point of access to school buildings.
11. Multicultural educational programs to foster a climate of respect for others. These programs focus on celebrating and tolerating differences and promoting processes that utilize differences as a way to foster mutual understanding and respect. These programs recognize that many instances of school violence stem from bullying and name-calling based on racial and other forms of prejudice.
12. Classroom teaching practices and learning activities that conduct classrooms with agreed upon rules, reinforce pro-social behaviors, foster dispute resolution with care and respect rather than coercion and intimidation, and include cooperative learning techniques and rich and varied learning activities.
13. Student counseling programs developed and implemented in cooperation with state, county and local governments. These programs involve school/community

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teams of counselors in which problems that impede learning or have harmful consequences are identified and addressed through the development of individualized intervention plans, referral and aftercare support. Adult facilitated peer support groups may also be utilized to provide students with opportunities to discuss their problems and feelings in a safe group setting, and to create alternatives to high risk behaviors through behavior contracts, formation of student community service organizations and programs like SADD (Students Against Destructive Decisions).

Other policies and procedures to facilitate violence prevention which could be considered for implementation are:

1. Staff development is a critical element in the prevention of violence in our schools. Teachers will be offered training opportunities in the knowledge and skill required to address school violence and victimization, most notably bullying. Additionally, staff will be trained in sexual, racial and other forms of harassment, cultural diversity, school security and disciplinary policies, classroom management, crowd control and intervention strategies.
2. Implementation of conflict resolution programs in schools. These programs could include development of curricula to structure learning activities that encourage students to work cooperatively to make fair decisions, solve problems, and manage anger and fear without threatening or injuring others. Skills such as active listening, speaking in “I” terms, and negotiating a mutually beneficial plan are introduced and reinforced through modeling, rewards and expectations and are promoted as tools for resolving conflict.
3. Alternative education to serve students with a history of disruptive or violent behavior or chronic drug abuse. Such programming can serve students transitioning from mental health or juvenile justice facilities, those experiencing extreme family dysfunction, or who are caring for their own children and unable to attend regular school settings. These programs may also offer social skills training, home visits to facilitate social service provision, on-site child care, parenting classes, job-training or community service projects, substance abuse counseling, self-esteem building and anger management training. The ultimate goal is to assist students in academic achievement as well as in learning alternative behaviors to violence, self-destruction, sexual precocity, and substance abuse.

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4. School/community support and coordination of family/home support programs that offer support to caregivers and families of students. These may include: development of child care/parenting skills, prenatal care and nutrition, counseling and peer support, stress management, home and family budgeting, coordination of on-site social services, adult vocational and job skills training, early childhood education, peer to peer assistance programs, and community service opportunities. These services may be offered at school-site family resource centers.

Early Warning Signs

It is not always possible to predict behavior that will lead to violence. In some situations and for some youth, different combinations of events, behaviors, and emotions may lead to aggressive rage or violent behavior toward self or others. School personnel and students as well as parents are often in a good position to observe these early warning signs.

None of these signs alone is sufficient for predicting aggression and violence. Moreover, it is inappropriate--and potentially harmful--to use the early warning signs as a checklist against which to match individual children. Rather, the warning signs are offered only as an aid in identifying and referring children who may need help. A good rule of thumb is to assume that these warning signs, especially when they are presented in combination, indicate a need for further analysis to determine an appropriate intervention.

It is the policy of the Owego Apalachin Central School District that staff and students use the early warning signs only for identification and referral purposes. Trained professionals should make diagnoses in consultation with the child's parents or guardian.

The following early warning signs are cited by the United States Department of Education in its publication entitled **Early Warning, Timely Response: A Guide to Safe Schools** and are presented in brief with the following qualifications: they are not equally significant and they are not presented in order of seriousness. A more detailed explanation of them is available from the Superintendent, Principals, or Counselors.

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Identifying and Responding to Imminent Warning Signs

Unlike early warning signs, imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to self and/or to others. Imminent warning signs require an immediate response.

No single warning sign can predict that a dangerous act will occur. Rather, imminent warning signs usually are presented as a sequence of overt, serious, hostile behaviors or threats directed at peers, staff, or other individuals. Usually, imminent warning signs are evident to more than one staff member - as well as to the child's family.

When warning signs indicate that danger is imminent, safety must always be the first and foremost consideration. Action must be taken immediately. Immediate intervention by school authorities and possibly law enforcement officers is needed when a child:

- has presented a detailed plan (time, place, and method) to harm or kill others- particularly if the child has a history of aggression or has attempted to carry out threats in the past;
- is carrying a weapon, particularly a firearm.

In situations where students present other threatening behaviors, parents should be informed of the concerns immediately. The school shall seek assistance from appropriate agencies, such as child and family services and community mental health. These responses should reflect school board policies and be consistent with the district-wide safety plan.

Reporting Early Warning Signs

In the event that students and staff observe a student manifesting early warning signs, the following procedures should be followed:

- Contact the school principal to report the information about the student manifesting such signs.

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- Principals shall maintain a record of each such report. In cases that do not pose imminent danger, the principal or counselor should contact a school psychologist or other qualified professional, who takes responsibility for addressing the concern immediately. The child's family should be contacted. The family should be consulted before implementing any interventions with the child.

Threat Assessment

A threat is an expression of intent to do harm or act out violently against someone or something. A threat can be written, spoken, or symbolic – as in motioning with one's hands as though shooting or strangling another person. A threat is an explicit or implied demonstration or declaration of intent to inflict harm, punishment, injury, loss or death on an individual; an express or implied indication that violence, injury, loss or pain will be inflicted on another. There are principally four types of threats:

- Direct,
- Indirect,
- Veiled, and
- Conditional.

Threats are made for a variety of reasons: as a warning signal, a reaction to fear of punishment, anxiety, demand for attention or as retribution for a perceived or actual slight or affront. Threats may be intended to taunt, intimidate, assert power, punish, manipulate, coerce, frighten, terrorize, to compel desired behavior, to strike back for an injury, injustice or slight; to be disruptive, to challenge authority or to protect oneself.

Individuals who make threats normally manifest other behaviors or emotions that are indicative of a problem. These can include: signs of depression, prolonged brooding, evidence of frustration or disappointment; fantasies of destruction or revenge in conversations, writings, drawings or other actions; expressions of intense love, fear, rage, revenge, excitement or pronounced desire for recognition. Use of alcohol or drugs can be an aggravating factor, as can a romantic breakup, failing grades or conflicts with parents or friends.

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The Building level Emergency Management Plan has a procedure in place used for assessing a threat.

Procedures to be Followed in Response to a Threat and/or Threat of Violence

The following procedures will be followed in case of receipt of a threat:

- A. Any student who receives a threat or hears or observes one being made, shall immediately notify a member of the staff, faculty or administration.
- B. Any member of the staff or faculty who is informed of, or hears or observes a threat on another, or who receives a threat, shall immediately notify the building administrator.
- C. Any building administrator who is informed of a threat, or hears or observes a threat on another, or who receives a threat, will conduct an immediate and thorough investigation of the matter. This will include conferences with those alleging that a threat was made and the individual(s) who allegedly made such threat. Appropriate efforts will be made to separate and/or monitor the students involved in the threat while the investigation is ongoing.
- D. If after such investigation, it appears reasonably certain that the allegation is true, the building administrator will immediately consult with the school guidance counselor, psychologist, social worker and/or child study team. These consultations may lead the building administrator to contact county agencies, including those concerned with mental health, social services and child protection. If necessary, arrangements will be made for an emergency mental health evaluation.
- E. The building administrator will, before the start of the next school day, call the parents or guardians of all students involved in the incident. He or she will also maintain records of the incident.
- F. Unless otherwise required by law, school district policy or as a reasonable and prudent response to an imminent threat to health and safety, the building administrator will consult with the Superintendent as to whether law enforcement officials should be contacted.

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- G. The behavior of a student found to have made a threat will be addressed in accordance with the school code of conduct. If the student behavior is not proscribed by the code of conduct, the building administrator or superintendent will take reasonable measures to provide an appropriate school response to the behavior consistent with federal, state and local due process requirements.
- H. The results of all findings and actions taken shall be communicated in a timely manner to the parents of all students involved.

Providing Medical Assistance

If a person is in need of medical assistance, the school nurse shall be contacted. In addition specific district employees hold CPR, EMT or First Aid certification. The Building Level Safety Plan states procedures to be followed for medical emergencies, accidents, and bus accidents.

District Chain of Command

Mr. Corey Green	Superintendent of Schools	607-687-6225	GreenC@oacsd.org
Mr. Bob Farrell	Assistant Superintendent	607-687-6228	FarrellB@oacsd.org
Mrs. Jill Bennedum	Director of Human Resources	607-687-5263	BennedumJ@oacsd.org
Mr. Joseph DiCosimo	Director of Operations	607-687-6218	Dicosimoj@oacsd.org
Mrs. Laurie McKeveny	Director of Curriculum	607-687-7060	McKevneyL@oacsd.org
Mr. Heath Georgia	High School/MS Principal	607-687-7307	GeorgiaH@oacsd.org
Mr. Tom Beatty	AES Principal	607-687-7302	BeattyT@oacsd.org
Mr. Ken Francisco	OES Principal	607-687-3000	FranciscoK@oacsd.org
Mr. Andy Buchsbaum	Director of Athletics	607-687-6232	BuchsbaumA@oacsd.org

The Role of Governments:

Law Enforcement:

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Law Enforcement Agencies, Fire Departments, and EMS shall be contacted at the discretion of the Superintendent of Schools or building principals according to the steps specified in the District-wide Safety Plan. The Incident Commander will contact Tioga County Emergency Services Department in accordance with Article 2-B of the Executive Law- Disaster Preparedness.

Village Police	State Police	Tioga County Sheriff
90 Temple Street	2354 NY-434	103 Corporate Drive
Owego, NY 13827	Owego, NY 13827	Owego, NY 13827
607-687-2233	607-687-3961	607-687-1010

Apalachin Fire	Owego Fire & EMS
230 Pennsylvania Ave.	87 North Ave
Apalachin, NY 13732	Owego, NY 13827
607-625-2216	607-687-1201

Availability and Coordination of District Resources:

The procedures and resources as described in the District-Wide Safety Plan shall be used to coordinate the use of district resources during an emergency.

Procedure for Contacting Those in Parental Relation

The School Messenger service is a tool used to contact those in parental relation in case of an emergency, including a violent incident or early dismissal are included in the District-Wide Safety Plan.

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Annual Emergency Drills:

At least once per school year, the district shall conduct drills and other exercises to test and evaluate the effectiveness of the district emergency response plan. These drills shall be coordinated with and include the participation of county and local emergency response providers. The results of such drills and exercises shall be assessed by the superintendent of schools and reported to the board of education.

Public Information and Media Relations:

The following individuals shall be designated to deal with the news media in the event of a school emergency:

- Superintendent, the Board President or the Communication and Media Specialist

Members of the media shall not be allowed on school grounds except by invitation of the Superintendent or the Superintendent's designee.

The District will notify any appropriate educational agencies within its boundaries as well as adjacent to its boundaries in the case of a disaster that would affect any of these agencies. The Incident Commander will determine the extent of notification and delegate its delivery. The following forms of communication may be used, but are not limited to: Telephone, Intercom, Fax, Email, Local Media.

Evacuation of Buildings and Grounds:

Each school building in the district shall develop safe evacuation policies and procedures to be utilized in the event of a "serious violent incident" or other emergency.

Intergovernmental Coordination:

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Building plans shall be coordinated with the police, state police, sheriff departments, fire departments, etc. to ensure school access to federal, state and local mental health resources in the event of a violent incident at a school building.

Village Police	State Police	Tioga County Sheriff	Owego Fire & EMS
90 Temple Street	2354 NY-434	103 Corporate Drive	87 North Ave
Owego, NY 13827	Owego, NY 13827	Owego, NY 13827	Owego, NY 13827
607-687-2233	607-687-3961	607-687-1010	607-687-1201

Tioga County Mental Hygiene	Broome-Tioga BOCES	Apalachin Fire
1062 State Rt 38	435 Glenwood Rd	230 Pennsylvania Ave
Owego, NY 13827	Binghamton, NY 13905	Apalachin, NY 13732
607-687-4000	607-763-3300	607-625-2216

Commission of a Crime:

In the event of the commission of a crime on school property, the following procedures shall be implemented to preserve evidence:

- Once authorities have been contacted and the situation turned over to them, they assume all responsibility.
- Procedures to preserve evidence:
 - All evidence should be left in place and not touched by anyone unless there is a chance of the evidence being destroyed
 - Prior to law enforcement authorities arriving, assign a staff or faculty member to ensure any potential evidence is not touched, disturbed or damaged.
 - Wait for law enforcement to properly secure it.
 - If there is a chance of the evidence being destroyed prior to law enforcement's arrival due to weather or other circumstances, the evidence should be secured by a person wearing gloves. That person should maintain custody until the item is turned over to authorities.

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Post-incident Response Team

Each school building shall have a post-incident response team appointed by the building principal, subject to the approval of the superintendent. Each team may be comprised of appropriate school and medical personnel, mental health counselors and such others as the principal may deem necessary and appropriate. That team may include but not be limited to the personnel stated in the District-wide Safety Plan.

District-wide Safety Plan

Purpose

The Owego Apalachin Central School District, District-wide Comprehensive Emergency Response Plan was developed under the guidelines found in the S.A.V.E. Legislation. The specific sections of this law are found in the New York State Education Law, Chapter 16, Title II; Article 55, titled: Regulation by Boards of Education of Conduct on School District Property; sections 2802; 2801-a; and 2814. In addition our District-wide and our Building-level Emergency Response Plans **follow the New York State Commissioner of Education’s Regulations for School Safety Plans, regulation 155.17.**

Team Identification

District-wide Health & Safety Team

The Board of Education appointed a District-wide Health and Safety team that included the required representatives. The District-wide Safety Team met several times to review and make changes in the District-wide plan for presentation to the Board of Education for their review and approval.

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Ms. Michelle Casale	Environmental Health & Safety Hygienist, BTBOCES
Mr. Joseph DiCosimo	Director of Operations
Mr. Ron Bieber	Director of Facilities
Mr. Tony Quaranta	Director of Transportation
Mr. Andy Buchsbaum	Director of Athletics

Concept of Operations

1. The District-wide School Safety Plan will be directly linked to the individual Building-level Emergency Response Plans. Protocols developed in the District-wide School Safety Plan will guide the development and implementation of the Building-level Emergency Response Plans.
2. In the event of an emergency or violent incident, the initial response at an individual school will be by the Building-level Emergency Response Team for that school.
3. Once the Superintendent or Designee is notified, the District-wide Emergency Response Team may be mobilized to respond, depending on the size and type of emergency or incident in the individual school. If district resources other than those available in the affected building are to be used, the District-wide Emergency Response Team will be activated. Local emergency officials will be notified, if appropriate and if not already done so by the Building-level Emergency Response Team.
4. District-wide Emergency Response Team

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Corey Green	Superintendent of Schools
Mr. Joseph DiCosimo	Director of Operations
	BOE Member
Mr. Scott Senko	OATA
Mr. Tony Quaranta	OAASA
Mrs. Darcy Wills	Parent
Officer Jeff Waslyn	School Resource Officer
Mrs. Jen Chandler	OAEA President
Mr. Ron Bieber	Director of Facilities

Plan Review and Public Comment

1. The District-wide School Safety Plan shall be monitored and maintained by the District-wide Safety Team and will be reviewed annually on or before October 1st of each year.
2. The Basic District-wide School Safety Plan, which excludes protected and confidential information, will be made available at the Central Administrative Office for public inspection and comment thirty days prior to adoption. The District-wide School Safety Plan may be adopted by the School Board only after at least one public hearing which provides for the participation by school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education at a public meeting.
3. The Building-level Emergency Response Plans shall be confidential and not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law in accordance with New York State Education Law, Chapter 16; Article II, Section 2801-a.
4. The District-wide School Safety Plan, which excludes protected and confidential information, shall be made available on the District Web Site and upon request.
5. 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.

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6. Full copies of the District-wide School Safety Plan, with the individual Building-level Emergency Response Plans will be given to all emergency services that will respond to a particular district building. In addition, a full copy of the District-wide School Safety Plan will be given to the Tioga County Sheriff's Department and the Owego Police Department.
7. Full copies of the combined District-wide School Safety Plan, will be maintained at the Central Office for the District.

Identification of Potentially Dangerous/Hazardous Sites

1. Each school will identify and locate areas of potential emergencies in and around their building. The Director of Facilities and Operations and building custodians will locate and map these sites. These sites are to include electrical, gas, heating, ventilation, water supply and sewage systems locations and shut-off valves. Representatives of Broome-Tioga County BOCES and local fire department will continue to participate in these efforts.
2. Potentially dangerous sites will be checked regularly and inspected by building safety personnel on a regular schedule, at least annually. They include but are not limited to:

a. System Sites:

Electrical panels/shut-offs	Gas lines/shut-off
Gas appliances	Heating plant
Sewage system	Structural failure
Ventilation/air conditioning	Water supply/shut-off

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b. Environment Problem Sites:

Chemical storage

Cleaning supplies

Paper supply storage

Industrial arts room

Science rooms and labs

c. Site Considerations:

Isolated areas near the school

Nearby streams, ponds, rivers (flooding)

Steep areas near school

Unprotected exterior gas/electric, air conditioning supplies or equipment

Dangerous and Outdated playground equipment.

District Response to Emergency Situations

1. The District procedure for cancellation:

- a. The Superintendent makes the determination after consultation with the Director of Facilities, District Administrators, and/or the County Emergency Management Office.
- b. The Superintendent or Designee contacts local radio and television stations, using the code system in place.
- c. The Superintendent or Designee may initiate Global Connect system.
- d. The Superintendent or Designee also initiates the telephone chain by calling the designated Assistant Superintendent and Principals. The designated Assistant Superintendent is authorized to follow this procedure if the Superintendent is unavailable.

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2. The District procedure for early dismissal:
 - a. Superintendent or Designee decides on an early dismissal.
 - b. Director of Transportation is notified to supply buses.
 - c. Central Office and building administrators are informed.
 - d. Staff and students are informed of closing.
 - e. Parents are notified of early dismissal through media contacts (radio stations, television, and web site.) A message will also be sent to all parents/guardians who have signed up for their school's Global Connect system.
 - f. Parents of elementary and middle school students will provide the school with alternative locations to bring their children in the case of an early dismissal if they are generally not home.

Obtaining Information from Outside the School

The State of New York has developed a web-based system designed to enhance the state's ability to alert the public in emergency situations and respond after disasters. The system is known as NY-ALERT, which utilizes a single web-based portal (webpage) that integrates numerous gateways for the dissemination of emergency alerts to the public, including schools. NY-ALERT will provide National Weather Service bulletins about severe weather, advisories on road closures, recommended emergency protective actions for fast-breaking incidents and other emergency response information from federal, state and local authorities. This feature will utilize e-mail, facsimile transmissions, cell bursting, short messages service (SMS), web-posting, text message and dial-out voice messaging to rapidly transmit messages.

For information on NY-ALERT, visit <http://www.nyalert.gov/>.

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3. Procedures for Evacuations:

Procedures for evacuations will be developed by the Building-level Safety Team in conjunction with the District's Director of Transportation and are found in the Building-level Emergency Response Plans. The evacuation procedures are specific to each school. They include but are not limited to:

- a. Evacuation before, during, and after school
- b. Evacuation routes (internal and external)
- c. Sheltering sites (internal and external)
- d. Procedures for addressing medical needs
- e. Transportation and pedestrian evacuation plans
- f. Notification and communication procedures (Superintendent and parents)

4. Procedures for Sheltering On-site:

Procedures for Sheltering On-site are found in the Building-level Emergency Response Plans. The procedures are specific to each school and situation. Shelter-in-place procedures and weather safety zones are designated in each building.

5. Procedures for Sheltering Off-site:

Each building has identified off-site sheltering facilities to be used in the event of emergencies when transportation is not available. These are included in each of the Building-level Emergency Response Plans.

6. Emergencies include but are not limited to:

Biological / Chemical Contamination	Incident Floods
Intrusions	Bomb Threat

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Kidnapping	Explosion
Fire	Civil Disturbance
Hazardous Materials	High Winds / Storms
Hostage Taking	School Bus Accidents
Suicide	Suspicious Packages

7. Other emergencies may be caused by national or regional events, including acts of terrorism. District schools will consider and follow the recommendations of local, state and federal officials.

Mandatory Reporting

The Superintendent shall notify the Commissioner of Education, as soon as possible whenever the emergency plan or building-level school safety plan is activated and results in the closing of a school building in the district, and shall provide such information as the commissioner may require. Such information need not be provided for routine weather emergency days. **{*New York State Department of Education, Commissioner’s Regulations, 155.17 school safety plans, paragraph (h), {Reporting}**

District Resources, Which May Be Available for Use during an Emergency

1. The list of school personnel who would be available in emergency situations will be developed by each Building Safety Team, with a copy of all building lists maintained at the Central Administrative Office. The list may include, but is not limited to, the names of all the staff members, with the school/office and home telephone numbers and the following:

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a. Medical

School Physician

School Nurses

Emergency Medical Technicians – trained

First Aid trained staff

CPR/AED trained staff

b. Security

Principals and Assistant Principals

Director Facilities and Operations

Head Custodians

School Security Guards

Trained Monitors

c. Emergency Response

Principals and Assistant Principals

Members of fire companies

School Nurses

School Resource Officers

Staff with EMT training

d. Post-Critical Incident Response Personnel

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Principals and Assistant Principals

Staff Psychologists

Guidance Counselors

Social Workers

e. Department of Buildings and Grounds

Director of Facilities and Operations

Custodians

Head Custodians

Maintenance

Grounds

f. Department of Transportation

Director of Transportation

2. Emergency Equipment

Each Building-level Emergency Response Plan will include a list with the location of emergency equipment available in each school:

- a. Medical supplies
- b. Medical equipment
- c. List of Fire Extinguishers
- d. AED

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3. Emergency Communication Equipment

Each Building-level Emergency Response Plan will include a list, including the location in the building, of all communication devices available:

- | | |
|---------------------|-------------------------------------|
| a. Weather Scanners | d. Portable Radios (Walkie Talkies) |
| b. Bullhorns | e. Cellular telephones |
| c. FAX machines | f. Networked computers |

These resources will be found in the individual Building-level Emergency Response Plans and on file at the Central Administration Office.

4. District Equipment List

Description of Procedures to Authorize

See District Chain of Command

** District personnel assigned to provide assistance:

** Medical and psychological services personnel as listed in the individual Building-level Emergency Response Plans.

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Procedure for Annual Multi-hazard School Safety Training for Staff and Students

1. Each Building-level School Safety Team will conduct training each school year on their Building-level Emergency Response Plan. This training will be included in the various meetings, drills and training sessions conducted by the building principal.
2. All required staff training provided by Broome-Tioga County BOCES will be completed annually (i.e.: Blood-borne Pathogen; Hazardous Materials; Right-to-know).
3. Any required student safety training will be completed by or under the supervision of appropriate District staff.
4. DASA Training

Procedure to Conduct Drills and Other Exercises to Test Components of the Emergency Response Plans

1. The Building Principal shall be responsible for conducting at least one test every school year of all of the emergency response procedures outlined under their Building-level Emergency Response Plan. The types of drills to be conducted include, but are not limited to:
 - a. Actual Drills:
 - Fire
 - Emergency dismissal/evacuation
 - Hold In Place (short term)
 - Shelter-in-place (long term)

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Bus emergency evacuation

Lockdown

Lockout

Medical/AED emergency

b. Suggested Building-level Emergency Response Team Table-Top Drills:

Intruder in the building

Weapon in the building

Serious violent incident

Gas leak

Shelter - off-site

Power failure

Bomb threat

c. Communication System Checks

2. Appropriate staff training will be provided to ensure effectiveness.

3. All administrators and Building-level Emergency Response Team members shall complete the “ICS for Schools” training.

(See: <http://training.fema.gov/EMIWeb/is/is100sc.asp>)

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4. Schools will keep a record of all building drills, exercises and training. Copies of all training records will be sent to the District Office by May 1st annually.

ROLE OF THE SCHOOL RESOURCE OFFICER

The role of all school discipline under the code of conduct is delegated to school administration. 8 NYCRR 155.17(C)(1)(X1)(a). The duties of the SRO as well as the goals and objectives, taken directly from the contract between the Village of Owego and the Owego Apalachin Central School District, are as follows:

1.0 Goals and Objectives - It is understood and agreed that the District and Village officials share the following goals and objectives with regard to the SRO Program in the schools:

1.1 To foster educational programs and activities that will increase student knowledge of and respect for the law and the function of law enforcement agencies;

1.2 To act swiftly and cooperatively when responding to major disruptions and criminal offenses at school, such as, but not limited to: disorderly conduct by trespassers, the possession and use of weapons on campus, the illegal sale or distribution of controlled substances, and assaults;

1.3 To report crimes that occur on campus and to cooperate with law enforcement officials in their investigation of crimes that occur at school;

1.4 Establish and maintain a close partnership with school administrators in order to provide for a safe school environment. Ensure school administrator safety by being present during school searches, which may involve weapons, controlled dangerous substances, or in such cases that the student's emotional state may present a risk to the administrator. Assist school administrators in emergency crisis planning and building security matters. Provide a course of training for school personnel in handling crisis situations, which may arise at the school. Assist in conflict resolution efforts.

1.5 Work to prevent juvenile delinquency through close contact and positive relationships with students. The SRO shall conduct security inspections as permitted by law to deter criminal or delinquent activities. The SRO should monitor crime statistics

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and work with local patrol officers and students together to design crime prevention strategies.

1.6 Build working relationships with the school's staff as well as with student and parent groups.

1.7 Work with guidance counselors and other student support staff to assist students and to provide services to students involved in situations where referrals to service agencies are necessary.

1.8 To encourage the SRO to provide safety, security, and traffic control at schools when deemed necessary for the safety and protection of students and the general public.

5.0 Duties of a SRO

5.1 To protect lives and property for the citizens and public-school students of the District;

5.2 To enforce Federal, State and Local criminal laws and ordinances;

5.3 To investigate criminal activity committed on or adjacent to school property;

5.4 To counsel public school students in special situations, such as students suspected of engaging in criminal misconduct, when requested by the principal or the principal's designee or by the parents of a student;

5.5 To act as an instructor for specialized, short-term programs at the assigned school when invited to do so by the principal or designee.

5.6 To be available for conferences with students, parents, faculty members, and administrators in order to assist them with issues of law enforcement or crime prevention.

5.7 To carry out the Goals and Objectives set forth above;

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5.8 Become familiar with all community agencies which offer assistance such as mental health clinics, drug treatment centers, for youth and their families and share information with district officials.

5.9 Maintain detailed and accurate records of the operation of the SRO program and make them available to district officials.

5.10 The SRO shall not act as a school disciplinarian. District officials are responsible for routine school discipline matters. However, if the principal believes an incident is a violation of the law, the principal may contact the SRO, and the SRO shall then determine whether law enforcement action is appropriate. The SRO shall not be used for regularly assigned lunchroom duties, hall monitoring, bus duties or other monitoring activities.

Owego Free Academy Safety Plan

Confidential

Owego Apalachin Middle School Safety Plan

Confidential

Owego Elementary School Safety Plan

Confidential

Apalachin Elementary School Safety Plan

Confidential