



Mexico Academy & Central Schools

District Wide School Safety Plan

2024 - 2025

July 25, 2024

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Plan Development and Maintenance

8 NYCRR Section 155.17 (b) and 155.17 (c) (11) – requires that each school shall have a Building Level School Safety Team that consists of representatives from the following groups: teacher, administrator, parent organizations, school safety personnel and other school personnel, including, but not limited to bus driver and bus monitor, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor, or other governing body deems appropriate.

The Building Level School Safety Team is responsible for the overall development, maintenance, and revision of the Emergency Response Plan (ERP) and for coordinating training and exercising the School ERP. Team members are expected to work closely together to make recommendations for revising and enhancing the plan.

The District Level School Safety Team is responsible for the overall development, maintenance and revision of the District Wide School Safety Plan and the Public Employer Health Emergency Plan.

Various agencies and services are involved in responding to school incidents, including emergency responders from law enforcement, fire, emergency medical services, mental health, and other community organizations. An important component of the School ERP is advanced planning with various federal, state, county, and/or local agencies, as well as community service providers to aid in a timely response to an incident. Advance planning may or may not include written agreements to help coordinate services between the agencies and school. If Memorandum of Understandings (MOU) are created, a copy shall be maintained in at the District Office at 16 Fravor Road, Mexico NY and is available for review upon request. Advanced planning should specify the type of communication and services provided by one agency to another.

Distribution of the Plan

8 NYCRR Section 155.17 (e) (3) mandates that a copy of the ERP and any amendments shall be filed with the appropriate local law enforcement agency **and** with the New York State Police within thirty days of adoption and before October 15th.

Send Building Level Safety Plans to:

**New York State Police Headquarters – Field Command
ATTN: Safe Schools NY**

1220 Washington Avenue, Building 22, Albany, NY 12226

or by email to: info@safeschools.ny.gov

School ERPs are confidential and shall not be subject to disclosure under Article VI of the Public Officers Law in any other provision of law.

Record of Distribution

Copies of the district wide school safety plan, including appendices are recommended to be distributed to your School Safety Team, local fire department, area law enforcement (including village, town, county, and state police), local and county emergency management, the district superintendent and any other persons deemed appropriate by the School Safety Team.

Distribution of the ERP:

Agency	Name of Receiving Party	Date
Superintendent of Schools	Donna Runner	
NYS Police Pulaski	Sgt Pete Paquin	
NYS Police Fulton	Sgt Eric Heath	
NYS Police Hastings	Sgt Steve Omeara	
Oswego County Sherriff's Office	Lt. William Bazzell	
Palermo Volunteer Fire Department	Chief Aaron Kisselstein	
Mexico Volunteer Fire Department	Chief Shawn Edwards	
New Haven Volunteer Fire Department	Chief Dennis Butterfield	
McFee Ambulance	Michael Solazzo	
Oswego County Emergency Response Training Center	Shane Laws, Fire Coordinator	
CiTi BOCES	Aleisha Hartford	
School Resource Officer	Michael Martin	
School Resource Officer	Jamey Locastro	
Director of Facilities III	Michael Wood	
Principal – New Haven Elementary	Brian Carnes, Interim	
Principal – Palermo Elementary	Robert Briggs	
Principal – Mexico Elementary	Amy Fiedler-Horack	
Principal – Mexico Middle School	Patrick Dunham	
Assistant Principal – Mexico Middle School	Laurie Nohle	
Principal – Mexico High School	Christopher Soluri	

Assistant Principal – Mexico High School	Brittany Wylie	
Athletic Director	Andrew Gates	
Transportation Supervisor	Melissa Clark	
Director of Technology	TBD	
Director of Curriculum, Data & Accountability	Candace Fitzgerald	
School Business Executive	Jolean Bliss	
Assistant Superintendent	Elizabeth DiCosimo	
Assistant Superintendent	Colleen Root	

Plan Review and Updates

8 NYCRR Section 155.17 (b) requires the School Safety Team to review its ERP annually and update it by September 1st or as needed.

Each update or change to the plan is recorded below:

Revision/Update/Amendment	Name	Date
Update	Plan Update	September 12, 2016
Update	ERP distribution list	September 27, 2019
Update	Plan Update	September 2, 2020
Update	Plan Update	July 12, 2021
Update	Plan Update	August 18, 2022
Update	Plan Update	July 14, 2023
Update	Plan Update	July 25, 2024

Purpose and Situation Overview

Schools are exposed to many threats, hazards, and vulnerabilities. All of these have the potential for disrupting the school community, exposing students/staff to injury, and causing damage to public or private property. The interior and exterior portions of all school buildings, school grounds, and surrounding neighborhoods should be assessed for potential threats/hazards that may impact the site, staff, and students.

Threat, Hazard Types, and Examples

Threat and Hazard Type	Examples
Natural Hazards:	Earthquakes, Tornadoes, Lightning, Severe Wind, Hurricanes, Floods, Wildfires, Extreme Temperatures, Landslides, Mudslides, Winter Precipitation, Wildlife
Technological Hazards:	Explosions or accidental release of toxins from industrial plants, Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills, Hazardous materials releases from major highways or railroads, Radiological releases from nuclear power stations, Dam failure, Power failure, Water failure
Biological Hazards:	Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, <i>Staphylococcus aureus</i> , and meningitis, Contaminated food outbreaks, including <i>Salmonella</i> , botulism, and <i>E. coli</i> , Toxic materials present in school laboratories
Adversarial, Incidental, and Human-caused Threats:	Fire, Active shooters, Criminal threats or actions, Gang violence, Bomb threats, Domestic violence and abuse, Cyber-attacks, Suicide

Planning Assumptions and Limitations

The school community will continue to be exposed and subject to threats/hazards and vulnerabilities described in the Threat/Hazards Assessments Response section, as well as lesser threats/hazards that may develop in the future. A major disaster could occur at any time and at any place. In many cases dissemination of warning to the public and implementation of increased readiness measures may be possible; however, most emergency situations occur with little or no warning. A single site incident could occur at any time without warning and the employees of the school affected cannot and should not, wait for direction from local response agencies. Action is required immediately to save lives and protect school property. There may be a number of injuries of varying degrees of seriousness to faculty, staff, and/or students. Rapid and appropriate response can reduce the number and severity of injuries. Outside assistance from local fire, law enforcement and emergency services will be available in most

serious incidents. Because it takes time to request and dispatch external assistance, it is essential for the school to be prepared to carry out the initial incident response until emergency responders arrive at the incident scene. Actions taken before an incident can stop or reduce incident-related losses. Maintaining the School ERP and providing frequent opportunities for training and exercising the plan for stakeholders (staff, students, parents/guardians, first responders, etc.) can improve the school's readiness to respond to incidents.

Concept of Operations

The overall strategy of a District Wide School Safety Plan is to execute effective and timely decisions and actions that prevent harm, protect lives and property, mitigate damages, restore order and aid recovery. This plan is based upon the concept that the incident management functions that must be performed by the school generally parallel some of their daily routine functions. To the extent possible, the same personnel and material resources used for daily activities will be employed during incidents. Because personnel and equipment resources are limited, some routine functions that do not contribute directly to the incident may be suspended. The personnel, equipment, and supplies that would typically be required from those routine functions will be redirected to accomplish assigned incident management tasks.

Implementation of the Incident Command System (ICS)

The Incident Command System (ICS) will be used to manage all incidents and major planned events/drills. The Incident Commander at the school will be delegated the authority to direct all incident activities within the school's jurisdiction. The Incident Commander will establish an Incident Command Post (ICP) and provide an assessment of the situation to the emergency responders, identify incident management resources required and direct the on-scene incident management activities from the ICP. If no Incident Commander is present at the onset of the incident, the most qualified individual will assume command until relieved by a more qualified Incident Commander. 8 NYCRR Section 155.17 (e) (2) (v) requires a definition of a chain of command consistent with the Incident Command System (See page 10).

Initial Response

School personnel are likely to be the first on the scene of an incident in a school setting. Staff and faculty are expected to respond as appropriate and notify the Principal, or designee until command is transferred to someone more qualified and/or to an emergency response agency with legal authority to assume responsibility (Police, Fire or EMS dependent upon the nature of the incident). Staff will seek guidance and direction from the school district and emergency responders. Any staff person or faculty in a building that sees or is aware of an emergency shall activate the Emergency Response Plan.

Organization and Assignment of Responsibilities

This section establishes the operational organization that will be relied on to manage an incident and includes examples of the types of tasks that may be performed by different

positions. The Incident Commander is not able to manage all of the aspects associated with an incident without assistance. The school relies on other key school personnel to perform tasks that will ensure the safety of students and staff during a crisis or incident. The Incident Command System (ICS) uses a team approach to manage incidents. It is difficult to form a team while a crisis or incident is unfolding. Roles should be pre-assigned based on training and qualifications. Each staff member and volunteer must be familiar with his or her role and responsibilities before an incident occurs.

The **Incident Commander** can designate a minimum of two qualified individuals to serve as alternates. At all times, the Incident Commander retains the ultimate responsibility for the overall safety of students and staff. Responsibilities may include:

- Provide direction over all incident management actions based on procedures outlined in this ERP
- Take steps necessary to ensure the safety of students, staff, and others
- Coordinate/cooperate with emergency responders

Teachers / Substitute Teachers / Student Teachers

Teachers shall be responsible for the supervision of students and shall remain with students unless directed to do otherwise. Responsibilities may include:

- Supervise students under their charge
- Take steps to ensure the safety of students, staff, and other individuals
Take attendance when class relocates to an inside or outside designated area or to an evacuation site
- Report missing students
- Execute assignments as directed by the Incident Commander
- Obtain first aid services for injured students from the school nurse or person trained in first aid and arrange for first aid for those who are unable to be moved.
- Render first aid or CPR if certified and deemed necessary

Teaching Assistants

Responsibilities may include assisting teachers as directed and actions to ensure the safety of students.

Counselors, Social Workers & School Psychologists

Responsibilities may include:

- Take steps to ensure the safety of students, staff and other individuals during the implementation of the ERP
- Provide appropriate direction to students as described in this ERP for the incident type
- Render first aid or CPR and/or psychological aid if trained to do so
- Assist in the transfer of students, staff and others when their safety is threatened by an emergency
- Administer counseling services as deemed necessary during or after an incident

- Execute assignments as directed by the Incident Commander

School Nurse / Health Assistant

Responsibilities may include:

- Administer first aid or emergency treatment as needed
- Supervise administration of first aid by those trained to provide it
- Organize first aid and medical supplies
- Execute assignments as directed by the Incident Commander

Custodians / Maintenance Staff

Responsibilities may include:

- Survey and report building damage to the Incident Commander
- Control main shutoff valves for gas, water, and electricity and ensure that no hazard results from broken or downed lines
- Provide damage control as needed
- Assist in the conservation, use and disbursement of supplies and equipment
- Control locks and physical security as directed by the Incident Commander
- Keep Incident Commander informed of the condition of the school
- Execute assignments as directed by the Incident Commander

Principal's Secretary / Office Secretaries

Responsibilities may include:

- Answer phones
- Provide for the safety of essential school records and documents
- Monitor radio emergency broadcasts
- Provide assistance and execute assignments as directed by the Incident Commander

Food Service / Cafeteria Workers

Responsibilities may include:

- Prepare and serve food and water on a rationed basis whenever the feeding of students and staff becomes necessary during an incident
- Execute assignments as directed by the Incident Commander

Bus Drivers

Responsibilities may include:

- Supervise the care of students if disaster occurs while students are on the bus
- Transfer students to new location when directed
- Execute assignments as directed by the Incident Commander

Other Staff

Responsibilities may include:

- Execute assignments as directed by the Incident Commander

Students

Responsibilities may include:

- Cooperate during emergency drills, exercises, and during an incident
- Follow directions given by facility and staff
- Know student emergency actions and assist fellow students in an incident
- Report situations of concern (e.g. "If you see something, say something.")
- Develop an awareness of the high priority threats/hazards and how to take measures to protect against and mitigate those threats/hazards

Parents / Guardians

Responsibilities may include:

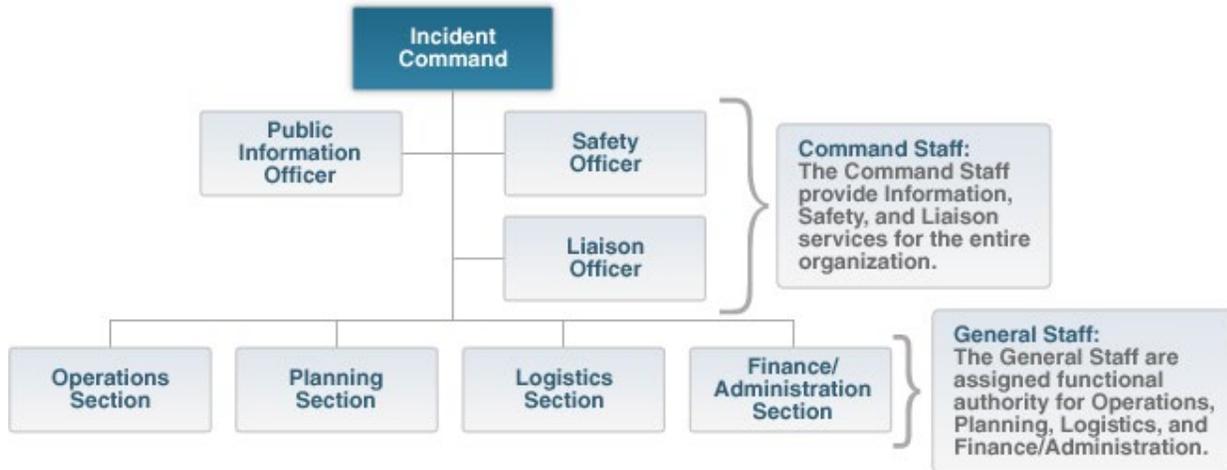
- Encourage and support school safety, violence prevention and incident preparedness programs within the school
- Participate in volunteer service projects for promoting school incident preparedness
- Provide the school with requested information concerning the incident, early/late dismissals and other related release information
- Listen to and follow directions as provided by the School District

Direction, Control, and Coordination

School Incident Command System

To provide for effective direction, control and coordination of an incident, the School ERP will be activated through the implementation of the Incident Command System (ICS) Staff members are assigned to serve within the ICS structure based on their expertise, training, and the needs of the incident. Roles should be pre-assigned based on training and qualifications.

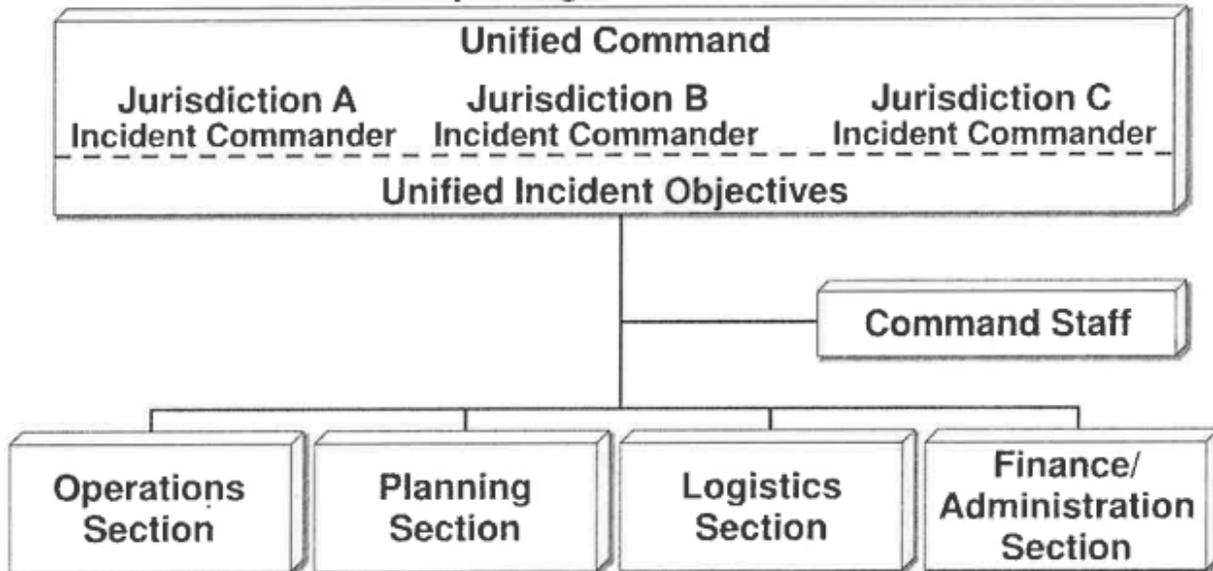
The School ICS is organized as follows:



Or, an incident may require a Unified Command:

Multijurisdictional Incident

Sample Organizational Chart



Note: A listing of individuals designated to fill the Command Staff roles is located in each Building Level Emergency Response Plan under Incident Command System.

School Incident Command system (ISC) Roles Defined

The Incident Command System is organized into the following functional areas:

Incident Command

Directs the incident management activities using strategic guidance provided by the Superintendent or designee. Responsibilities and duties include:

- Establish and manage the Command Post, establish the incident organization and determine strategies to implement protocols (adapt as needed)
- Monitor incident safety conditions and develop measures for ensuring the safety of building occupants
- Coordinate media relations and information dissemination with the Superintendent/Principal/Incident Commander
- Develop working knowledge of local/regional agencies, serve as the primary on-scene contact for outside agencies assigned to an incident, and assist in accessing services when the need arises
- Document all significant activities

Unified Command

If an incident is complex, and multiple agencies are involved, a Unified Command may be used. An example would be the School District, Fire Department and Police Department.

- The emergencies may cross jurisdictional boundaries and involve multiple functional agencies.
- Agencies are blended together into an integrated, unified team.
- Creates a single, integrated incident organization
- Shared facilities.
- A single planning process and Incident Action Plan
- Integrated staffing.
- A coordinated process for restoring order.

Operations Section

Directs all tactical operations (actions) of an incident including: the implementation of response/recovery activities according to ICS, care of students, first aid, psychological first aid, search and rescue, site security, damage assessment, evacuations and the release of students to parents. Responsibilities and duties include:

- Monitor site utilities (i.e. electric, gas, water, heat/ventilation/air conditioning) and shut off only if danger exists or directed by the Incident Commander and assist in securing the facility.
- Establish medical triage with staff trained in first aid and CPR, provide and oversee care given to injured persons, distribute supplies and request additional supplies from the Logistics Section.

- Provide and access psychological first aid services for those in need and access local/regional providers for ongoing crisis counseling for students, staff, and parents/guardians.
- Coordinate the rationed distribution of food and water, establish secondary toilet facilities in the event of water or plumbing failure and request needed supplies from Logistics Section.
- Document all activities

As needed, Emergency Response Teams may be activated within the Operations Section. 8 NYCRR Section 155.17 (e) (2) ((ii) requires the designation of individuals assigned to emergency response teams. Team members are listed in individual Building level plans.

Planning Section

Collects, evaluates, and disseminates information needed to measure the size, scope, and seriousness of an incident and to plan appropriate incident management activities.

Responsibilities and duties include:

- Assist Incident Commander in the collection and evaluation of information about an incident as it develops (including site map and area map), assist with ongoing planning efforts and maintain incident log.
- Document all activities

Logistics Section

Supports ICS by securing and providing needed personnel, equipment, facilities, resources, and services required for incident resolution. Coordinates personnel, assembling and developing volunteer teams, and facilitates communication among incident responders. This function may involve a major role in an extended incident. Responsibilities and duties include:

- Establish and oversee communications and activities during an incident (two-way radio, written updates, etc.) and develop telephone tree for after-hours communication.
- Establish and maintain school and classroom preparedness kits, coordinate access to and distribution of supplies during an incident and monitor inventory of supplies and equipment.
- Document all activities

Finance/Administration Section

Oversees all financial activities including purchasing necessary materials, tracking incident costs, arranging contracts for services, timekeeping for emergency responders, submitting documentation for reimbursement and recovering school records following an incident.

Responsibilities and duties include:

- Assume responsibility for overall documentation and recordkeeping activities; when possible, photograph and videotape damage to property.
- Develop a system to monitor and track expenses.
- Account for financial losses in accordance with district policy and secure all records.

Coordination with Responders

The School ERP may have a set of interagency agreements with various agencies to aid in timely communication. Agreements with these agencies and services (including, but not limited to, mental health, law enforcement and fire departments) could help coordinate services between the agencies and school. The agreements could specify the type of communication and services provided by one agency to another. In the event of an incident involving outside agencies, a transfer of command from the school Incident Commander to a responding agency will occur.

Source and Use of Resources

The school will use its own resources and equipment to respond to incidents until emergency responders arrive. It is suggested that the school establish memoranda of understanding with local organizations and businesses to provide necessities in the event of an emergency. Examples include local grocery stores and food and water or county health departments for counseling services. Agreements are located in the Mexico District Office at 16 Fravor Road, Mexico, NY and can be reviewed upon request.

Information Collection, Analysis, and Dissemination

The school will collect, analyze, and disseminate information during and after an incident.

Types of Information

During an incident, the school will assign administrative staff to monitor weather and local law enforcement alerts. This information will be analyzed and shared with the Incident Commander. After an incident, the school will assign staff to monitor websites and hotlines of mental health, emergency management, and relief agencies. The school will also monitor the school district information portal, to determine any information pertinent or critical to the school's recovery effort.

Information Documentation

The assigned staff member will document the information gathered including:

- Source of information
- Staff member who collected and analyzed the information
- Staff member to receive and use the information
- Format for providing the information
- Date and time the information was collected and shared

Training and Exercises

The school understands the importance of training, drills, and exercises in being prepared to deal with an incident. To ensure that school personnel and community responders are aware of their responsibilities under the school ERP, the following training and exercise actions should occur.

Training

All school staff, students, and others deemed appropriate by the school should receive training during the school year to better prepare them for an incident.

- Roles and Responsibilities – Deliver at start of school year.
- Incident Command System (ICS) Training – Training should be completed prior to assignment to an ICS role. Online training is available through the FEMA Independent Study Program at www.training.fema.gov. ICS classes are offered through the NYS Division of Homeland Security and Emergency Services (DHSES) at www.dhSES.ny.gov. Or by contacting your local emergency management agency.
- Annual training
 - Review ERP with staff
 - Conduct full staff briefings on roles to perform during an emergency
 - Ensure all staff have been briefed in the communications and notifications requirements set forth in the ERP
 - Conduct student briefings on roles they perform during an emergency

Drills & Exercises

At a minimum, the school will conduct the following exercises/drills annually:

- Section 807 of the Education Law mandates that pupils must receive instruction on how to exit the building in the shortest possible time without confusion or panic. The instruction must be in the form of drills or rapid dismissals and must include a minimum of **12 drills each school year** (8 evacuation drills and 4 (announced or unannounced) lockdown drills).
- 8 NYCRR Section 155.17 (e) (3) – each building level emergency response plan shall be tested including sheltering and early dismissal (no earlier than 15 minutes before normal dismissal).

All training and drills require that:

1. they be conducted in a trauma-informed, developmentally and age-appropriate manner
2. do not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency
3. students, staff, and families are informed of when a school is conducting a drill

Lockdown drills will be conducted internally to ensure that school staff has the ability to secure the facility and students against an immediate threat to life and safety.

Whenever a lockdown drill will be conducted, the school will notify local law enforcement and/or the regional 911 Emergency Dispatch Center prior to and at the conclusion of the drill. This will be done to ensure that law enforcement does not receive a false report that the school is in actual lockdown. Additionally, a sign or notice will also be placed at all public entrances indicating that a drill is in progress and to wait for service.

“SAFETY DRILL IN PROGRESS – PLEASE WAIT.” This will serve to notify any uninformed parents or visitors and prevent unwarranted panic.

Exercises that include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency may not be conducted on a regular school day and when school activities such as athletics are occurring on school grounds. If the District plans to participate in a full-scale exercise in conjunction with local and county emergency responders and preparedness officials, students cannot be included without written consent from parents or persons in parental relations.

Each building will keep a log of all training and drills including type, date, and agencies involved a sample of which is included in the building level plans.

Administration, Finance and Logistics

Agreements and Contracts

If school resources prove to be inadequate during an incident, the school will request assistance from local emergency agencies, other agencies, and industry in accordance with existing Memoranda of Understanding. Such assistance includes equipment, supplies, and/or personnel. All agreements are entered into by authorized school district and school officials. Copies of these agreements are located in the District Office at 16 Fravor Road, Mexico, NY and can be reviewed upon request.

Policy

The District’s Use of Force Regarding Authorized Carrying of Firearm Policy 3413 can be found on the MexicoCSD.org website or can be viewed in the District Office at 16 Fravor Road, Suite A, Mexico, NY 13114.

Documentation

The ICS Section Chiefs will maintain accurate logs recording key incident management activities including:

- Activation or deactivation of incident facilities
- Significant changes in the incident situation
- Major commitments of resources or requests for additional resources from external sources
- Issuance of protective action recommendations to staff and students
- Evacuations

- Casualties
- Containment or termination of the incident

Incident Costs

The ICS Finance/Administration Section is responsible for maintaining records summarizing the use of personnel, equipment and supplies to obtain an estimate of incident response costs that can be used in preparing future school budgets and to share these costs with the Superintendent and District Business Office. These records may be used to recover costs from the responsible party or insurers or as a basis for requesting financial assistance for certain allowable response and recovery costs from the State and/or Federal government.

Preservation of Records

In order to continue normal school operations following an incident, records such as legal documents and student files must be protected (i.e. in the event of a fire and flood).

Authorities and References

The following are State and Federal authorizations upon which this school ERP is based. These authorities and references provide a legal basis for emergency management operations and activities.

- The New York State Safe Schools Against Violence in Education (Project SAVE) and 8 NYCRR Section 155.17 require that school emergency plans define the chain of command in a manner consistent with the Incident Command System (ICS).
- New York State Executive Order 26.1 (2006) established ICS as the state's standard command and control system that will be utilized during emergency operations.
- Homeland Security Presidential Directive (HSPD) – 5 required the development of National Incident Management System (NIMS), of which ICS is a critical component.

Protective Action Options – Functional Responses

The information in this section was developed utilizing the Federal Emergency Management Administration's Guide for Developing High quality School Emergency Operations Plans. Each School Building Level School Safety Team should assess and develop annexes to meet the unique needs of each school building. Functional Annexes provide standard language and procedures, and are intended to be transferable to schools statewide and modifications are not recommended. A general overview is provided here.

- **Shelter-in-Place**
- **Hold-in-Place**
- **Evacuation** (required per 8 NYCRR Section 155.17 (e) (2) (i))
- **Lock-out**
- **Lock-down**

These Building Level annexes contain elements required by 8 NYCRR Section 155.17.

- **Crime Scene Management**

- Communications
- Medical Emergency and Mental Health

The School Safety Improvement Team also recommends that schools complete the following annexes utilizing the recommended actions.

- Accounting for All Persons
- Reunification
- Continuity of Operations
- Recovery
- Security

Shelter-in-Place

Purpose

A Shelter-in-Place annex describes courses of action when students and staff are required to remain indoors, perhaps for an extended period of time, because it is safer inside the building or a room than outside. Depending on the threat or hazard, students and staff may be required to move to rooms that can be sealed (such as in the event of a chemical or biological hazard) or without windows, or to a weather shelter (such as in the event of a tornado). Specific response actions can be found in the Building Level Emergency Response Plan(s). Normal teaching activity and support functions should continue. No students or staff should leave their areas during a stay in place.

Hold-in-Place

Purpose

If there is an internal incident or administrative matter such as students fighting in a hallway, a maintenance issue or medical emergency that requires students and staff movement be limited, a “Hold-in-Place” may be initiated. This is intended to keep students and staff out of the affected area until the situation is addressed and conditions are considered safe for free movement within the building.

Evacuation

Purpose

The annex focuses on the courses of action that the school will execute to evacuate school buildings and grounds. Included are school policies and procedures for on-site and off-site

evacuation including evacuation routes, transportation needs, sheltering sites, required per 8 NYCRR Section 155.17 (e) (2) (i).

Evacuation should take place if it is determined that it is safer outside than inside the building (fire, explosion, intruder, hazardous material spill) and staff, students and visitors can safely reach the evacuation location without danger.

Drills will require everyone occupying the building to leave when an alarm sounds and report to an evacuation area as prescribed by the room chart posted in offices and classrooms. It shall be the responsibility of the Teacher or person in charge to inform the occupants of any space of the exit routes and evacuation area location for the room being evacuated.

Lockout

Purpose

The annex describes the courses of action the school will execute to secure school buildings and grounds during incidents that pose an imminent concern outside of the school. The primary objective of a lockout is to quickly ensure all school staff, students, and visitors are secured in the school building away from the outside danger. Normal school activities (except outdoor ones) are allowed to resume.

- Normal activity will continue within the building (unless directed otherwise).

Lockdown

Purpose

This action is taken when the threat of violence or gunfire is identified or when directed by law enforcement and it is necessary to prevent the perpetrator(s) from entering occupied areas. Specific response actions can be found in the Building Level Emergency Response Plan.

Crime Scene Management

Purpose

The annex outlines procedures for securing and restricting access to the crime scene in order to preserve evidence in cases of violent crimes on school property as required in 8 NYCRR Section 155.17 (e) (2) (viii).

Evidence is critical to the investigation and prosecution of criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. Before those

professionals arrive, it is important that the crime scene remain as uncontaminated as possible.

Communications

Purpose

As required by District Policy #5681 (School Safety Plans), the annex includes communication and coordination during emergencies and disasters (both internal communication and communication with external stakeholders), required under 8 NYCRR Section 155.17 (e) (2) (iv), as well as the communication of emergency protocols before an emergency and communication after an emergency. Additionally, procedures shall be included for emergency notification of persons in a parental relation (8 NYCRR Section 155.17 (e) (2) (i)).

Templates for statements/press releases, the communication plan and media contacts at the major television, Internet, and radio stations are maintained by the Superintendent of Schools and the President of the Board of Education, and are located in the District Office.

Types of Communications

Communication between School and Emergency Responders

The school will contact and maintain communications with emergency responders during an incident. The School Incident Commander will transfer command to the appropriate emergency responder who arrives on the scene to assume management of the incident, including coordination of internal and external communications. The Incident Commander will use the communication platform described in the School ERP to notify the principal/designee of the school's status and needs. The school and emergency responders will coordinate the release of information to ensure that information is consistent, accurate, and timely.

Internal Communications

The school has identified a school spokesperson or Public Information Officer (PIO) who will:

- Help create the policies and plans for communicating emergency information internally and to the public.
- Follow the communications policies and procedures established by the school
- Help establish alternative means to provide information in the event of a failure of power, phone, or other lines of communication.
- Develop materials for use in media briefings.
- Act as the contact for emergency responders and assist in coordination of media communications.

Communication between School Officials and Staff Members

School personnel will be notified when an incident occurs and kept informed as additional information becomes available. They will also be informed as plans for management of the incident evolve (keep staff informed to the greatest degree possible).

Communication between School Officials and Students

Communication of emergency information between school officials will primarily take place through the school's public address system or face-to-face between faculty and students.

External Communications

School officials must communicate with the larger school community on how incidents will be addressed on a regular basis. However, once an incident does occur, parents, media, and the community at large will require clear and concise messages from the school about the incident. This will include what is being done and the safety of the children and staff.

Communication with Parents

- Before an incident occurs, the school will:
 - Inform parents on how to access alerts and incident information.
 - Inform parents that the school has developed an ERP, its purpose and its objectives. Detailed response tactics should not be shared if they will impede the safe response to an incident.
 - Information will be included on our district website.
 - Be prepared with translation services for non-English speaking families and students with limited English proficiency.
- In the event of an incident, the school will:
 - Disseminate information by media outlets to inform parents about what is known to have happened.
 - Implement a plan to manage phone calls and parents who arrive at the school.
 - Describe how the school and school district are handling the situation.
 - Provide a phone number, web site address, or recorded hotline where parents can receive updated incident information.
 - Inform parents and students when and where school will resume.
- After an incident, school administrators will schedule and attend an open question-and-answer meeting for parents/guardians as soon as possible.

Communication with the Media

In the event of an incident, The School Incident Commander will coordinate with the Public Information Officer and/or participate in a joint information effort to:

- Establish a media site and reception area away from the school and any established Incident Command Post, Evacuation site or Reunification site.
 - Determine a media location for low impact events (such as a water main break) and high impact events (such as an active shooter incident) when media interviews at the school would be deemed impracticable due to the nature and severity of the incident.

- Low Impact events can be handled at the School District Central Offices or similar type facilities as the number of media outlets and duration of media coverage can be expected to be low.
- High Impact events can be handled at a community center, park, or other facility that is of appropriate size to accommodate a large number of media outlets for an extended duration. **DO NOT** use government facilities (fire stations, etc.) as this will interfere with government administration and operations.

Pre-designated Media sites

	Alternate Location	Address and Description
Low Impact	Mexico Central Schools District Office	16 Fravor Road, Suite A, Mexico, New York 13114
High Impact	Town of Mexico – Community Park	NYS RT 104, Mexico, New York
High Impact	Town of Palermo – Town Park	1638 CO RT 45, Fulton, New York 13069

- Provide regular updates to the media and school community.
- Once Incident Command is transferred to emergency response authorities, so too will PIO functions be transferred to the ERA PIO.
- Provide only information that has been approved to be released by the Incident Commander in charge of the scene.
- Monitor the release of information and correct misinformation. Coordinate messages with the Incident Commander or PIO

Medical and Mental Health Emergency Response

Purpose

This section describes the courses of action that the school will implement to address emergency medical (e.g. first aid) and mental health counseling issues. Schools should coordinate these efforts with appropriate emergency medical services, law enforcement, fire department, and emergency management representatives. 8 NYCRR Section 155.17 (e) (2) (vi) requires the coordination of the ERP with the statewide plan for disaster mental health services. The details of how this coordination is accomplished should be documented within this annex in each Building level plan. Schools should consider contacting their county Director of Mental Health and Community services for information on services available for addressing mental health issues in an emergency.

AED's are located throughout the District.

Day Time School Hours

Anyone in need of an AED should call “911” and summon for an AED trained person to the location. Bring the AED to the site of the emergency and respond to victim until 911 emergency responders arrive.

After School/Evening Hours

Anyone in need of an AED should call “911” and summon a trained person to come to the emergency location with an AED. The trained person should respond to the victim until 911 emergency responders arrive.

Medical Needs – Students with an Allergy

If a student displays signs and symptoms of an allergic reaction and/or reports an exposure to their allergen, school personnel should immediately implement the school’s policy on allergy anaphylaxis which should require that immediate action be taken, such as:

- Notify the school nurse (if available), locate student’s epinephrine immediately, administer medication and call 911.

Accounting for All Persons

Purpose

The annex focuses on developing courses of action to account for the whereabouts and well-being of students, staff, and visitors, and identifying those who may be missing.

Actions

- Depending on the incident, take attendance and report to the Incident Commander when class relocates inside the building or an evacuation takes place.
- Reporting to the Incident Commander when a student, staff member, or guest cannot be located.
- Dismissal of students if they have been relocated in the building.

Reunification

Purpose

The Reunification Annex in Building Level Emergency Response Plans detail a safe and secure means of reuniting parents/guardians with their children in the event of an emergency.

Continuity of Operations Plan (COOP)

Purpose

This section describes how the school and school district will help ensure that essential functions continue during an emergency and its immediate aftermath. Essential functions include business services (payroll and purchasing), communication (internal and external), computer and systems support, facilities maintenance, safety and security, and continuity of teaching and learning.

Actions

- Selecting primary and secondary relocation sites that meet the needs of school.
- Activating the COOP any time and sustaining it for up to 30 days.
- Re-establishing essential functions, such as restoration of school operations, and maintaining the safety and well-being of students and the learning environment.
- Ensuring students receive applicable related services in the event of a prolonged closure.
- Protecting vital documents and making them available at alternate sites.
- Identifying personnel to assist in developing COOP and training them in activating COOP procedures.

Threat and Hazard Specific Responses

The threat and hazard specific annexes in each Building level plan provide unique procedures, roles, and responsibilities that apply to a specific hazard. They often include provisions and applications for warning the public and disseminating emergency public information. Threat and hazard specific annexes do not repeat content, but build on information in the functional annexes and basic plan.

Planning, training, drills, and table-top exercises conducted with local emergency and safety officials will assist in the development of effective procedures and protocols. These activities will also help a school evaluate the appropriateness of the procedures in the plan. They assist with modifications or updates as necessary to ensure that the procedures are sufficient to provide a safe environment for students, staff, and visitors.

Other Hazard-Specific Scenarios

Note: Scenarios listed below are not exclusive and response actions for these are detailed in the Building Level Emergency Response Plan.

- a. FIRE ALARMS
- b. CARBON MONOXIDE ALARM
- c. ACTS OF VIOLENCE
- d. SCHOOL BUS ACCIDENT OR FIRE
- e. BIOLOGICAL/HAZARDOUS MATERIAL/NUCLEAR SPILL OR EVENT
- f. RADIOLOGICAL EMERGENCY PLANNING (OSWEGO CO OFFICE OF EMERGENCY MANAGEMENT)
- g. ABDUCTION / LOST STUDENT
- h. BOMB THREAT
- i. CHEMICAL OR BIOHAZARDOUS MATERIAL
- j. EARTHQUAKE
- k. FIRE / EXPLOSION
- l. GAS LEAK
- m. HOSTAGE SITUATION
- n. MEDICAL EMERGENCIES
- o. POWER FAILURE
- p. WEATHER RELATED HAZARDS
- q. TRESSPASSER / INTRUDER (ARMED)
- r. WEAPONS
- s. ASSAULTS AND FIGHTS

Appendix A.1

Continuity of Operations Plan (COOP)

Preface

This Continuity of Operations (COOP) Plan (herein referred to as the “COOP” provides approved guidance for personnel of MACS to ensure that the District maintains the capability to fulfill all of its assigned essential functions during and after crisis situations.

1.0 INTRODUCTION

1.1 Purpose

The purpose of this Continuity of Operations Plan (COOP) is to guide Readiness and Emergency Management Planning Team members and Safety Team members in responding to emergencies through sustaining functions identified as critical for MACS.

1.2 Scope

This COOP is designed to provide guidance to faculty, staff, and students, focusing on the first 24 hours surrounding a disaster.

1.3 Planning Process

The District-Wide School Safety team has adopted a planning process that addresses an “all hazards” planning approach, through identification of critical functions necessary to sustain the MACS mission and campuses.

Phase 1	Phase 2	Phase 3	Phase 4	Phase 5	Phase 6	Phase 7	Phase 8
Create plans & procedures that address all-hazards assumptions	Identify critical functions and services	Identify key personnel and orders of succession	Provide data support systems/vital records	Identify alternate facilities	Identify communication systems and emergency contact information	Reinforce by education, training and exercise programs	REVIEW COOP ANNUALLY

1.4 Plan Maintenance

Plan review, risk assessment and mitigation processes should be conducted annually to assess threat and develop strategies to prevent and/or mitigate risk. A more specific maintenance schedule can be found in APPENDIX 1.3.

1.5 Responsibilities

1.5.1 District Superintendent

The District Superintendent is responsible for participating in the planning for major events and supporting the COOP. This includes policy direction, guidance, and objectives during an incident.

1.5.2 District Superintendent's Designee

The designee of the District Superintendent is responsible for the preparation, relevance, and accuracy of the plan. They work closely with internal and external stakeholders to prepare for the activation of the plan. This also includes development, coordination and management of all activities required for MACS to perform its essential functions during an event or other situation that would disrupt normal operations.

1.5.3 COOP Coordinator

The COOP Coordinator, appointed by the District Superintendent during an event, is responsible for the implementation of the COOP plan and initiating appropriate notifications inside and outside of the institution when the plan is put into affect. The Coordinator provides direction in preparing the alternate site in an effort to provide for the smooth transition of supervision and operations from the primary location(s) to the alternate location. They also coordinate appropriate lodging, food, and other arrangements with the alternate facility location, if appropriate, for faculty, staff and students.

2.0 GOALS AND OBJECTIVES

2.1 This plan is designed to establish guidelines for the continuation of essential functions. Furthermore to identify threats and vulnerabilities to supplement the Mitigation Plan. It is the mitigation plan that will prioritize vulnerabilities and provide a strategy to mitigate risk.

2.2 The objectives to meet this goal are to:

2.2.1 Maintain a current and accurate list of responsible individuals for every critical function and list at least one successor.

2.2.2 Establish redundant systems, when appropriate, to maintain continuity of operations.

2.2.3 Protect essential facilities, equipment, records, and other assets.

2.2.4 Foster employee mitigation efforts to expedite the recovery process and minimize impact and duration of incidents.

3.0 ESSENTIAL FUNCTIONS

3.1 The essential functions section includes a list of the organization's prioritized essential functions and activities that must be continued.

3.2 List of Essential Functions

See figure 3.2a on next page

Figure 3.2a

Responsible Party	Function	Significance
ALL	Accountability	Quickly and accurately accounting for all staff and students.
Administration	Leadership	Provide insight, guidance and approval.
Instructional Technology	Server back-up	Information retention, Data for critical functions such as payroll.
	Hardware replacement	Acquisition of hardware to allow for completion of critical functions
Business Office	Procurement	Allows for the acquisition of needed resources.
	Payroll	Allows for the continuous pay of employees to aid in personal recovery and maintain focus.
	Accounts Receivable	Maintains business continuity and allows for the processing of funds.
	Accounts Payable	Supports procurement in meeting obligations.
Operations and Maintenance	Power distribution	Maintaining critical functions such as potable water supply, telephone and fire detection service.
	Heat and hot water	Critical function required for occupation of the building
	Fire detection system	Critical function required for occupation of the building
	Communications: Telephones	Critical function required for occupation of the building
	Snow Removal	Critical function required to maintain occupation of the building.

4.0 CONCEPT OF OPERATIONS

4.1 Activation and Relocation

4.1.1 The COOP may be activated by the District Superintendent when it is deemed necessary. In the absence of the District Superintendent, Authority is expressly delegated by the District Superintendent for decision making relative to the implementation of the COOP in accordance with the District-wide School Safety Plan Line of Succession (8.2.1). Any student or staff member may activate an emergency evacuation by pulling the nearest fire alarm when they deem it necessary to protect lives of others.

Successors to the Superintendent during a crisis.		
1.	Jolean Bliss	School Business Executive
2.	Colleen Root	Asst. Superintendent for Curriculum & Instruction
3.	Elizabeth DiCosimo	Asst. Superintendent for Teaching & Learning
4.	Candace Fitzgerald	Director of Curriculum, Data and Accountability

4.1.2 When an evacuation of an area, building or the campus becomes necessary, students and staff will be notified via the fire alarm system or a general announcement. Students, staff, and administrators shall exit their respective spaces in an orderly fashion, assisting anyone who requires additional help as needed. Students and staff shall report to their respective evacuation areas and be counted for the personal accountability report.

4.2 Relocation and Alternate Facilities Operation

4.2.1 Depending on which building is affected by an emergency, evacuation locations will differ. Specific evacuation and relocations instructions are in each campus's building-level emergency response plan (BLERP).

4.2.2 Go – Kits will be created by those personnel identified for critical functions in the COOP operation. These go-kits will be stocked and checked for readiness periodically and in conjunction with changes in the Preparedness Advisory Level,

- 4.2.3 Vital records, file and databases must be accessible at the alternate location. The schedule of vital records can be found in appendix 1.2.
 - 4.2.4 During an activation, the district needs to identify the core functions and processes that must be maintained to ensure the ongoing operation of the organization. Some functions may be placed on hold in the event of a pandemic to sustain a base level of operations. Core functions are listed in figure 3.2a.
- 4.3 Reconstitution
- 4.3.1 The District Superintendent or other authorized person determines when the emergency has ended, and that reoccupation of the facility is safe and lawful. This may include a certificate of occupancy from local code enforcement officials.
 - 4.3.2 The Business Executive, or designee, will serve as the Reconstitution Manager to work with the operations and maintenance and business office staff responsible for the reconstitution process. The Reconstitution Manager will develop a plan and schedule of activities to ensure the orderly transition of all district functions, personnel, equipment, and records from the alternative location back to campus.
 - 4.3.3 The District Superintendent will coordinate with appropriate state and local agencies to ensure continued financial support from the state during a district-wide emergency closure or a school emergency closure.
 - 4.3.4 When personnel, equipment, and documents are in place at the new or restored facility, the remaining staff at the alternate site shall transfer essential functions, cease operations, and deploy to that new or restored facility as directed.
- 4.4 Communications
- 4.4.1 The District Superintendent will designate a Communications Manager who will coordinate all internal and external communications and advise the team of communications needs.

4.4.2 Communications with staff will be done face-to-face, via public address or other electronic means to provide guidance, announcements, and direction.

4.4.3 Communications with the media will be handled by the Superintendent or Designated Communications Manager in conjunction with CiTi Public Relations Department.

5.0 SCENARIOS

The Mexico School campuses are vulnerable to a full range of hazards (man-made, natural, and technological disasters).

5.1 Loss of service due to a lack of facility access.

5.1.1 In the event that the campus is no longer tenable due to conditions that cannot be mitigated in a reasonable time, it may be necessary to conduct an offsite evacuation.

5.1.2 District Administration and staff will continue to recognize their responsibilities to student and staff safety and exercise their authority to implement this plan in a timely manner when confronted with disasters.

5.1.3 Participate fully with New York State and Oswego County Emergency Management direction and disseminate that information to MACS staff and students, and community as needed.

5.1.4 Offsite evacuation plans for the purposes of reunification are established in the Building Level Emergency Management Plans. It may also become necessary to use an alternate location in the event of a crisis such as a radiological event.

5.2 Loss of service due to failure of critical equipment or systems

5.2.1 In the event of a loss of critical infrastructure, the District Superintendent or designee will be required to, with consultation with Operation and Maintenance and Security staff, decide if continued operation of a campus can be done safely. If this cannot be done, an early dismissal may be necessary.

5.3 Loss of service due to a reduction in available staff.

5.3.1 Participate fully with both the New York State and Oswego County public health officials to institute their recommendations and facilitate the dissemination of health communications.

5.3.2 Partner closely with the Oswego County Health Department to establish efficient and effective communication mechanisms to inform students and staff of credible threats and actions to take.

- 5.3.3 Identify a chain of command for the Mexico Central School District and each of its program locations, utilizing established emergency response and crisis management procedures, and the District Incident Command Team.
- 5.3.4 Facilitate link of communications to component schools from external sources regarding infectious diseases. Coordinate the dissemination of information between schools and Oswego County Health and Oswego County Emergency Management.
- 5.3.5 Exposure to students and other staff should be limited to reduce the spread of the illness.
- 5.4 In the event of a long-term closure, teachers may continue to deliver their curriculum remotely.

6.0 TRAINING AND EXERCISES

- 6.1 Personnel shall be trained in their roles of continuity of operations and remain current in their primary responsibilities, but also maintain an understanding and capability of fulfilling roles that they may have to assume during and after a crisis.
- 6.2 An exercise will be conducted at least annually to evaluate the effectiveness and identify gaps or overlaps in the plan. The exercise may focus on specific parts of the plan and should include important components such as communications.

COOP Process



Appendix A.2 COOP Vital Records Schedule

Vital File, Record, or Database	Form of Record	Pre-Positioned at Alternate Location	Hand Carried to Alternate Location	Backed up Offsite
Attendance Records	Electronic			X
DWSSP's	Hardcopy/Electronic		X	
KI+ Opt out Forms	Hardcopy/Electronic		X	
Potassium Iodide KI+ Tablets			X	
Staff Contact Information – Phone Trees	Hardcopy/Electronic		X	
Student Contact Record	Hardcopy/Electronic		X	
Student Medical Record	Hardcopy/Electronic		X	
Credit Card - Business Office	Hardcopy/Electronic		X	
Architectural Drawings	Hardcopy/Electronic		X	X (some)
Asset Inventory	Electronic			X

Appendix A.3 COOP Plan Maintenance Schedule

Activity	Tasks	Frequency
Plan update and certification	Review entire plan for accuracy. Incorporate lessons learned and changes in policy and philosophy. Manage distribution.	Annually
Maintain orders of succession and delegations of authority	Identify current incumbents. Update rosters and contact information.	Annually
Maintain alternate location readiness	Check all systems. Verify accessibility. Cycle supplies and equipment, as necessary.	Semiannually
Monitor and maintain vital records program	Monitor volume of materials. Update and remove files.	Ongoing

Appendix B: Radiological Emergencies

Note: This response action is detailed in the Building Level Emergency Response Plan.

There are three nuclear reactors within ten miles of four school buildings on the Mexico Academy & Central School campus. These guidelines are consistent and made in conjunction with the Oswego County Radiological Emergency Preparedness Plan (REPP). MACS Administration receives regular updates to the plan from the Oswego County Emergency Management Office.

In the event of an incident at one of the three reactors at Nine Mile Point, Oswego County Emergency Management Office will notify the District Superintendent or designee. Instructions will be given at that time on the need to shelter in place or evacuate.

1. School in session
 - a. If it becomes necessary to shelter in place; students, faculty and staff will be notified via an announcement.
 - b. Staff shall be instructed to close any open windows and doors.
 - c. The heating and air conditioning system shall be shut down.
 - d. Information alerts shall be monitored, updates given when received by the OCEMO.
 - e. Potassium Iodide (KI) shall be distributed when the District Superintendent or designee has been advised by the Oswego County Emergency Management Office (OCEMO).

Potassium Iodide (KI) Information and Dosage:

Potassium iodide (KI) is a chemical compound that can be used to protect the thyroid gland from possible radiation injury caused by radioactive iodine (radioiodine). Some radiological emergency may release large amounts of radioiodine into the environment. Since iodine concentrates in the thyroid gland, inhalation or ingestion of food contaminated with radioiodine can lead to radiation injury to the thyroid. This includes the risk of thyroid cancer and other thyroid diseases. Infants and children are the group with the highest risk. Pregnant and lactating women are also at high risk. Adults between 18 and 40 have a slightly lower risk and adults over 40 have the lowest risk.

Potassium iodide should not be administered to those with an allergy to iodine or shellfish and those students who have been opted out by their parents.

Recommended dosages (NYSDOH) are shown in the table below:

Recommended Doses of KI for Different Risk Groups

Age Group	KI Dosage	Number of 65-mg tablets	Number of 130-mg tablets
Adults over 18 years	130 mg	2	1
Over 12 -18 years and over 150 pounds	130 mg	2	1
Over 12 -18 years and less than 150 pounds	65 mg	1	1/2
Over 3 -12 years	65 mg	1	1/2
Over 1 month to 3 years	32 mg	1/2	1/4
Birth to 1 month	16 mg	1/4	1/8

Appendix C:

Public Employer Health Emergency Plan for Mexico Academy and Central Schools



First Draft January 2021, Revised June 2022, Revised July 2023, Revised July 2024

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This plan has been developed in accordance with NYS legislation S8617B/A10832

Promulgation

This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraphs k and l of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable.

This plan has been developed with the input of Mexico Academy and Central School's District Safety committee, as required by the amended New York State Labor Law. Members of the committee with input on the plan include the following required groups; nursing staff, business office administration, representatives of human resources, leaders of the CSEA union within the district, facilities administration, a representative of MACSFA (teacher's union), clerical staff, school board member, and the superintendent of Mexico Academy and Central Schools.

No content of this plan is intended to impede, infringe, diminish, or impair the rights of us or our valued employees under any law, rule, regulation, or collectively negotiated agreement, or the rights and benefits which accrue to employees through collective bargaining agreements, or otherwise diminish the integrity of the existing collective bargaining relationship.

This plan has been approved in accordance with requirements applicable to the agency, jurisdiction, authority, or district, as represented by the signature of the authorized individual below.

--

As the authorized official of the Mexico Academy and Central School District, I hereby attest that this plan has been developed, approved, and placed in full effect in accordance with S8617B/A10832 which amends New York State Labor Law section 27-c and New York State Education Law paragraphs k and l of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable, to address public health emergency planning requirements.

Signed on this day:

By: Dr. Donna Runner

Signature: _____

Title: Superintendent of Mexico Academy and
Central School District

Record of Changes

Date of Change	Description of Change	Implemented by
January 7 th 2021	Planning, discussion, and review of structure of document	Mexico Academy and Central School District Administration
January 20 th 2021	Planning, discussion, and formation of subcommittee to review and finalize plan	Dr. Donna Runner in coordination with the District Safety Committee
January 27 th , 2021	Committee met to review draft and suggest revisions	Charlene Walthert Safety Officer and District Safety Sub Committee
February 1 st , 2021	Draft revisions submitted and Final Draft presented.	Charlene Walthert Safety Officer and District Safety Sub Committee with approval by Superintendent.
February 3 rd , 2021	Draft Accepted and published for public comment.	Charlene Walthert Safety Officer and District Safety Sub Committee with approval by Superintendent.
June 23, 2022	Draft presented and published for public comment.	Aleisha Hartford, Safety Officer and District Safety Sub Committee with approval by Superintendent.
July 14, 2023	Draft presented and published for public comment.	Aleisha Hartford, Safety Officer and District Safety Sub Committee with approval by Superintendent.
July 25, 2024	Draft presented and published for public comment.	Aleisha Hartford, Safety Officer and District Safety Sub Committee with approval by Superintendent.

Purpose, Scope, Situation Overview, and Assumptions

Purpose

This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraphs k and l of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable. These laws were amended by the passing of legislation S8617B/A10832 signed by the Governor of New York State on September 7, 2020, requires public employers to adopt a plan for operations in the event of a declared public health emergency involving a communicable disease. The plan includes the identification of essential positions, facilitation of remote work for non-essential positions, provision of personal protective equipment, and protocols for supporting contact tracing.

Scope

This plan was developed exclusively for and is applicable to Mexico Academy and Central School District. This plan is pertinent to a declared public health emergency in the State of New York which may impact our operations; and it is in the interest of the safety of our employees and contractors, and the continuity of our operations that we have promulgated this plan.

Situation Overview

On March 11, 2020, the World Health Organization declared a pandemic for the novel coronavirus which causes the COVID-19 severe acute respiratory syndrome. This plan has been developed in accordance with amended laws to support continued resilience for a continuation of the spread of this disease or for other infectious diseases which may emerge and cause a declaration of a public health emergency.

The health and safety of our employees and contractors is crucial to maintaining our mission essential operations. We encourage all employees and contractors to use [CDC Guidance for Keeping Workplaces, Schools, Homes, and Commercial Establishments Safe](#). The fundamentals of reducing the spread of infection include:

- When applicable, wearing recommended PPE or other safety-related clothing such as a cloth face covering or mask.
- Using hand sanitizer and washing hands with soap and water frequently, including:
 - After using the restroom
 - After returning from a public outing
 - After touching/disposing of garbage
 - After using public computers, touching public tables, and countertops, etc.
- Practice social distancing when possible
- If you are feeling ill or have a fever, notify your supervisor immediately and go home
- If you start to experience coughing or sneezing, step away from people and food, cough, or sneeze into the crook of your arm or a tissue, the latter of which should be disposed of immediately
- Clean and disinfect workstations at the beginning, middle, and end of each shift
- Other guidance which may be published by the CDC, the State Department of Health, or County health officials.

Planning Assumptions

Mexico Academy and Central Schools District Wide School Safety Plan

This plan was developed based on information, best practices, and guidance available as of the date of publication. The plan was developed to largely reflect the circumstances of the current Coronavirus pandemic but may also be applicable to other infectious disease outbreaks.

The following assumptions have been made in the development of this plan:

- The health and safety of our employees and contractors, and their families, is of utmost importance.
- The circumstances of a public health emergency may directly impact our own operations.
- Impacts of a public health emergency will take time for us to respond to, with appropriate safety measures put into place and adjustments made to operations to maximize safety.
- The public and our constituency expects us to maintain a level of mission essential operations.
- Resource support from other jurisdictions may be limited based upon the level of impact the public health emergency has upon them.
- Supply chains, particularly those for personal protective equipment (PPE) and cleaning supplies, may be heavily impacted, resulting in considerable delays in procurement.
- The operations of other entities, including the private sector (vendors, contractors, etc.), non-profit organizations, and other governmental agencies and services may also be impacted due to the public health emergency, causing delays or other disruptions in their services.
- Emergency measures and operational changes may need to be adjusted based upon the specific circumstances and impacts of the public health emergency, as well as guidance and direction from public health officials and the governor.
- Per S8617B/A10832, ‘essential employee’ is defined as a public employee or contractor that is required to be physically present at a work site to perform their job.
- Per S8617B/A10832, ‘non-essential employee’ is defined as a public employee or contractor that is not required to be physically present at a work site to perform their job.

Concept of Operations

The Superintendent of Mexico Academy and Central Schools, their designee, or their successor holds the authority to execute and direct the implementation of this plan. Implementation, monitoring of operations, and adjustments to plan implementation may be supported by additional personnel, at the discretion of the Superintendent of the district.

Upon the determination of implementing this plan, all employees and contractors of Mexico Academy and Central Schools shall be notified by phone and/or email with details provided as possible and necessary. Additional information and updates will be provided on a regular basis. Staff, parents, guardians, and/students will be notified of pertinent operational changes by way of email, automated phone call, and social media as pertinent. Other interested parties, such as vendors, will be notified by email, as necessary. The Superintendent, with assistance of other administration and technical support will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The Superintendent of Mexico Academy and Central Schools, their designee, or their successor will maintain awareness of information, direction, and guidance from public health officials and the Governor’s office, directing the implementation of changes, as necessary.

Upon resolution of the public health emergency, the Superintendent of Mexico Academy and Central Schools, their designee, or their successor will direct the resumption of normal operations or operations with modifications, as necessary.

Mission Essential Functions

When confronting events that disrupt normal operations, Mexico Academy and Central School District is committed to ensuring that essential functions will be continued even under the most challenging circumstances.

Essential functions are those functions that enable an organization to:

1. Maintain the safety of employees, contractors, and our constituency
2. Provide vital services
3. Provide services required by law
4. Sustain quality operations
5. Uphold the core values of Mexico Academy and Central Schools

The Mexico Academy and Central School District has identified as critical only those priority functions that are required or are necessary to provide vital services. During activation of this plan, all other activities may be suspended to enable the organization to concentrate on providing the critical functions and building the internal capabilities necessary to increase and eventually restore operations. Appropriate communications with employees, contractors, our constituents, and other stakeholders will be an ongoing priority.

Essential functions are prioritized according to:

- The time criticality of each essential function
- Interdependency of one function to others
- The recovery sequence of essential functions and their vital processes

Priority 1 identifies the most essential of functions, with priority 4 identifying functions that are essential, but least among them.

The mission essential functions for Mexico Academy and Central Schools have been identified as:

Essential Function	Description
Information Technology	Provides all hardware and software for the District employees and students. Maintains the network and phone system in order for the District to function.
Communication	The superintendent, with assistance from other administration and technology support, will lead on all communication to stakeholders.
Teaching and Learning	The District will furnish staff with the resources to provide all students the appropriate educational program (including professional development).
Child Nutrition	The District will provide students with the proper nutritional program whether they are learning remotely, or in-person.
Health and Safety	The District will put first the safety and health of its staff and students when planning in-person or remote learning and working. In determination of the safest number of people reporting physically, the following factors will be considered: CDC and DOH guidance, social

Mexico Academy and Central Schools District Wide School Safety Plan

	distancing, personal protective equipment (PPE), safe transportation, hygiene practices, cleaning and disinfecting supplies, and safety and security of buildings.
Operations and Maintenance	Provides necessary duties to maintain and operate buildings and upkeep grounds in all weather conditions.
Social/Emotional Well Being	The District will prioritize social and emotional well-being for staff and students.
Business Office/Human Resources	The core office will continue the business functions of the District, and for its employees.
Transportation	The transportation department will provide any necessary transportation for the District including but not limited to the delivery of meals if and when necessary.

Essential Positions

Each essential function identified above requires certain positions on-site to effectively operate. The table below identifies the positions or titles that are essential to be staffed on-site for the continued operation of each essential function. Note that while some functions and associated personnel may be essential, some of these can be conducted remotely and do not need to be identified in this section.

Essential Function	Essential Positions/Titles	Justification for Each
Information Technology	Director of Technology, Network Administrator, Lan Techs support staff	<p>The IT Director establishes all priorities for IT tasks and organizes staff.</p> <p>Support staff members provide support in setting up hardware and software, network management, and help desk support.</p> <p>At times, these employees may work remotely.</p>
Communication	Superintendent, Assistant Superintendent, Business Executive, Administrators, Technology support	<p>Communications to stakeholders will be essential to operation of the District in a safe and informed manor. The superintendent will perform communications with support of their administrative staff, and technology staff.</p> <p>At times, these duties may be performed remotely.</p>
Teaching and Learning	Building Principals, Teachers, Clerical Support Staff	<p>The District will support teachers and teaching assistants in teaching and learning however it is safest to ensure, based on the health emergency status.</p> <p>Office support staff will report as necessary to ensure buildings are running properly.</p> <p>At times, these duties may be performed remotely.</p>

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Child Nutrition	Food Service Manager, Food Service Staff, Business Executive	The food service manager is vital to ensuring that all students are provided with proper nutrition during in-person, hybrid, and remote learning situations. The food service staff is necessary to cook, package, and hand out food.
Health and Safety	Director of Health, PE and Athletics, Nursing Staff, Director of Facilities, Business Executive	Supplies will need to be purchased, received, and distributed as necessary (including PPE and medical supplies) by nursing staff, Director of Facilities and Business Executive . Nursing staff ensure that immunizations and physicals are always kept up to date. They also follow up with students and staff about symptoms and questions regarding infectious disease, in person as well as when learning is remote
Operations and Maintenance	Director of Facilities, Operations and Maintenance Staff	District buildings will need to be cleaned, sanitized, and maintained in working order by operations and maintenance staff under the direction of the Director of Facilities . District grounds will need to be maintained according to regulation and weather by operations and maintenance staff and grounds staff under the direction of the Director of Facilities .
Social/Emotional Well Being	Director of Pupil Services, School Psychologists, Counselors, School Social Workers	The District will prioritize social and emotional well-being for staff and students through communication of resources and support from Director of Pupil Services, School Psychologists, Counselors, School Social Workers, and Behavior Specialists
Business Office/Human Resources	Business Executive, Business Manager, Assistant Superintendent, HR Staff, Clerical Staff	Payroll and purchasing will need to continue to operate even under emergency circumstances. Administrative staff and clerical staff in the business and human resources offices will ensure function and continuity.
Transportation	Transportation Director, Assistant Transportation Director, Transportation Staff	The transportation staff will perform essential transportation means to District students if, and when it is safe to learn in-person whether a hybrid learning model is in place, or not. Staff will work under the direction of the transportation director . Vehicles will need to be maintained in working order by transportation staff . Transportation staff may or may not assist in the delivery of food, supplies, or learning materials for District staff and students.

Reducing Risk Through Remote Work and Staggered Shifts

Through assigning certain staff to work remotely and by staggering work shifts, we can decrease crowding and density at work sites and on public transportation, if applicable.

Remote Work Protocols

Non-essential employees and contractors able to accomplish their functions remotely will be enabled to do so at the greatest extent possible. Working remotely requires:

1. Identification of staff who will work remotely
2. Approval and assignment of remote work
3. Equipping staff for remote work, which may include:
 - a. Internet capable laptop
 - b. Necessary peripherals
 - c. Access to VPN and/or secure network drives
 - d. Access to software and databases necessary to perform their duties
 - e. A solution for telephone communications
 - i. Note that phone lines may need to be forwarded to off-site staff

Remote work will be pre-approved to designated employees of Mexico Academy and Central Schools. Questions or requests for technology equipment necessary for remote work capabilities may be directed to the technology department, pending approval from a direct supervisor.

Staggered Shifts

Implementing staggered shifts may be possible for personnel performing duties which are necessary to be performed on-site but perhaps less sensitive to being accomplished only within core business hours. As possible, management will identify opportunities for staff to work outside core business hours as a strategy of limiting exposure. Regardless of changes in start and end times of shifts, Mexico Academy and Central Schools will ensure that employees are provided with their typical or contracted minimum work hours per week. Staggering shifts requires:

1. Identification of positions for which work hours will be staggered

Operations and Maintenance	O&M staff may have a shift or hours change to reduce numbers of staff when necessary, or to accommodate special cleanings or projects.
Office Staff	The District will staff offices to ensure the continuation of operations.
Food Service Department	Food service staff will work as needed to ensure students receive a proper nutrition program, whether learning in-person or virtually.
Transportation Department	Student transportation and meal deliveries if/when necessary.

2. Approval and assignment of changed work hours
The Superintendent of Mexico Schools will have ultimate approval of departments listed above having staggered hours.

Personal Protective Equipment

The use of personal protective equipment (PPE) to reduce the spread of infectious disease is important to supporting the health and safety of our employees and contractors. PPE and other supplies which may be needed can include:

- Masks, and or cloth face coverings, or respirators
- Face shields
- Gloves
- Disposable gowns and aprons
- Hand Sanitizer
- Disinfectants

Note that while cleaning supplies are not PPE, there is a related need for cleaning supplies used to sanitize surfaces, as well as hand soap and hand sanitizer. The Coronavirus pandemic demonstrated that supply chains were not able to keep up with increased demand for these products early in the pandemic. As such, we are including these supplies in this section as they are pertinent to protecting the health and safety of our employees and contractors.

Protocols for providing PPE include the following:

1. Identification of need for PPE based upon job duties and work location
 - a. The District will review OSHA and CDC requirements in providing PPE. At the time of this plan, the following PPE would be distributed among specified essential employees.

Nurses and staff with health conditions	Face coverings, eye protection, disposable gloves, disposable gowns as necessary (Nurses- N-95 respirators and required fit-tests should be provided and performed)
All other faculty and staff	Face coverings, disposable gloves as necessary
Contractors	Face Coverings
Students	Face coverings

2. Procurement of PPE
 - a. As specified in the amended law, Mexico Academy and Central School must be able to provide at least two pieces of each required PPE type to each essential employee and contractor during any given work shift for at least 6 months.
 - b. Mexico Academy and Central Schools will be able to mitigate supply chain disruptions to meet this requirement by purchasing and maintaining an appropriate amount of inventory.
3. Storage of, access to, and monitoring of PPE stock
 - a. PPE must be stored in a manner which will prevent degradation, according to the label and type of PPE.

- b. Employees and contractors must have immediate access to PPE in the event of an emergency
- c. The supply of PPE must be monitored. This will be done by the Business Executive, the Director of Health, PE and Athletics or their designee as applicable to ensure integrity and to track usage rates.

Staff Exposures, Cleaning, and Disinfection

Staff Exposures

Staff exposures are organized under several categories based upon the type of exposure and presence of symptoms. Following CDC guidelines, we have established the following protocols:

- A. If employees or contractors are exposed to a known case of communicable disease that is the subject of the public health emergency (defined as a ‘close contact’ with someone who is confirmed infected, which is a prolonged presence within six feet with that person):
 - 1. Potentially exposed employees or contractors who do not have symptoms should remain at home or in a comparable setting and practice social distancing for the current CDC/public health guidance for the communicable disease in question.
 - a. As possible, and upon approval of the Superintendent or designee, these employees will be permitted to work remotely during this period of time if they are not ill.
 - b. Building Principals, and supervisors should be notified first when an employee has been potentially exposed. The Superintendent of Schools must be notified under these circumstances and is responsible for ensuring that the protocols are followed.
 - c. See the section titled Documentation of Work Hours and Locations for additional information on contact tracing.
 - 2. CDC guidelines for COVID-19 provide that critical essential employees may be permitted to continue work following potential exposure, provided they remain symptom-free and additional precautions are taken to protect them, other employees and contractors, and our constituency/public.
 - a. Additional precautions will include the requirement of the subject employee or contractor, as well as others working in their proximity, to always wear appropriate PPE to limit the potential of transmission.
 - b. In-person interactions with the subject employee or contractor will be limited as much as possible.
 - c. Work areas in which the subject employee or contractor are present will be disinfected according to current CDC/public health protocol, as practical. See the section on Cleaning and Disinfection for additional information on that subject.
 - d. If at any time they exhibit symptoms, refer to item B below.
 - e. The Superintendent of Schools must be notified under these circumstances and is responsible for ensuring that the protocols are followed.

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- B. If an employee or contractor exhibits symptoms of the communicable disease that is the subject of the public health emergency:
1. Employees and contractors who exhibit symptoms in the workplace should be immediately separated from other employees, customers, and visitors. They should immediately be sent home with a recommendation to contact their physician.
 2. Employees and contractors who exhibit symptoms outside of work should notify their supervisor and stay home, with a recommendation to contact their physician.
 3. Employees may not return to work until they have met the criteria to discontinue home isolation per CDC/public health guidance and have consulted with a healthcare provider.
 4. Mexico Academy and Central Schools will require sick employees to provide a negative test result for the disease in question or healthcare provider's note to validate their illness, qualify for sick leave, or return to work; unless there is a recommendation from the CDC/public health officials to do so.
 5. CDC criteria for COVID-19 provides that persons exhibiting symptoms may return to work if at least 24 hours have passed since the last instance of fever without the use of fever-reducing medications. If the disease in question is other than COVID-19, CDC and other public guidance shall be referenced.
 6. The Superintendent of Schools must be notified under these circumstances and is responsible for ensuring that the protocols are followed.
- C. If an employee or contractor has tested positive for the communicable disease that is the subject of the public health emergency:
1. Apply the steps identified in item B, above, as applicable.
 2. Areas occupied for prolonged periods of time by the subject employee or contractor will be closed off.
 - a. CDC guidance for COVID-19 indicates that a period of 24 hours is ideally given before cleaning, disinfecting, and reoccupation of those spaces will take place. If this time period is not possible, a period of as long as possible will be given. CDC/public health guidance for the disease in question will be followed.
 - b. Any common areas entered, surfaces touched, or equipment used shall be cleaned and disinfected immediately.
 - c. See the section on Cleaning and Disinfection for additional information on that subject.
 3. Identification of potential employee and contractor exposures will be conducted
 - a. If an employee or contractor is confirmed to have the disease in question, the superintendent of Mexico Schools or their designee should inform all contacts of their possible exposure. Confidentiality shall be maintained as required by law.
 - b. Apply the steps identified in item A, above, as applicable, for all potentially exposed personnel.
 4. The superintendent must be notified in this situation and is responsible for ensuring that all protocols are followed.

We recognize there may be nuances or complexities associated with potential exposures, close contacts, symptomatic persons, and those testing positive. We will follow CDC/public health recommendations and requirements and coordinate with our local public health office for additional guidance and support as needed.

Cleaning and Disinfecting

CDC/public health guidelines will be followed for cleaning and disinfection of surfaces/areas. Present guidance for routine cleaning during a public health emergency includes:

1. As possible, employees and contractors will clean their own workspaces in the beginning, middle, and end of their shifts, at a minimum.
 - a. High traffic/high touch areas and areas which are accessible to the public/constituents will be disinfected throughout the day, as recommended by CDC guidelines.
 - b. The following areas will be cleaned by building staff specifically:
 - I. High touch surfaces - multiple times throughout the day
 - II. Classrooms- In between classes by staff, and at the end of the school day by Operations and Maintenance.
 - III. Bathrooms- Periodically throughout the day.
 - IV. Common Areas such as hallways- as necessary throughout the day.
 - V. Busses - In between Runs by transportation staff.
2. Staff tasked with cleaning and disinfecting areas will be issued and required to wear PPE appropriate to the task.
3. Soiled surfaces will be cleaned before being disinfected
4. Surfaces will be disinfected with products that meet EPA criteria for use against the virus in question and which are appropriate for that surface.
5. Staff will follow instructions of cleaning products to ensure safe and effective use of the products.

Employee and Contractor Leave

Mexico Academy and Central Schools is committed to reducing the burden on our employees and contractors. The *Families First Coronavirus Response Act* provided requirements related to the COVID-19 pandemic, which form the policies outlined below. This policy may be altered based upon changes in law or regulation, as applicable.

It is our policy that employees of Mexico Academy and Central Schools will not be charged with leave time for testing if the test results show a positive result for COVID-19. If the Employee yields a negative test result- sick time will need to be used. Employees will be provided with up to two weeks (80 hours) of paid sick leave at the employee's regular rate of pay for a period which the employee is unable to work due to quarantine (in accordance with federal, state, or local orders or advice of a healthcare provider), and/or experiencing symptoms and seeking medical diagnosis for up to three cycles of positive test results.

New York State's paid COVID-19 leave law still applies. So, going forward as of January 1, 2021, employers will continue to be required to provide up to 14 calendar days of paid leave (10 workdays), without deductions to accrued paid time, to employees who are subject to government ordered quarantine. To be eligible for this paid time, either the County or State Department of Health would have to issue a quarantine order to the employee. If the employee is quarantining under doctor's orders, or because they have symptoms and are seeking a test, those reasons **are not eligible** for paid COVID leave

under the New York statute. In these cases, we would instead have to evaluate these requests or circumstances strictly under our collective bargaining agreements.

Additionally, the New York Emergency Paid COVID leave does not cover absences due to the need to care for a family member who is COVID positive or quarantined, or to care for a child whose school or day care is closed due to COVID. Also, employees who are required to quarantine solely because of personal travel are not eligible for NYS Paid COVID leave. (Employees who travel to states which border NY are exempt from travel related quarantine.)

Additional provisions may be enacted based upon need and the guidance and requirements in place by federal and state employment laws, FMLA, executive orders, and other potential sources.

Contractors, either independent or affiliated with a contracted firm, are not classified as employees of Mexico Academy and Central Schools, and as such are not provided with paid leave time by Mexico Academy and Central Schools, unless required by law.

Documentation of Work Hours and Locations

In a public health emergency, it may be necessary to document work hours and locations of each employee and contractor to support contact tracing efforts. Identification of locations shall include on-site work, and off-site visits. This information may be used by Mexico Academy and Central Schools to support contact tracing within the organization and may be shared with local public health officials.

Building principals and Supervisors oversee contact tracing, documenting using the template provided by the Oswego Department of Health. That completed template is sent to the DOH for review and recommendation regarding quarantine and next steps.

Housing for Essential Employees

There are circumstances within a public health emergency when it may be prudent to have essential employees lodged in such a manner which will help prevent the spread of the subject communicable disease to protect these employees from potential exposures, thus helping to ensure their health and safety and the continuity of Mexico Academy and Central School's essential operations.

If such a need arises, hotel rooms are expected to be the most viable option. If hotel rooms are for some reason deemed not practical or ideal, or if there are no hotel rooms available, Mexico Academy and Central Schools will coordinate with the Oswego County Emergency Management Office to help identify and arrange for these housing needs. The Assistant Superintendent will be responsible for coordination along with any necessary designees.

Appendix D:

Mexico Academy & Central Schools Emergency Remote Instruction Plan

Required Component	Suggested Considerations				
<p>1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction.</p> <p>§155.17(c)(1)(xxi)(a)</p>	<p>How will the district ensure that all students have access to a computing device?</p> <ul style="list-style-type: none"> All students are assigned 1:1 devices in September via the Help Desk. Students in grades PK-1 will receive iPads. Students in grades 2-12 will receive Chromebooks (unless otherwise specified on their IEP). <p>How will the district disseminate computing devices to students?</p> <ul style="list-style-type: none"> Devices will be provided to students the first week of instruction in September. Students in grades 7-12 will bring devices to/from school on a nightly basis. Students in grades PK-6 will leave devices in school. In the event of an emergency closure, devices for students in grades PK-6 will be available for parent pickup or transportation from the bus garage. <p>How will the district communicate with families about the dissemination of computing devices?</p> <p>To ensure regular, information-based communication with the public, Mexico Academy and Central School District will implement the following methods of communication:</p> <table border="1" style="width: 100%; border-collapse: collapse;"> <thead> <tr> <th style="text-align: left;"><i>Communication Method</i></th> <th style="text-align: left;"><i>Responsible Party</i></th> </tr> </thead> <tbody> <tr> <td>Local TV, radio, and newspapers</td> <td>Central Office Administration</td> </tr> </tbody> </table>	<i>Communication Method</i>	<i>Responsible Party</i>	Local TV, radio, and newspapers	Central Office Administration
<i>Communication Method</i>	<i>Responsible Party</i>				
Local TV, radio, and newspapers	Central Office Administration				

Required Component	Suggested Considerations													
	District website - dedicated page for reopening information on the district landing page as well as each of the five building pages; Alerts will be posted when new information needs to be communicated to stakeholders	Central Office Administration												
	Social media platforms: District Facebook page, Twitter	Administration/Teachers												
	<p>Parents/Guardians and Students</p> <p>All public communications methods outlined above may be utilized by Mexico Academy and Central School District, in addition to:</p> <table border="1" data-bbox="459 905 1557 1293"> <thead> <tr> <th><i>Communication Method</i></th> <th><i>Responsible Party</i></th> </tr> </thead> <tbody> <tr> <td>ParentSquare</td> <td>Building Principals/Central Office Administration</td> </tr> <tr> <td>Emails to parents/guardians</td> <td>Administration/Teachers</td> </tr> <tr> <td>Letters/Newsletters/Phone calls home</td> <td>Administration/Teachers</td> </tr> <tr> <td>Social Media (Facebook, Twitter)</td> <td>Administration/Teachers</td> </tr> <tr> <td>Digital Platforms (Seesaw, Schoology, School Webpage, Microsoft Teams)</td> <td>Administration/Teachers</td> </tr> </tbody> </table>		<i>Communication Method</i>	<i>Responsible Party</i>	ParentSquare	Building Principals/Central Office Administration	Emails to parents/guardians	Administration/Teachers	Letters/Newsletters/Phone calls home	Administration/Teachers	Social Media (Facebook, Twitter)	Administration/Teachers	Digital Platforms (Seesaw, Schoology, School Webpage, Microsoft Teams)	Administration/Teachers
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Mexico Academy and Central School District all-staff email list	Central Office Administrators/Support Staff	As needed												
Newsletters, print and digital	Communications/Central Office Administrators	As needed												

Required Component	Suggested Considerations		
	ParentSquare	Central Office/Building Principals/ Communications	As needed
	Staff-only website: {MACSNET}	Communications/Central Office	As needed
	Direct supervisor communications - phone calls and texts	Mexico Academy and Central School District Supervising Staff	As needed
	Letters home, if necessary	Mexico Academy and Central School District Administration Members	As needed
	Staff meetings/Weekly Staff Update Newsletters	Mexico Academy and Central School District Administration Members	As needed
<p>How will devices be serviced and/or replaced?</p> <ul style="list-style-type: none"> • Devices are audited at least once a year to determine functionality and condition. Devices deemed inoperable or in need of repair at the time of the audit are sent to the district’s AV Repair technician and a replacement or loaner device is made available for the student. • If a device needs to be serviced while a student is receiving remote instruction, the family may call the Student & Family Help Desk Line at 315-963-5815 to receive IT assistance. <p>If not using computing devices, how will students participate in synchronous instruction?</p> <ul style="list-style-type: none"> • The district recognizes the importance of considering the unique needs of students with disabilities when determining the mode of instruction—whether it's in-person, remote, or a hybrid model. The district is committed to providing a free appropriate public education (FAPE) to all students with Individualized Education Plans 			

Required Component	Suggested Considerations
	<p>(IEPs). The district will outline alternative strategies and approaches for providing support in case there are disruptions or changes to the regular mode of instruction. The district will document these plans and communicate them to parents through Prior Written Notice.</p> <p>Is your plan consistent with the information provided by families in the Student Digital Resources data collection?</p> <ul style="list-style-type: none"> The Student Digital Resources survey required by NYSED is sent to families to complete each fall. If a family indicates that they do not have access to the internet in their place of residence, the Director of Technology will arrange for the family to receive a hotspot to use for the instructional school year.
<p>2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity.</p> <p>§155.17(c)(1)(xxi)(a)</p>	<p>How will the district determine the need for access to internet in students' places of residence?</p> <ul style="list-style-type: none"> The district sends the NYSED "Digital Equity Survey" to parents/guardians each fall via Blackboard (email and SMS). If a family does not respond to the survey electronically, a paper survey will be made available to them. The survey includes the following question for the <i>Internet Access in Residence</i> indicator, "Is your child able to access the internet in their primary place of residence?" Answer codes for this indicator are: Yes or No. <p>How will the district ensure that all students have access to internet?</p> <ul style="list-style-type: none"> If a parent/guardian responds "No" to the <i>Access in Residence</i> indicator, the Director of Technology will arrange for the family to receive a hotspot to use for the instructional school year.

Required Component	Suggested Considerations
	<p>How will the district work with community organizations and local public spaces to ensure students have access to Wi-Fi access points?</p> <ul style="list-style-type: none"> • The district has exterior Wi-Fi at Palermo Elementary, New Haven Elementary, and Mexico High School. • The district will post a list of local community organizations with public Wi-Fi access on the district website.
<p>3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction.</p> <p>§155.17(c)(1)(xxi)(b)</p>	<p>How will the district ensure that school staff has the necessary tools, including device and Wi-Fi, to deliver emergency remote instruction from their places of residence?</p> <p>All teachers and teaching assistants at Mexico Academy and Central Schools are assigned one to one district devices. If an instructional staff member does not have adequate Wi-Fi at their place of residence, the staff member contacts the technology department Help Desk and is assigned a district issued hotspot.</p> <p>What portion of the school day will be spent on synchronous instruction?</p> <p>Synchronous instruction will be the primary method utilized by the district, and students in grades PK-12 will follow their typical school schedule by joining classes live with the teacher of record, teaching assistants, and any support staff for each assigned course. Microsoft Teams will be used as the communication platform for synchronous instruction at all grade levels.</p> <p>What portion of the school day will be spent on asynchronous instruction?</p> <p>During synchronous daily instruction, teachers will utilize time within class periods for students to utilize their Learning Management System</p>

Required Component	Suggested Considerations
	<p>(Seesaw for PK-2 and Schoology for 3-12) to complete asynchronous activities to support the synchronous lesson. During this time, teachers will be present to interact with students as needed and provide feedback/support to students as needed.</p> <p>How will instruction be personalized to support students individualized needs, including supporting ELL/ML students?</p> <p>The Mexico Academy and Central School district will provide the required instructional units of study to all ELL students based on their most recent measured English language proficiency level. ELL services will be contracted through CITI BOCES, and the ELL teacher will join synchronous classroom instruction for the student they support.</p> <p>What training is provided to teachers to help adapt their instruction to the district expectations?</p> <ul style="list-style-type: none"> The district employs two Instructional Technology Integration Specialists from CiTi BOCES, who offer continuous professional development opportunities to instructional staff. They focus on training staff in the utilization of Learning Management Systems such as SeeSaw and Schoology, as well as video conferencing tools like Teams. Newly hired staff receive training during orientation, and additional assistance is provided if they identify a requirement for it in their self-evaluation within the mentoring program.
<p>4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not</p>	<p>How will the district determine which students for whom remote instruction via digital technology is not appropriate? How will the district provide synchronous instruction for those students for whom remote instruction by digital technology is not appropriate?</p> <ul style="list-style-type: none"> The district recognizes the importance of considering the unique needs of students with disabilities when determining the mode of

Required Component	Suggested Considerations
<p>available or appropriate.</p> <p>§155.17(c)(1)(xxi)(c)</p>	<p>instruction—whether it's in-person, remote, or a hybrid model. The district is committed to providing a free appropriate public education (FAPE) to all students with Individualized Education Plans (IEPs). The district will outline alternative strategies and approaches for providing support in case there are disruptions or changes to the regular mode of instruction. The district will document these plans and communicate them to parents through Prior Written Notice.</p> <p>How will the district provide synchronous instruction for those students who do not have adequate internet access?</p> <ul style="list-style-type: none"> • If a parent/guardian responds “No” to the <i>Access in Residence</i> indicator, the Director of Technology will arrange for the family to receive a hotspot to use for the instructional school year.
<p>5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a</p>	<p>How will the district ensure that special education and related services will be provided remotely?</p> <p>The Mexico Academy and Central School District will provide a free appropriate public education (FAPE) to all students with disabilities through in-person, remote and/or a hybrid model consistent with the need to protect the health and safety of students with disabilities and those providing special education program and services. Students with the most significant needs related to their disabilities will be offered in person specially designed instruction four days per week with virtual learning opportunities on the fifth day (based on a one-week closure). Related services and special education programming for students requiring less intensive programs and services will be received in person two days per week and virtually three days per week per the requirements of their Individualized Education Plans. The district will create contingency plans for</p>

Required Component	Suggested Considerations
<p>free appropriate public education.</p> <p>§155.17(c)(1)(xxi)(d)</p>	<p>providing special education services to students with disabilities and document and communicate these plans to parents though Prior Written Notice.</p> <p>The Mexico Academy and Central School District Pupil Services office will work collaboratively with all program providers to ensure students receive FAPE including Pemberton Associates, Oswego County Health Department, CITI BOCES, and all other providers of services to special education students in the district</p> <p>How has the district coordinated with special education teachers, support staff, and service providers in the district to ensure that each student with an IEP is receiving the same quality of services that would occur in an in-person environment?</p> <p>The Mexico Academy and Central School district will provide assistive technology, accommodations, modifications, and supplementary aids and services per the students’ Individualized Education Plan to the greatest extend possible and appropriate.</p>
<p>6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.</p>	<p>How many hours of instruction will the district plan to claim for each day of an emergency closure?</p> <ul style="list-style-type: none"> • Elementary (PK-4): 6.25 hours • Middle School (5-8): 6.43 hours • High School (9-12): 6.58 hours

Appendix E:

Instructional Technology Remaining Vigilant

The memo "[Remaining Vigilant](#)" was sent to all New York State School Data Protection Officers by Louise DeCandia, NYSED's Chief Privacy Officer, and Marlowe Cochran, Chief Information Security Officer, on May 1, 2023. The memo provided instructions on maintaining cyber hygiene to minimize the likelihood of cyber-attacks. The table below illustrates the best practices mentioned in the memo and describes Mexico Academy and Central School District's efforts in achieving these objectives.

Recommended Practice	MACS IT Progress
Multi-Factor Authentication (MFA)	<p>MACS users are set up for MFA via Microsoft's <i>My Account: Security Info</i>. Users work with IT to set additional authentication methods beyond account passwords, such as the Microsoft Authenticator app, phone call or SMS, and/or security key. MACS has rolled this security process to groups in stages based on level of access. Completed groups include:</p> <ul style="list-style-type: none"> • Instructional Technology • Administration • Business Office • Human Resources • Nurses • Clerical staff • Student Services • MACSFA members at ME, NH, & PL <p>The next groups to be set up in Fall 2024 include:</p> <ul style="list-style-type: none"> • MACSFA members at MS & HS
Network Monitoring	<p>Network monitoring helps identify unusual activity and can help when affected assets need to be quarantined. MACS uses the following programs:</p> <p>Aristotle Insights</p> <ul style="list-style-type: none"> • Implement content filtering to block access to inappropriate or unsafe websites, filter out explicit content, and enforce acceptable use policies

	<ul style="list-style-type: none"> • Send real-time alerts to district personnel of internal threats against the network (trying to route around proxy server) • Notify administration and school resource officers immediately of a physical safety alert (self-harm, weapon, etc.) <p>Microsoft Defender for Endpoint</p> <ul style="list-style-type: none"> • Continuously collects behavioral cyber telemetry • Data is collected and stored for analysis in event of an attack
<p>Vulnerability Scanning</p>	<p>MACS currently conducts vulnerability scanning on both our external and internal networks using Microsoft Defender Vulnerability Management.</p> <p>Microsoft Defender Vulnerability Management</p> <ul style="list-style-type: none"> • Continuous asset discovery and monitoring: live snapshot of software applications, digital certificates, hardware and firmware, and browser extensions • Risk-based intelligent prioritization: provides single view of prioritized recommendations from multiple security feeds, along with critical details including related common vulnerability exposures and exposed devices • Remediation and tracking: allows for built-in workflows to create tasks from a specific security recommendation
<p>Network Segmentation</p>	<p>The memo states, “please begin to determine which networks within the district might be segmented and develop a long-term plan.” The IT department has established a project to address the development of this plan that will outline the resources (material and labor), structure, and timeline for completion.</p>
<p>Least Privileged Approach</p>	<p>MACS users are granted access based on the principle of least privilege (PoLP). In other words, users are granted the least amount of privileges required to carry out their job functions, minimizing the potential damage that could occur if those privileges were abused or compromised. In this approach, access permissions are carefully evaluated and assigned based on the principle of "need to know" and "need to access." Examples of PoLP access:</p> <ul style="list-style-type: none"> • SchoolTool • Frontline • WinCap • Level 0

<p>Password Policy</p>	<p>The memo states, “Please implement a password policy that bans common words and requires no less than 14 characters.” MACS staff are required to change their passwords every 90 days. Upon the next password expiration cycle, staff will be forced to create a password that meets these minimum requirements. We are currently exploring developmentally appropriate and secure password policies for students.</p>
<p>Phishing Simulations</p>	<p>Phishing is a digital form of social engineering that uses authentic-looking e-mails to request information from users. MACS conducts internal phishing simulations using Microsoft Defender. In the Spring of 2024, a phishing simulation was performed on all MACS employees using the following techniques: credential harvest, malware attachment, link in attachment, link to malware, and watering hole (drive-by URL). Employees who “failed” the simulation were assigned mandatory training to understand their role in recognizing and reporting suspicious emails.</p>
<p>Incident Response Plan</p>	<p>The Oswego County Directors of Technology meet monthly to discuss best practices in Instructional Technology Education and Security. This group has been focused on reviewing the structure of incident response plans and developing district-based plans. As a result of this work, Mexico’s plan is transitioning from a disaster recovery template which outlines backup procedures to a “contingency planning” document, as recommended by the State Comptroller’s office. The plan includes the following steps to quickly recover from an IT disruption:</p> <ul style="list-style-type: none"> • Assemble a Team • Identify Critical Processes and Services • Develop a Plan • Train Personnel and Test the Plan • Revise the Plan
<p>Network Access Management</p>	<p>MACS IT follows BOE Policy 5674: Data Networks and Security Access to maintain control over users and devices on the district’s network. This policy ensures password requirements are enforced, limits access to data facilities, user access is granted, changed, or terminated in accordance with HR, and secure information is kept confidential.</p>

<p>Education Law Section 2-d Training</p>	<p>All MACS staff are required to complete mandatory training for “New York Education Law 2-d” via Vector Solutions. The course provides an overview of the obligations under this regulation and other federal and New York State laws that address data privacy and security. Topics covered include:</p> <ul style="list-style-type: none"> • Protected data, such as student personally identifiable information • How protected information should be collected, stored and shared • Proper responses to breaches or unauthorized releases • Additional laws related to data privacy and security
<p>MS-ISAC Membership</p>	<p>The Multi-State Information Sharing and Analysis Center (MS-ISAC) is an initiative supported by CISA in partnership with the Center for Internet Security. Its purpose is to act as the primary cybersecurity resource for State, Local, Territorial, and Tribal (SLTT) governments across the nation. MACS has been a member of MS-ISAC since 2021.</p> <p>Being a member provides several advantages, including direct access to cybersecurity advisories and alerts, vulnerability assessments, and incident response services for organizations facing cyber threats.</p>

Appendix F:

Mexico Academy & Central Schools



Workplace Violence Prevention Program
12 NYCRR Part 800.6.

April 2024

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Workplace Violence Prevention Policy Statement

Mexico Academy and Central School District is committed to the safety and security of our employees. Workplace violence presents a serious occupational safety hazard to our employees, students, and visitors.

Workplace violence is defined as any physical assault or act of aggressive behavior occurring where employees perform any work-related duty in the course of their employment including but not limited to an attempt or threat, whether verbal or physical, to inflict physical injury upon an employee; any intentional display of force which would give an employee reason to fear or expect bodily harm; intentional and wrongful physical contact with a person without their consent that entails some injury; or stalking an employee with the intent of causing fear of material harm to the physical safety and health of such employee when such stalking has arisen through and in the course of employment.

All acts of workplace violence will be promptly, and thoroughly investigated, and appropriate action will be taken, including contacting law enforcement where necessary.

The District employees, with the participation of authorized employee representatives, will develop and implement a Workplace Violence Prevention Program to comply with the applicable law and its implementing regulations. The Program will include:

- a. A statement regarding the risk factors presents in the workplace;
- b. The methods the District will use to prevent incidents of violence in the workplace, including the specifically identified hazards;
- c. A system to report workplace violence incidents in writing;
- d. A written outline for employee training; and
- e. A plan for annual program review.

This policy will be posted where notices to employees are normally posted.

Designated Contact Person

Name: Elizabeth DiCosimo

Title: Assistant Superintendent for Teaching and Learning

Department: Human Resources

Email: edicosimo@mexicocsd.org

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Introduction:

What is Workplace Violence?

Any physical assault or acts of aggressive behavior occurring where a public employee performs any work-related duty in the course of their employment including but not limited to:

- An attempt or threat, whether verbal or physical, to inflict physical injury upon an employee;
- Any intentional display of force which would give an employee reason to fear or expect bodily harm;
- Intentional and wrongful physical contact with a person without his or her consent that entails some injury;
- Stalking an employee with the intent of causing fear of material harm to the physical safety and health of such employee when such stalking has arisen through and in the course of employment.

What is the New York State Workplace Violence Prevention Law and Regulation?

On June 7, 2006, New York State enacted legislation creating a new Section 27-b of State Labor Law that requires every public employer to evaluate the risk of workplace assaults and homicides at its workplace(s) and to develop and implement programs to prevent and minimize the hazard of workplace violence to public employees. In 2009, NYS Department of Labor (DOL) implemented regulations to accompany the Workplace Violence Prevention Law. These regulations can be found at 12 NYCRR 800.6 and are enforced by NYSDOL. Effective January 4, 2024, all public schools & BOCES previously exempted under Section 2801 of the Education Law must comply with 12 NYCRR Part 800.6.

Purpose of this program:

The purpose of this Workplace Violence Prevention Program is to provide information to managers, supervisors, employees, and authorized employee representatives about preventing and responding to incidents of workplace violence or threats of violence in accordance with the Workplace Violence Prevention Law and Regulation. Authorized Employee Representatives must be included in the physical evaluation of the workplace, the development of the WPV written program, and the annual review of WPV incident reports.

The goal of this program is to reduce the probability of threats or acts of violence in the workplace and to ensure that any incident, complaint, or report of violence is taken seriously and dealt with appropriately and as expeditiously as possible. This program outlines the major components of our effort to meet these goals. At the core of this Workplace Violence Prevention Program is the District's commitment to collaborate with employees to maintain a work environment free from violence and other disruptive behavior to the greatest degree possible.

The District has conducted a workplace risk evaluation consisting of:

- A **records examination** to identify patterns in the type and cause of incidents; areas where incidents occur; incidents that involve specific workplace operations; or incidents which involve specific individuals.
- An **assessment of administrative risk factors** through review of all relevant policies, practices, and procedures that may impact the risk of workplace violence.
- An **evaluation of the physical environment** for factors which may place employees at risk of workplace violence with the participation of authorized employee representatives. Although workplace violence can occur in any work setting, some setting or factors may pose a greater degree of risk. Employment situations or factors that may pose a higher for MACS employees include, but are not limited to the following:
 - Working in public settings
 - Working late night or early morning hours
 - Exchanging money with the public
 - Working alone or in small numbers
 - Working in a setting with uncontrolled access to the workplace
 - Working with a population which might expose one to potentially violent persons
 - Having duties that include the delivery of passengers, goods, or services.

Risk factors identified during the examination, assessment and evaluation are listed in Attachment 2, along with the methods and means by which the District is addressing each risk. Any incidents that may occur after the implementation of this program must be carefully documented and analyzed to make improvements to this program during the required annual review or as necessary.

Workplace Violence Control Measures and Prevention

A hierarchy of controls is a safety professional term referring to a ranking of the safeguards that an employer can use to protect employees from harm in order of preference and effectiveness. There are three main types of safeguards, or control measures, that an employer can implement to protect employees from recognized workplace violence risk factors. Engineering controls are considered the most effective, followed by work practice controls, and then personal protective equipment.

Engineering controls eliminate or reduce the risk of workplace violence through physical changes to the workplace.

Examples of engineering controls include:

- Increasing lighting in remote areas
- Designing secure building access
- Installing security hardware
- Eliminating isolated work areas
- Installing drop safes

Work practice controls eliminate or reduce the risk of workplace violence through changes to organizational policies, procedures, and work practices.

Examples of work practice controls include:

- Increased staffing
- Employment of security personnel
- Implementing building access control procedures, for example, requiring badges to enter
- Instituting communication procedures across shifts or classes to share information regarding agitated clients or students
- Providing information to employees on the criminal history or violence of clients, inmates, or customers
- Reducing customer wait times
- Providing employees with personal alarms
- Providing cell phones to employees in the field
- Training employees on de-escalation and how to recognize precursors to violence

Personal Protective Equipment (PPE) is generally considered the least effective control measure but may be needed to enhance other control measures or minimize potential injury severity when other control measures fail.

Examples of personal protective equipment include:

- Ballistic or stab resistant body armor
- Riot gear including protective helmets and shields
- Eye and face protection

Workplace Violence Prevention

Prevention of violence in the workplace is the responsibility of MACS and everyone has a role to play in keeping the workplace safe from violence. The following section focuses on early warning signs of violent behavior and workplace issues that have the potential to trigger violent behavior. Management, employees, and authorized representatives should be familiar with the signs and issues described below to intervene early and reduce the likelihood of workplace violence.

Early warning signs of potential violence

There is no single “profile” that can identify a potentially dangerous individual. It is important to be careful when making assumptions about a person’s potential for violence based on any specific behavior or action. However, certain patterns of behavior and events frequently precede episodes of violence. Behavior or situations that may indicate an increased risk of violence include, but are not limited to the following:

- Direct or veiled threats of harm
- Intimidation, belligerence, bullying or other inappropriate behavior directed at others
- Numerous conflicts with supervisors and employees and/or verbal comments expressing hostility directed at coworkers, supervisors, or others
- Bringing an unauthorized weapon to work, brandishing a weapon in the workplace, making inappropriate reference to guns, or expressing fascination with weapons
- Fascination with incidents of workplace violence, statements in person or online indicating approval of the use of violence to resolve a problem, or statements indicating identification with perpetrators of workplace homicides
- Statements in person or online indicating an increased tone of desperation, feeling that normal interventions to solve a problem will not work, feeling hopeless about a situation at work, with family, with finances, and other personal problems
- Signs of abuse of drugs or alcohol on or off the job
- Extreme or uncharacteristic changes in behavior or displays of emotion
- Employees with ongoing domestic difficulties
- Employees with a temporary order of protection against someone

These behaviors or situations should be reported to an employee’s supervisor and/or the administrator of the workplace violence prevention program. Some behaviors may require immediate law enforcement intervention where others may require disciplinary action or indicate a need for an Employee Assistance Program (EAP) referral.

Workplace issues that may trigger violence

Common situations that may trigger workplace violence can be categorized under employee issues or workplace issues. Employee issues include:

- A negative performance review
 - An unwelcome change in role due to performance or reorganization in the workplace
 - An unwelcome change in work schedule
 - Criticism of an employee’s performance
 - A conflict with coworker or supervisor
 - Personal stress outside the workplace
 - Increased workload or pressure
- Workplace issues include:
- No clearly defined rules of conduct

- A lack of employee training
- Inadequate hiring practices or screening of potential employees
- Insufficient supervision of employees
- A lack of discipline or inconsistent discipline in the workplace
- A lack of employee support systems or support systems that are inadequate
- Employer failure to address incidents as they occur
- An overly authoritarian management style in the workplace

Note, a workplace issue that only an employee perceives can still be a trigger for workplace violence.

Recognizing the signs and intervening early

To help prevent a violent situation from occurring management, employees, and authorized representatives should be trained to recognize the early warning signs (such as a change in a person's behavior before an episode of violence) and the issues or events that may trigger violence. With this knowledge an employer can intervene early to prevent a violent incident from occurring.

Reporting an incident

At the core of this Workplace Violence Prevention Program is MACS' commitment to collaborate with its employees to maintain a work environment free from violence and violent behavior to the greatest degree possible.

Any district employee who becomes aware of a physical assault, threatening behavior, or verbal abuse at the workplace must immediately report the facts and circumstances of the violent incident to their supervisor and/or the contact person identified in the Policy Statement. If an employee witnesses or is involved in an incident of violence in which is an immediate threat to the employee's safety or the safety of others or where a serious injury has occurred, the employee will immediately call 911 to obtain law enforcement and/or medical assistance and notify their immediate supervisor. The supervisor will immediately conduct a preliminary inquiry into the facts and circumstances of the incident and make a prompt report to the Superintendent using the Incident Report in Attachment 5.

If a pattern of workplace violence incidents develops that involve criminal conduct or serious injury, the District will attempt to develop a protocol with the District Attorney or Police to ensure that violent crimes committed against employees in the workplace are promptly investigated and appropriately prosecuted.

Retaliation against an employee who makes a report of violence or other violent behavior is strictly prohibited and shall be subject to appropriate corrective or disciplinary measures.

Post-Incident Response

The District has developed procedures to respond to incidents of workplace violence. These include the following as appropriate:

- Assure that injured employees receive prompt and appropriate medical care. (This includes, but is not limited to, providing transportation of any injured persons to medical care. Prompt first aid and emergency medical treatment can minimize the harmful consequences of a violent incident.)
- Report the incident to the appropriate authorities as required by applicable laws and regulations.
- Secure the premises to safeguard evidence and reduce distractions during the post incident response process.
- Assure that an incident report is completed immediately after an incident occurs, noting details that might be forgotten over time. Attachment 5 contains a sample incident report form.
- Address the need for appropriate treatment for employees who were victims of workplace violence. In addition to physical injuries, victims and witnesses may suffer psychological trauma, fear of returning to work, feelings of incompetence, guilt, powerlessness, and fear of criticism by supervisors or managers.
- The District will investigate any reported workplace violence incident thoroughly. All employees should be trained to inform management about any incidents that occur and how to prepare an incident report.

Employee Information and Training

Training of every employee will be performed upon initial assignment and annually thereafter. Retraining is required any time there is a significant change to MACS' workplace violence prevention program, a newly identified risk factor, or a control measure addition. Required training topics are listed in the Training Outline in Attachment 4.

Recordkeeping Requirements

All workplace violence incidents and threats will be documented in a workplace violence incident report. Workplace violence incidents that cause a work-related death or an injury that meets the recording criteria of the Public Employee Safety and Health Bureau (PESH) log of injuries and illnesses should be recorded on both the PESH log and the workplace violence incidents report. For more on the PESH log of injuries and illness, the PESH website linked here: <https://dol.ny.gov/public-employee-safety-health>.

Workplace violence incident reports will provide a written description when an incident occurs so that management can evaluate why the incident occurred and implement an appropriate safeguard or control measure to reduce the risk of such incidents from happening again. The Workplace Violence Incidents Report also creates a historical record. The Workplace Violence Incident Report(s) will be reviewed at least once a year to determine if and how the workplace

violence prevention program should be updated. (A sample incident reporting form is attached as Attachment 5 of this document.)

Program Review

The Superintendent with the Authorized Employee Representative will evaluate the effectiveness of this Workplace Violence Prevention Program, at least annually or after any serious workplace violence incident. The review will focus on determining trends in workplace violence incidents; addressing the root cause of incidents; evaluating the effectiveness of the control measures in place; and determining if any changes need to be made to control measures. The review will also assess whether the reporting and recordkeeping systems have been effective in collecting all relevant information. The cover sheet of this program will be updated with the names and titles of those who perform the review and the date of completion.

If an employee or authorized representative submits a written notice of concern regarding a violation of the employer's workplace violence prevention program or imminent danger in the workplace, the employer must be afforded a reasonable opportunity to address the reported issue. If the employee or authorized employee representative believes that the reported concern has not been resolved and a serious violation of the MACS workplace violence prevention program still exists, the employee or authorized employee representative may request an inspection by filing a complaint with the Public Employee Safety and Health (PESH) bureau at the Department of Labor's Division of Safety and Health using the complaint form linked here: <https://dol.ny.gov/system/files/documents/2023/09/pesh7.pdf> or by calling 1-844-SAFE-NYS. The completed and signed complaint form can be emailed to ask.shnypesh@labor.ny.gov or faxed or mailed to the nearest Division of Safety and Health (DOSH) District Office listed in the complaint form.

Employees can also contact the PESH bureau to ask questions about health and safety standards by calling: 1-844-SAFE-NYS or emailing ask.shnypesh@labor.ny.gov. An employee is NOT required to provide written notice to an employer if the employee believes themselves, another employee, or patient is in imminent danger of workplace violence and reasonably believes, in good faith, which reporting to a supervisor would not result in corrective action. In such an instance, an employee can reach out directly to PESH. For additional information on recordkeeping or workplace violence prevention, or to request free and confidential consultation assistance, please use the contact information on the PESH Consultation Fact Sheet available here: https://dol.ny.gov/system/files/documents/2023/11/p206_12-10-20.pdf.

Attachment 1
Records Examination

Dates of Assessment: 4/16/2024 and 4/18/2024

Instructions: Examine records below from the previous year. Examine to identify patterns of injuries in particular areas of the workplace or incidents which involve specific operations or specific individuals. Record the results after each.

- Log of Work-Related Injuries and Illnesses
 - ✓ Workers' Compensation Claim Log
 - ✓ PESH Work Related Injuries
 - ✓ Incident Reports

- Summary of Work-Related Injuries and Illnesses
 - 1 death
 - 3 days away from work
 - 1 job transfer or restriction
 - 9 other recordable cases

Attachment 2 Site Risk Assessments

Site Risk Assessments were conducted at each building.

- **Bus Garage** 2/13/2024
- **Palermo Elementary School** 2/26/2024
- **New Haven Elementary School** 2/13/2024
- **Mexico Elementary School** 2/13/2024
- **Mexico Middle School** 2/16/2024
- **Mexico High School** 2/2/24
- Superintendent Dr. Runner and School Resource Officers reviewed all site risk assessments on 3/4/2024.

Risk Factors and Control Measures

Please contact the district office for specifics for a building.

There were various work practice and engineering controls needed to remedy specific risk factors.

Some of those include training for staff in de-escalation techniques and installation of additional security cameras. The risk factors and controls are shared with staff during their building training.

Attachment 3
Assessment of Relevant Policies, Work Practices and Procedures

This review took place on 2/7/ 2024 by Dr. Donna Runner, Superintendent, and Darlene Upcraft, Board Vice-President, and Chair of the Policy Committee (shared with committee members 2/7/24).

Examples of relevant policies include:

- #3411 Prohibition of Weapons on School Grounds
Adopted 05/14/19, reviewed 04/13/21
- #3412 Threats of Violence in School
adopted 07/6/06, last revised 2/11/21
- #3420 Non-Discrimination and Anti-harassment in the District
adopted 07/06/06 last revised 10/19/23
- #3421 Title IX and Sex Discrimination
adopted 2/11/21, reviewed 06/13/23
- #5681 School Safety Plans
adopted 07/06/06, last revised 12/15/22
- #5684 Use of Surveillance Cameras in the District on School Buses
adopted 07/06/06, last revised 5/17/16, reviewed 09/14/21
- #5690 Exposure Control Program
Adopted 07/06/06, last revised 7/02/13, reviewed 10/10/23
- #6121 Sexual Harassment in the Workplace
adopted 07/06/06, last revised 09/21/23
- #6122 Employee Grievances
adopted 07/06/06, last revised 02/25, 2015, reviewed 02/13/23
- #7350 Timeout and Physical Restraint
Currently under review for revision, planned adoption in March of 2024
- #7360 Weapons in School and the Gun-Free Schools Act
adopted 7/06/06, revised 05/14//19, reviewed 5/11/21
- #3210 Visitors to the School
adopted 07/06/06, last revised 01/18/24

- The Policy Committee will investigate the need to include language in current policies, specific daily check-in procedures, itineraries, etc. that would cover any travel needed by the staff member.

District Code of Conduct-reviewed and/or revised annually, last revision 07/11/23 (any revisions require public hearing prior to adoption) Code of Conduct must be approved by the BOE annually.

Examples of work practices and procedures

- Visitor Sign In/Out with Raptor (electronic management system)
- Students sign out after attendance by classroom teacher only with verification of ID of person picking up after checking SchoolTool.
- Check procedures in schools and offices regarding sign in/out by staff.
- Visitor(s) Escort depends on the individual and purpose
- Multiple entrances for drop-off and dismissal-at the elementary and middle school levels supervised by staff, at the High School level administration and the SRO are on site at the bus and student parking area doors.
- One Entrance Used after doors are secured in the mornings
- Desks Clear of Objects which may become weapons. We will need to discuss this with our School Resource Officers, Clerical Unit and Administrative Staff.
- I.D Badges Used
- Left an itinerary with contact information-We do have copies of itineraries, emails, and phone numbers available.
- Have periodic check-in procedures. We need to update protocols for this recommendation.
- After hours contact procedures-The Superintendent's email address and cell phone are widely disseminated; Supervisors have district cell phones so that staff can reach them if needed
- Know procedures if involved in incident (see also Training Section)-Staff are seen by the nurse and sent for additional medical care if warranted. Staff are to complete an incident report outlining the event that took place. The Supervisor signs the report and submits that report to Human Resources.
- Know how to control/defuse potentially violent situations-Staff are trained in de-escalation techniques, with select staff receiving additional training in restraint.
- Supplied with personal alarm/cellular phone/radio-Some staff are issued two-way radios as part of their job responsibilities. All supervisors and secretaries have access to two-way radios. Any staff member can call 911 or a lock down in an emergency. We are currently upgrading safety notification systems as part of our Capital Project.
- Limit visible clues of carrying money/valuables. We should inform staff of this practice.
- Partnering arrangements if deemed necessary-As needed staff can be escorted to various locations

Attachment 4 Workplace Violence Prevention Training Outline

Every employer shall provide each employee with information and training on the risk of workplace violence in their workplace or workplaces at the time of the employee's initial assignment and at least annually thereafter.

Any substantial change to the workplace violence program must be communicated to employees.

Upon completion of the workplace violence prevention program all employees must be provided information and training at a staff meeting.

- 1) Requirements of the regulation (12NYCRR Part 800.6)
- 2) Risk factors specific to the workplace that were identified in the risk evaluation and determination (Step 2 of the How to Comply Guide)
- 3) Measures that employees can take to protect themselves from the identified risks including specific procedures that the employer has implemented such as
 - a. Incident alert and notification procedures
 - b. Appropriate work practices
 - c. Emergency procedures
 - d. Use of security alarms and other devices
- 4) Procedures to report incidents of workplace violence
- 5) Location of the written workplace program and how to obtain a copy

Mandated Yearly Training: Vector modules (Provided by Utica National Insurance)

- Supervisors-Workplace Violence Awareness and Prevention
- Employee- Workplace Violence Awareness and Prevention

Yearly In Person: Include staff who are not normally required to attend staff meetings.

- Emergency Management Protocols
- Site Specific Safety Protocols

*This part of the training requirements only applies to employers with 20 or more full-time permanent employees.

Note: Information otherwise kept confidential for security reasons does not have to be disclosed to all employees. Examples of confidential information include but are not limited to information that would interfere with law enforcement investigations or judicial proceedings, would deprive a person of a right to a fair trial, would identify a confidential source or disclose confidential information relating to a criminal investigation, would reveal criminal investigative techniques or procedures except routine techniques and procedures, or would endanger the life or safety of any person.

Attachment 5
Workplace Violence Reporting Form

MACS Workplace Violence Incident Reporting Form

The District prohibits workplace violence and will not tolerate violence, threats of violence, or intimidating conduct in the workplace.

Workplace violence is any physical assault or acts of aggressive behavior occurring where an employee performs any work-related duty in the course of their employment including, but not limited to:

- A. An attempt or threat, whether verbal or physical, to inflict physical injury upon an employee;
- B. Any intentional display of force which would give an employee reason to fear or expect bodily harm;
- C. Intentional and wrongful physical contact with an employee without their consent that entails some physical injury;
- D. Stalking an employee with the intent of causing fear of material harm to the physical safety and health of the employee when the stalking has arisen through and in the course of employment.

Instructions

This report will be completed by the Workplace Violence Prevention Coordinator following a report of workplace violence. It will be maintained for use in the annual Workplace Violence Prevention Program review and update.

Information about the Alleged Victim

(The person alleged to have been injured by the workplace violence.)

NAME: _____

If this is a privacy concern case, "Privacy Concern Case" should be entered above in the NAME section. The District treats incidents involving the following injuries or illnesses as privacy concern case: (1) an injury or illness to an intimate body part or the reproductive system; (2) an injury or illness resulting from a sexual assault; (3) mental illness; (4) HIV infection; (5) needle stick injuries and cuts from sharp objects that are or may be contaminated with another person's blood or potentially infectious material; and (6) other injuries or illnesses, if the employee independently and voluntarily requests that their name not be entered on the Report.

Job Title: _____

Work Address: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

Email: _____

Information about the Alleged Perpetrator

(The person alleged to have committed workplace violence.)

NAME: _____

Alleged perpetrator's relationship to the District:

- Student Employee Job applicant
- Parent/Guardian Volunteer Intern
- Contractor/subcontractor/vendor/consultant Student
- Teacher Other _____

Primary building or location: _____

Further details including, if applicable, grade or title: _____

Alleged perpetrator's contact information:

Address: _____

Home Phone: _____ Cell Phone: _____ Work Phone: _____

Email: _____

Information about the Alleged Incident

Date: _____ Time: _____

Location: _____

Provide a detailed description of the alleged incident, including events leading up to the incident and how the incident ended:

Describe the nature and extent of any injuries arising from the incident, including the name of the individual(s) injured:

Information about Witnesses

If possible, please list the names and known contact information for any witnesses, individuals who may have information related to this report, or individuals you have discussed the alleged incident(s) with:

District Response

Detail the actions that the District has taken in response to this incident of workplace violence:

Completed by: _____
(name and title)

Completed on: _____
(date)



Employment Agreement
By and Between The Mexico Academy & Central School District
and
Michael Martin

July 1, 2024-June 30, 2025

THIS AGREEMENT is made this 8th day of March 2024, by and between the Mexico Academy and Central School District (“District”) whose principal place of business is located at 16 Fravor Road, Mexico, New York 13114, and Mr. Michael Martin in the title and position of (“School Resource Officer.”)

WHEREAS appointment and classification are governed by the Oswego County Civil Service Rules and New York State Civil Service Law; and

WHEREAS, the Parties have agreed to enter a contract of employment for services,

NOW THEREFORE, in consideration of the foregoing and for other good and valuable consideration, the Parties hereto agree as follows:

1. **Appointment by the Board.** The District shall employ Mr. Michael Martin, School Resource Officer, for the Mexico Academy and Central School District for a term of one year commencing on July 1, 2024, and continuing to and including June 30, 2025. Mr. Martin's appointment shall be subject to the requirements of the New York State Civil Service Law.
2. **Acceptance of Employment.** The SRO accepts such employment and agrees to devote full time, skill, labor, and attention to said employment during the term of this contract.
3. **Term and Salary.**
 - a. The terms of this contract shall be in effect from July 1, 2024, through June 30, 2025.
 - b. The District shall pay the SRO as compensation for such services seventy-one thousand, seven hundred and nineteen dollars (\$71,719) as an annual salary.
 - c. Such salary, less deductions required by law or authorized by said SRO shall be paid in accordance with the pay schedule for ten-month employees.
 - d. If the Superintendent of Schools approves the SRO to attend summer professional development, the SRO will be compensated at a rate of \$48.20 per hour. The district agrees to cover the cost of hotel accommodations, registration fees, tolls/parking, and meals for the SRO. If a district vehicle is not available for the SRO's use for travel, the SRO will be reimbursed at the IRS mileage rate for round trip travel expenses (in accordance with policy 6161).

- e. In the event the SRO is required by law to perform jury duty, he/she shall receive his full pay from the District and shall waive any pay for jury duty.
- f. If the SRO is required to appear in court (subpoenaed for a non-job-related court appearance), the SRO may use personal or sick days for this absence.

4. Work Year and Workday.

- a. The SRO's work calendar for the term of this contract will follow the Board of Education's adopted work calendar and schedule for teachers.
- b. The SRO will be available for up to an additional 10 hours per week for events that occur outside of the regular workday to be compensated at an hourly rate of \$48.20.

5. DUTIES OF THE SRO:

The SRO's duties shall be as follows:

- a. Provide for the security and safety of all students, staff, and visitors.
- b. Protect school property and maintain order in and around the school site.
- c. Provide intervention between students and/or staff, using appropriate techniques to calm and control situations.
- d. In coordination with the Superintendent, investigate all crimes and incidents occurring on and in the vicinity of school grounds, and provide the appropriate documentation for such investigations.
- e. Report all violations of law, regulations, rules, or policies to school administration.
- f. Enforce New York State laws, rules, and regulations.
- g. Function as liaisons with police and fire officials.
- h. Advise the school administration of any circumstances or situations that may create a potential for harm to persons, or damage to or loss of property.
- i. Screen all persons entering the building or school grounds when in a position to do so, and take necessary action to prohibit loitering and trespassing on school grounds.
- j. Become familiar with any hidden recesses in the building and check them periodically.

- k. Maintain visibility as much as possible.
- l. Question any individual not having appropriate identification or who does not appear to be a student to ascertain their status.
- m. Actively engage with students, provide educational opportunities regarding appropriate legal issues, and maintain positive relationships with students and attempt to develop a rapport with them.
- n. Develop a working relationship with the staff of the District.
- o. When requested, work with students and participate in meetings with school officials, parents, or the Board of Education to assist in dispute resolution and/or in developing policy, procedures, and training concerning school safety.
- p. Comply with all State and Federal laws as well as all the rules, regulations, policies, and procedures related to investigations, interviews and search and detention procedures.
- q. The SRO shall be subject to all other personnel policies and practices of the District, except for such policies or practices that may have to be modified to comply with the terms and conditions of this Agreement.

6. Sick & Personal Days.

- a. During the period of this contract, the SRO shall be entitled to sick leave benefits with pay amounting to ten (10) days available as of the date of employment and personal leave benefits with pay amounting to three (3) days available as of the date of employment.
- b. Previous unused personal days will convert to sick days on July 1 of each year.
- c. Previous unused sick days with Mexico, up to a maximum of 285 days, shall accrue from year to year if Mr. Martin continues as School Resource Officer with the district beyond his one-year agreement.
- d. Upon separation with the district, Mr. Martin's unused sick time shall be credited to a 403b retirement account at \$70.00 per unused sick day.

- 7. Bereavement Leave.** The District shall grant up to three (3) days paid leave per occurrence of death of the SRO's own parents, siblings, spouse, children, stepchildren, step- grandchildren, grandparents, grandchildren, mother-in-law, father-in-law, brother- in-law, sister-in-law, son-in-law, daughter-in-law, or significant other.

8. **Clothing Allowance.** The SRO will receive a \$200 allowance per year for the purpose of purchasing work clothes to be worn on the job. Orders placed through the District's purchasing process will be paid by the District. Purchases made directly by the SRO will be reimbursed upon completion of district claim form(s) with accompanying receipt(s); however, the District cannot reimburse the SRO for any sales taxes charged on his/her direct purchases.

9. **Firearms.** The Superintendent shall authorize the SRO to carry a firearm only while providing services pursuant to this Agreement pursuant to the following conditions:
 - a. Prior to carrying a firearm on any District property, the SRO provides the School Business Executive with documentation that the SRO has successfully completed annual marksmanship/firearm safety training.
 - b. The SRO keeps said firearm concealed, on his person, at all times while providing services pursuant to this agreement.

10. **Evaluation of Performance.** The SRO shall directly report to the Principal and the Principal shall evaluate the SRO at least annually and shall inform the SRO in writing of the evaluation of their performance.

11. **Resignation.** The School Resource Officer will be released from his obligation to complete the term of employment provided by this Agreement by submission of a letter of resignation to the District at least thirty (30) days prior to leaving. The School Resource Officer's letter of resignation must be delivered to the Superintendent, the District Clerk, or the Board of Education and, once delivered, shall be considered irrevocable unless the Board of Education permits the revocation of the School Resources Officer's resignation.

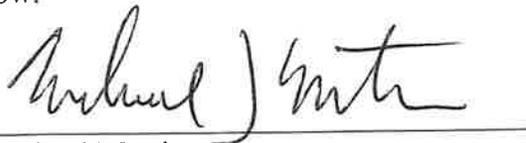
12. **Termination by Board**
 - a. Nothing in this agreement shall impair the Board of Education's right to terminate the School Resource Officer's employment consistent with his status as a permanent employee consistent with any of the applicable requirements of Oswego County Civil Service and New York State Civil Service Law. Nothing in this agreement of employment shall be construed as abridging, modifying, or otherwise abrogating any of the District's or Mr. Martin's rights and authorities under New York State Civil Service Law.
 - b. Should the Board of Education exercise its right under Civil Service Law to terminate Mr. Martin's employment, the School Resource Officer's rights under this agreement shall also terminate.

13. Defense and Indemnification.

- a. The District agrees to provide legal counsel and to indemnify the SRO against uninsured financial loss arising out of any proceeding, claim demand, suit or judgment by reason of alleged negligence or other conduct resulting in bodily or other injury to any person or damage to the property of any person committed while the SRO is acting within the scope of his/her employment or under the direction of the District.
- b. As a condition of receiving such indemnification, the SRO shall, within ten days of the time he/she is served with any summons, complaint, process, notice, demand, or pleading, deliver a copy of the same to the Superintendent of Schools and the Board Clerk.

14. Addition, Modification, Extension, or Amendment. The parties agree that the term hereof and the School Resource Officer's employment shall be in accordance with the requirements for the Classified Service under New York State Civil Service Law. Any addition, modification, extension, or amendment to this agreement shall not be valid as between the Parties unless such agreement is in writing and approved by the Parties in the same manner as the terms of this agreement. Should this agreement expire during the term of the School Resource Officer's employment with the District such that the School Resource Officer's continues in his employment thereafter, nothing herein shall be construed as waiving any rights, privileges, or responsibilities the School Resource Officer may have under New York State or Federal Law.

IN WITNESS HEREOF, the parties have executed this agreement as of the date set forth below.



Michael Martin
School Resource Officer
Mexico Academy and Central Schools

3-8-24

Date



Donna Runner, Ed.D.
Superintendent of Schools
Mexico Academy and Central Schools

3-8-24

Date



Employment Agreement
By and Between The Mexico Academy & Central School District
and
Jamey Locastro

July 1, 2024-June 30, 2025

THIS AGREEMENT is made this 8th day of March 2024, by and between the Mexico Academy and Central School District (“District”) whose principal place of business is located at 16 Fravor Road, Mexico, New York 13114, and Mr. Jamey Locastro the title and position of (“School Resource Officer.”)

WHEREAS appointment and classification are governed by the Oswego County Civil Service Rules and New York State Civil Service Law; and

WHEREAS, the Parties are have agreed to enter a contract of employment for services,

NOW THEREFORE, in consideration of the foregoing and for other good and valuable consideration, the Parties hereto agree as follows:

1. **Appointment by the Board.** The District shall employ Mr. Jamey Locastro, School Resource Officer, for the Mexico Academy and Central School District for a term of one year commencing on July 1, 2024, and continuing to and including June 30, 2025. Mr. Locastro’s appointment shall be subject to the requirements of the New York State Civil Service Law.
2. **Acceptance of Employment.** The SRO accepts such employment and agrees to devote full time, skill, labor, and attention to said employment during the term of this contract.
3. **Term and Salary.**
 - a. The terms of this contract shall be in effect from July 1, 2024, through June 30, 2025.
 - b. The District shall pay the SRO as compensation for such services sixty-one thousand dollars (\$61,000) as an annual salary.
 - c. Such salary, less deductions required by law or authorized by said SRO shall be paid in accordance with the pay schedule for ten-month employees.
 - d. If the Superintendent of Schools approves the SRO to attend summer professional development, the SRO will be compensated at a rate of \$40.99 per hour. The district agrees to cover the cost of hotel accommodations, registration fees, tolls/parking, and meals for the SRO. If a district vehicle is not available for the SRO's use for travel, the SRO will be reimbursed at the IRS mileage rate for round trip travel expenses (in accordance with policy 6161).
 - e. In the event the SRO is required by law to perform jury duty, he/she shall

- receive his full pay from the District and shall waive any pay for jury duty.
- f. If the SRO is required to appear in court (subpoenaed for a non-job-related court appearance), the SRO may use personal or sick days for this absence.

4. Work Year and Workday.

- a. The SRO's work calendar for the term of this contract will follow the Board of Education's adopted work calendar and schedule for teachers.
- b. The SRO will be available for up to an additional 10 hours per week for events that occur outside of the regular workday to be compensated at an hourly rate of \$40.99.

5. DUTIES OF THE SRO:

The SRO's duties shall be as follows:

- a. Provide for the security and safety of all students, staff, and visitors.
- b. Protect school property and maintain order in and around the school site.
- c. Provide intervention between students and/or staff, using appropriate techniques to calm and control situations.
- d. In coordination with the Superintendent, investigate all crimes and incidents occurring on and in the vicinity of school grounds, and provide the appropriate documentation for such investigations.
- e. Report all violations of law, regulations, rules, or policies to school administration.
- f. Enforce New York State laws, rules, and regulations.
- g. Function as liaisons with police and fire officials.
- h. Advise the school administration of any circumstances or situations that may create a potential for harm to persons, or damage to or loss of property.
- i. Screen all persons entering the building or school grounds when in a position to do so, and take necessary action to prohibit loitering and trespassing on school grounds.
- j. Become familiar with any hidden recesses in the building and check them periodically.

- k. Maintain visibility as much as possible.
- l. Question any individual not having appropriate identification or who does not appear to be a student to ascertain their status.
- m. Actively engage with students, provide educational opportunities regarding appropriate legal issues, and maintain positive relationships with students and attempt to develop a rapport with them.
- n. Develop a working relationship with the staff of the District.
- o. When requested, work with students and participate in meetings with school officials, parents, or the Board of Education to assist in dispute resolution and/or in developing policy, procedures, and training concerning school safety.
- p. Comply with all State and Federal laws as well as all the rules, regulations, policies, and procedures related to investigations, interviews and search and detention procedures.
- q. The SRO shall be subject to all other personnel policies and practices of the District, except for such policies or practices that may have to be modified to comply with the terms and conditions of this Agreement.

6. Sick & Personal Days.

- a. During the period of this contract, the SRO shall be entitled to sick leave benefits with pay amounting to ten (10) days available as of the date of employment and personal leave benefits with pay amounting to three (3) days available as of the date of employment.
- b. Previous unused personal days will convert to sick days on July 1 of each year.
- c. Previous unused sick days with Mexico, up to a maximum of 285 days, shall accrue from year to year if Mr. Locastro continues as School Resource Officer with the district beyond his one-year agreement.
- d. Upon separation from the district, Mr. Locastro's unused sick time shall be credited to a 403b retirement account at \$70.00 per unused sick day.

- 7. Bereavement Leave.** The District shall grant up to three (3) days paid leave per occurrence of death of the SRO's own parents, siblings, spouse, children, stepchildren, step- grandchildren, grandparents, grandchildren, mother-in-law, father-in-law, brother- in-law, sister-in-law, son-in-law, daughter-in-law, or significant other.

8. **Clothing Allowance.** The SRO will receive a \$200 allowance per year for the purpose of purchasing work clothes to be worn on the job. Orders placed through the District's purchasing process will be paid by the District. Purchases made directly by the SRO will be reimbursed upon completion of district claim form(s) with accompanying receipt(s); however, the District cannot reimburse the SRO for any sales taxes charged on his/her direct purchases.

9. **Firearms.** The Superintendent shall authorize the SRO to carry a firearm only while providing services pursuant to this Agreement pursuant to the following conditions:

- a. Prior to carrying a firearm on any District property, the SRO provides the School Business Executive with documentation that the SRO has successfully completed annual marksmanship/firearm safety training.
- b. The SRO keeps said firearm concealed, on his person, at all times while providing services pursuant to this agreement.

10. **Evaluation of Performance.** The SRO shall directly report to the Principal and the Principal shall evaluate the SRO at least annually and shall inform the SRO in writing of the evaluation of their performance.

11. **Resignation.** The School Resource Officer will be released from his obligation to complete the term of employment provided by this Agreement by submission of a letter of resignation to the District at least thirty (30) days prior to leaving. The School Resource Officer's letter of resignation must be delivered to the Superintendent, the District Clerk, or the Board of Education and, once delivered, shall be considered irrevocable unless the Board of Education permits the revocation of the School Resources Officer's resignation.

12. Termination by Board

- a. Nothing in this agreement shall impair the Board of Education's right to terminate the School Resource Officer's employment consistent with his status as a permanent employee consistent with any of the applicable requirements of Oswego County Civil Service and New York State Civil Service Law. Nothing in this agreement of employment shall be construed as abridging, modifying, or otherwise abrogating any of the District's or Mr. Locastro's rights and authorities under New York State Civil Service Law.
- b. Should the Board of Education exercise its right under Civil Service Law to terminate Mr. Locastro's employment, the School Resource Officer's rights under this agreement shall also terminate.

13. Defense and Indemnification.

- a. The District agrees to provide legal counsel and to indemnify the SRO against uninsured financial loss arising out of any proceeding, claim demand, suit or judgment by reason of alleged negligence or other conduct resulting in bodily or other injury to any person or damage to the property of any person committed while the SRO is acting within the scope of his/her employment or under the direction of the District.

- b. As a condition of receiving such indemnification, the SRO shall, within ten days of the time he/she is served with any summons, complaint, process, notice, demand, or pleading, deliver a copy of the same to the Superintendent of Schools and the Board Clerk.

14. Addition, Modification, Extension, or Amendment. The parties agree that the term hereof and the School Resource Officer's employment shall be in accordance with the requirements for the Classified Service under New York State Civil Service Law. Any addition, modification, extension, or amendment to this agreement shall not be valid as between the Parties unless such agreement is in writing and approved by the Parties in the same manner as the terms of this agreement. Should this agreement expire during the term of the School Resource Officer's employment with the District such that the School Resource Officer's continues in his employment thereafter, nothing herein shall be construed as waiving any rights, privileges, or responsibilities the School Resource Officer may have under New York State or Federal Law.

IN WITNESS HEREOF, the parties have executed this agreement as of the date set forth below.



Jamey Locastro
School Resource Officer
Mexico Academy and Central Schools

3-12-24
Date



Donna Runner, Ed.D.
Superintendent of Schools
Mexico Academy and Central Schools

3-12-24
Date