

**North Syracuse**  
**Central School District**



**DISTRICT-WIDE**  
**SAFETY PLAN**  
**DRAFT**

Revision Date: July 2025

## **Plan Adoption Process Dates:**

Date of the public meeting regarding the District-Wide Safety Plan: 7/21/2025

30-Day Public comment period start date: 7/21/2025

30-Day Public comment period end date: TBD

Board of Education adoption date: TBD

# Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a District-Wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the District with local and county resources in the event of such incidents or emergencies. The District-Wide School Safety Plan is responsive to the needs of all schools within the District and is consistent with the more detailed building-level emergency response plans required at the school building level. The District-Wide School Safety Plan provides the framework for the Building-level Emergency Response Plans.

Districts stand at risk from a wide variety of acts of violence and natural or man-made disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses mitigation/prevention, preparedness, response, and recovery with respect to a variety of emergencies in each school district and its schools.

North Syracuse Central School District has designated Mr. Matthew Erwin, Director of Facilities and Security as the District's Chief Emergency Officer (CEO). The CEO is responsible for:

1. Coordination of the communication between school staff, law enforcement, and other first responders;
2. Leading the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans;
3. Ensuring staff understanding of the district-wide school safety plan;
4. Ensuring completion and yearly update of building-level emergency response plans for each school building;
5. Assisting in the selection of security related technology and development of procedures for the use of such technology;
6. Coordinating appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan;
7. Ensuring the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807; and
8. Ensuring the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.

In case of absence or unavailability, the chain of command for emergency decisions is:

1. Superintendent
2. Associate Superintendent for Business Services
3. Associate Superintendent for Teaching & Learning

Questions about the District Wide Safety Plan may be directed to the District Chief Emergency Officer or the Superintendent's office:

**Chief Emergency Officer**

Mr. Matthew Erwin

[merwin@nscsd.org](mailto:merwin@nscsd.org)

(315) 218-2109

**Superintendent's Office**

Dr. Terry L Ward

[tward@nscsd.org](mailto:tward@nscsd.org)

(315) 218-2150

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

### **A. Purpose**

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

### **B. Identification of Planning Teams**

Each year the School Board of Education (BOE) appoints a group of individuals to review and revise our safety plans. A core part of this team also serves throughout the year as members of the District Health and Safety Committee, providing them first-hand information about the scenarios our students and staff face daily. The District Safety Officer chairs these committees and coordinates any revisions to our plan based upon the groups input throughout the year.

The following list provides some insight into the diversity of the district safety planning teams:

<b>Superintendent of Schools</b>	<b>Building Principal(s)</b>	<b>Insurance and Risk Management Consultant</b>
<b>Superintendent for Business Services</b>	<b>Bargaining Unit Representation</b>	<b>Community Member(s)</b>
<b>Superintendent for Teaching &amp; Learning</b>	<b>Head Nurse</b>	<b>BOE Member(s)</b>
<b>Director of Transportation</b>	<b>School Resource Officer Liaison</b>	
<b>Director of Facilities</b>	<b>OCM BOCES Safety Officer</b>	
<b>Director of Food Service</b>		
<b>Athletics Director</b>	<b>Bus Drivers &amp; Monitors</b>	

## **C. Concept of Operations**

The District-Wide School Safety Plan is directly linked to the individual Building-Level Emergency Response Plans for each school building. Protocols reflected in the District-Wide School Safety Plan guides the development and implementation of individual Building-level Emergency Response Plans.

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be initiated by the Building Principal/Designee. North Syracuse Central School District consists of the following facilities:

- CNS High School
- North Syracuse Junior High School
- Gillette Road Middle School
- Roxboro Road Middle School
- Allen Road Elementary
- Karl W Saile Bear Road Elementary
- Cicero Elementary
- Lakeshore Road Elementary
- North Syracuse Early Education Program
- Roxboro Road Elementary
- Smith Road Elementary
- North Syracuse District Office
- Maintenance, Operations, and Transportation Complex
- St. Margaret's School

All information pertaining to an emergency or violent incident will be directed to either the Building Principal or Designee. Upon the activation of Building-Level Emergency Response procedures, the Superintendent of Schools or his/her designee is notified and, where appropriate, local emergency officials are also notified. The Building-Level Emergency Response Teams are activated to support an appropriate response to an emergency and play a central role in overall planning for responses to emergencies at the building level. Efforts may be supplemented by County and State resources through existing protocols when needed.

## **D. Plan review and public comment**

At the start of each school year, the BOE is charged not only to appoint the team discussed above, but to ultimately review and officially adopt the District Level Emergency Response Plan as outlined below.

July	<p>BOE - Annual Reorganizational Meeting</p> <ul style="list-style-type: none"> <li>• Appoint District Safety Committee and task to review and revise plan</li> <li>• Open 30 day public comment period</li> <li>• Community members are welcomed to review and comment on the prior year's plan, the committee will discuss comments and include any subsequent changes</li> </ul>
July – August	<p>Formal Review Period</p> <ul style="list-style-type: none"> <li>• Committee members review new legislations impacts, recap past instances and responses, consider community input and submit proposed changes for consideration</li> <li>• Safety Officer updates documents to reflect proposed updates</li> </ul>
September	<p>BOE Meeting</p> <ul style="list-style-type: none"> <li>• District Safety Officer presents updated plan publicly, highlighting changes</li> <li>• BOE adopts plan</li> </ul>
October	<p>Plan Submission to NYSED</p> <ul style="list-style-type: none"> <li>• Superintendent certifies submission to NYSED Portal <ul style="list-style-type: none"> <li>○ Portal submission automatically shares plan with NYS Police and local law enforcement agencies</li> <li>○ Local Fire Departments and First Responders are copied</li> <li>○ Plan is publicly posted to district website</li> </ul> </li> </ul>

Quarterly	<p>District Level Safety Committee Meetings</p> <ul style="list-style-type: none"> <li>● Review team meets regularly to assess building level incidents and responses</li> <li>● Considers district policy and potential changes to support our safety priorities</li> <li>● Makes recommendations to the BOE and/or Administrators to effect change where needed</li> </ul>
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## Section II: General Emergency Response Planning

The District-Wide School Safety Plan provides the framework for the Building-level Emergency Response Plan. The purpose of a uniform plan is to ensure district-wide continuity for emergency responses. These general emergency responses will provide one consistent response system that will be used by all school employees, students, parents and emergency responders. This is particularly beneficial as students move from elementary to middle school and then to high school, and as full-time, part-time and substitute employees travel among the schools.

The district team has identified many factors that could cause an emergency in our schools and facilities within the district as well as factors that need to be considered when responding to an emergency. The detailed list of potential internal and external hazards or emergency situations is included in the confidential building-level emergency response plans.

### **A. Identification of sites of potential emergency, including:**

- Detailed plans for each school building;
- The location of potential command and evacuation sites; primary and secondary for each site;
- The kinds of action to be taken in the event of emergency, and
- The potential internal or external hazards or emergency situations.

## B. Multi-Hazard Response Guidelines

### 1. Actions

Included in the building-level safety plans are actions for handling multi-hazard emergencies that are in compliance with the Incident Command System (ICS). These guidelines include but are not limited to:

- Initial actions
- Command post location (primary and secondary)
- **Shelter Shelter-In-Place**
- **Hold Hold-In-Place**
- **Evacuate Evacuation**
- **Secure Lockout Lockout**
- **Lockdown**
- Emergency school cancellations, closing, early dismissal and delays including after-school, evening activities and weekends

### 2. Emergencies

These include, but are not limited to the following Multi-hazard Response Guidelines:

- |                                  |                                |
|----------------------------------|--------------------------------|
| • Air Pollution                  | • Explosion                    |
| • Biological                     | • Fire and Alarm Activation    |
| • Aviation Crash                 | • Flooding                     |
| • Active Shooter                 | • Hazardous Materials Incident |
| • Bomb/Explosive Threat          | • Heating System Failure       |
| • Building Structural Failure    | • Hostage Situation            |
| • Civil Disturbance              | • Intruder                     |
| • Crimes Against Persons         | • Loss of Building Use         |
| • Assault, Abuse, Hostage-Taking | • Multiple Casualty Incident   |
| • Medical Emergencies            | • Fuel Leak                    |
| • Kidnapping and Robbery         | • School Bus Accident          |
| • Earthquake                     | • Severe Weather Emergency     |
| • Electrical Systems Failure     | • Toxic Exposure               |
| • Energy Supply Loss             | • Water Emergency              |
| • Epidemic                       | • <b>Extreme Heat</b>          |



### 3. Resources

The District has identified various resources that may be available for use during an emergency, including: the identification of personnel via school building teams; use of Incident Command System (ICS); a list of volunteer faculty/staff trained in first aid, CPR and AED use; master list of all vehicles in the Transportation Department; building floor plans/maps with shut-offs. The specific, detailed information is located within the confidential building-level safety plans.

The District has incorporated the NYSED compliant version of the Standard Response Protocol (SRP) and the Standard Reunification Method (SRM) from the *I Love U Guys Foundation* into each building level emergency response plan. The SRP and SRM help create a unified and efficient response to various emergencies and provide common language and actions for everyone involved including students, staff, parents and first responders.

For more information please visit:

<https://www.nysed.gov/student-support-services/standard-response-protocol-and-standard-reunification-method> or <https://iloveguys.org/>

### 4. Incident Command System (ICS)

The district has identified school personnel authorized to make decisions during an emergency. Through ICS the procedures to coordinate the use of school district resources and manpower during emergencies are clearly defined. ICS identifies the staff members and their backups assigned to provide assistance during emergencies. Each school building has a safety team that works under the Incident Command System. Each team is documented in detail. This document is given only to the building-level emergency response teams, district administration, authorized faculty & staff, New York State Police, Onondaga Sheriff's Department, and local Police and Fire Departments. The safety team details are located in the confidential building-level safety plans.

## **5. Policies and Procedures for Training**

The district has developed policies and procedures for annual multi-hazard school safety training for staff and students, including the strategies for implementing training related to multi-hazards. All drills required by the NYS Department of Education are satisfied annually. The district has established the following procedure(s) for annual multi-hazard school safety training for staff and students:

- The District will submit certification to NYSED that all district and school staff have undergone annual training on the emergency response plan, and that the school safety training includes components on violence prevention and mental health. New employees hired after the start of the school year will receive training within 30 days of hire. The District will certify that all school staff receive this training by September 15th of each school year, or within 30 days of hire, whichever is sooner.

Faculty and staff in each building will be provided information about drills through training and/or teacher's manual. Families will receive this information through School Newsletters at the beginning of each school year.

- Full participation in the Annual Early Dismissal – Go Home Evacuation Drill. The drill is no more than 15 minutes before the normal dismissal time. Procedures include notifying parents and guardians at least one week prior to the drill; and testing the usefulness of the communications and transportation system during emergencies
- Full participation in any On-Site Sheltering and Accountability Drills.
- Full participation with 4 Building Lockdown/Security Drills annually.
- The District conducts 8 Fire Alarm Activation and Evacuation Drills annually.
- At least two additional drills must be held during summer school in buildings where summer school is conducted. One drill must be held during the first week of summer school.
- Pupils are instructed in the procedure to be followed in the event that a fire occurs during the lunch period or assembly.
- For after-school programs, events or performances conducted within a school building and include persons who do not regularly attend classes in the building, the principal or other person in charge of the building must require the teacher or person in charge of the after-school program, event or performance notify attendees of the procedures to be followed in an emergency.
- The District conducts three School Bus Safety and Evacuation Drills annually.
- The District-Wide School Safety Team participates in simulated tabletop exercises.
- The District has conducted drills and other training exercises to test components of the emergency response in coordination with local agencies.

## **Trauma-Informed Drills**

Definitions:

- **Trauma** means an emotional response to a deeply distressing or disturbing experience such as, but not limited to, an act of violence, natural disaster, abuse, neglect, or loss.
- **Trauma-informed** means an understanding of trauma and how it affects the physical, emotional, and mental health of students and adults.
- **Trauma-informed drills** means avoiding tactics in training or drills that may introduce or activate trauma, such as the use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-appropriate content. Drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.

Drills and training conducted during the school day with students present shall be conducted in a trauma-informed, developmentally and age-appropriate manner and shall not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency. Students and staff shall be informed at the time that drills are conducted.

Tabletop exercises may be utilized by school and district safety teams as a training resource and may include a discussion-based activity for staff in an informal classroom or meeting-type setting to discuss their roles during an emergency and their responses to a sample emergency situation.

## **Notification of Drills to Parents or Persons in Parental Relation**

Parents/guardians will be informed via ParentSquare up to seven days in advance of lockdown and evacuation drills.

## **Full-Scale Drill Exercises**

Schools and districts that opt to participate in full-scale exercises in conjunction with local and county emergency responders and preparedness officials that include props, actors, simulations, or other tactics intended to mimic a school shooting or other acts 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. Additionally, such exercises cannot include students without written consent from parents or persons in parental relation.

## **6. Implementation of School Security**

The district has developed policies and procedures related to school building security, including the following:

- All buildings utilize a single point of entry system. All visitors enter via the Main Office to sign in and receive a visitor badge. They must provide identification which is cleared through a sex offender database prior to entry.
- Primary staff entry doors utilize controlled HID card access, all exterior doors are secured at all times.
- Video surveillance systems are installed in district facilities. Video surveillance capabilities will be reviewed and expanded as needed.
- Lockdown alert capabilities exist in all district facilities, when activated the system automates calling out to 911 for immediate dispatching of law enforcement.
- Safety walkthroughs are performed regularly by building personnel.

Note: Policies and procedures are continually being evaluated and shaped by real life experiences, such as bomb threats, forced entry into the school building with vandalism and outbursts of potentially violent behavior by students.

## Section III: Responding to Threats and Acts of Violence

### A. Policies and Procedures

Schools will activate their Building-Level Emergency Response Team and will refer to their Building-Level Emergency Response Plan and the Multi-Hazard Response Guide. The Multi-Hazard Response Guides are reviewed by the District-Wide School Safety Team to ensure content and consistency throughout the district. These policies and procedures are for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school. Threats of violence by students include threats by students against themselves, which may include threats of suicide. The following types of procedures are addressed in the confidential Building-Level Emergency Response Plans:

- Contact the appropriate law enforcement agency, if necessary.
- Inform the building principal and Superintendent.
- The use of staff trained in de-escalation or other strategies to diffuse the situation. Informing the building principal of implied or direct threats.
- Determine the level of threat with the principal and Superintendent/designee.
- Monitor the situation, adjusting the district's response as appropriate to include possible implementation of the safety team.
- If the situation warrants, isolate the immediate area and Hold in Place while resolving the situation.
- Monitor the situation; adjust the level of response as appropriate
- Communication with parent/legal guardian, and general public, as needed

NOTE: The District's Code of Conduct also describes policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school. The District's Code of Conduct also supports school safety and security. The Code of Conduct is pursuant to the District's safe and drug-free schools policy and no weapons policy.

### B. Response Protocols

These are identified in the Building-Level Emergency Response Plans, along with definitions of ICS roles and responsibilities. The Multi-Hazard Emergency Response Guides address specific procedures and protocols for responding to bomb threat, intruders, hostage takings and kidnapping including:

- Identification of decision-makers.
- Notification of administrators/agencies.
- Plans to safeguard students and staff.
- System for student release (reunification).
- Procedures to provide transportation, if necessary.
- Debriefing procedures.

### **C. Notification and Activation of Internal and External Communications**

1. The District policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident are located in each Building-Level Emergency Response Plan. Each plan identifies individuals who are authorized to initiate contact with local law enforcement agencies. All communications during an incident at the school will flow through the Incident Command Post. Emergency services will be requested through the 911 system.
2. In the event of an emergency, staff, students and visitors will be contacted in one or more of the following manners: telephone (landline and cellular), intercom, runner with verbal message, automated notification system, district radio system, website, email and radio.
3. The district has established policies and procedures to contact parents, legal guardians or persons in parental relation to the student in the event of a violent incident or an early dismissal. In the event that a student threatens violence, including violence against themselves, the parent of that student will be contacted by the school. Such communication will be made in consultation with first responders, and will vary depending on the particular details of the incident, including one or more of the following: media (TV, radio, newspaper), school district website, social media and direct email, phone and text communication. Community meetings and/or press conferences may be scheduled in a timely manner to discuss the particulars of the incidents and the district's response.

## Section IV: Prevention and Intervention Strategies

The District strives to provide and enhance emergency and violence prevention and intervention strategies. Such strategies include improving communications among students and between students and staff, reporting of potentially violent incidents and establishing reporting mechanisms for school violence.

A. The school climate is viewed as an important part of school safety. The Dignity for All Students Act supports an environment free of harassment and discrimination. The District provides training around bullying prevention through curriculum integration. If appropriate, disciplinary action will be taken by the administration in accordance with the District's Code of Conduct, as applicable. If the behavior rises to the level of criminal activity, law enforcement will be contacted.

B. Policies and procedures related to school building security, including, where appropriate, the use of security monitors, security devices and/or procedures:

- All entrances are secured daily. The District utilizes an electronic buzzer system for visitors at only one entrance to each building (two at the high school) wherein persons must be identified and cleared prior to allowing them access to the building.
- Security cameras have been installed in strategic areas throughout the district.
- Staff have been issued HID cards in order to access the buildings.

C. Policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to:

- The District employs school social workers, counselors and psychologists/behavioral specialists who assist the District in identifying early warning signs in students and early intervention/prevention strategies. Designated personnel also play a key role in suicide prevention programs.
- Building's have individual Behavioral Assessment Teams. Their purpose is to serve as a resource focused on assessing and intervening in situations involving students experiencing distress, engaging in disruptive behaviors, an/or posing a threat to themselves or others.
- All faculty and staff will receive Mental Health Awareness and Violence Prevention Training and the District's Code of Conduct is made available. The Superintendent will determine if additional persons should be given such information based on facts or circumstances arising.

D. Appropriate prevention, communication and intervention strategies and reporting tools are in place to address potentially violent and unsafe incidents. Highlights of the major programs are noted below (not all inclusive).

- Anti-Bullying Presentations.
- Character Education programs.
- The District Code of Conduct.
- Student Council.
- Athletic Code of Conduct
- District-Wide comprehensive threat assessment and risk intervention procedures and training.
- Systems and procedures in place to comply with Red Flag Law and Alyssa's Law.
- Encouraging open discussion in health education classes on topics that affect all students, such as bullying, respect, and mental health.
- The District's School Resource Officers have been involved in school curriculum to help foster a positive relationship between students, faculty, and law enforcement personnel.
- Certain employees have attended Conflict Resolution training.

E. Description of duties, hiring and screening process, and required training of School Resource Officers, Special Patrol Officers, Security Guards, Hall Monitors and other school safety personnel are maintained in the District Office. New York Education Law §2801-a(10) (eff. July 1, 2019) requires any school district or charter school that employs or contracts with law enforcement or public or private security guards to establish a written MOU.

North Syracuse Central School District has a written contract with School Resource Officers from the Onondaga County Sheriff's Department that clearly defines expectations and guidelines to comply with §2801-a(10). These officers are located at both middle schools, the Junior High and the High School.

North Syracuse Central School District has entered into contract for the 2024-2025 school year with local police departments including Onondaga County Sheriff's Department and Cicero Police Department to station Special Patrol Officers (SPOs) on site for all elementary schools.



F. The district has many Board of Education (BOE) policies that support school safety, including but not limited to:

- Health and Safety Policy
- Use of Automated External Defibrillators in Schools
- Fire Safety
- Access to Buildings
- Student Transportation Management
- Student Conduct and Discipline
- Drug and Alcohol Policy
- First Aid/Emergency Care
- Uniform Violent Incident Reporting
- Child Abuse Prevention and Reporting
- Communicable Diseases
- Internet Safety Policy
- Dignity for All Students Act (DASA)
- Concussion Management Policy
- Workplace Violence Prevention
- **Maximum Classroom Temperature Policy**
- Suicide Hotline Number: **988** (Formerly 1-800-273-8255)

## Section V: Recovery

Recovery addresses the help needed for all involved to heal and to restore the school community to “normal” operations. The District supports the school buildings by deploying district resources that support the Emergency Response Teams and the Post-Incident Response Teams in the affected school(s).

Recovery plans include mental health/emotional recovery, academic, physical and business recovery, and can continue long after the actual emergency. The District has social workers and counselor resources and support systems. The District has the ability to coordinate with school, local, County and State disaster mental health services. The District’s role with mental health services includes looking at the school culture and climate, providing student access to services and following threat assessment procedures.

### A. District Support for Buildings

Each Building-level Emergency Response Plan provides resources for supporting the Emergency Response Teams and Post-Incident Response Teams. The District’s Incident Command System (ICS) identifies backups to relieve team members. This provides team members the opportunity to rotate personnel, to fill in if assigned personnel are unavailable and to debrief in a supportive environment. The District realizes that some emergencies may overwhelm an individual school’s ability to manage an extreme crisis. If/when a Building-level Emergency Response Team or Post-Incident Response Team is faced with an emergency such as threats of violence or actual violent incidents, the District-Wide Emergency Response Team will assist as follows:

- Acting as a sounding board for the building principal/supervisor regarding the implied or direct threats and/or violent acts.
- Assisting in determining the level of threat and appropriate response.
- If safe to do so, sending a district-wide team member to support the Building-level Team(s).
- Monitoring the situation and adjusting the district’s response as appropriate.
- Assisting with parent/guardian, faculty/staff, and media communication.
- Assisting with coordinating building and grounds security in conjunction with local and State Police.
- Assisting with offering a backup Post-Incident Response Team (i.e., another school team and/or an outside group) if needed.
- Offering debriefing sessions as needed working in conjunction with local, County and/or State emergency responders.

## **B. Disaster Mental Health Services**

If/when a Building-level Emergency Response Team or Post-Incident Response Team is faced with an emergency that may overwhelm an individual school's ability to manage an extreme crisis, the districtwide Emergency Response Team will assist as follows:

- If safe to do so, sending a district-wide team member to each affected school/building as a liaison between the school/building and the District Office.
- Activating the district-wide Post-Incident response Team. The district and schools have school counselors, school psychologists, school nurses, and social workers that have local connections to:
  - Neighboring school districts
  - County Department of Mental Health
  - Local Mental Health service providers
  - Local Hospitals and Emergency care centers
- Offering district support and looking for continued feedback from those directly impacted during the incident, with projected plans to assist if needed during heightened stressful times such as a re-occurrence of a similar event and anniversaries of the original event.
- Assisting with parent/guardian, student, and faculty/staff debriefing and/or post-incident crisis intervention. If needed, assisting in contacting additional outside mental health resources.
- Assisting the schools with written statements going out to faculty/staff, parents/guardians, press releases and media requests through the district's Public Information Officer and District Office.

The District supports the recovery phase and reevaluates current multi-hazard and violence prevention practices and school safety activities.

## **Section VI: Communicable Disease – Pandemic**

### **Continuity of Operations Plan**

This Continuity of Operations Plan (plan) has been developed to meet the requirements of subsection (2)(m) of Education Law §2801-a which requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. This plan is built upon the components of the District-Wide School Safety and the Building-Level Emergency Response Plan(s). The District-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this plan and implementation at the building level through the Building-Level Emergency Response Team.

The District will work closely with Onondaga County Public Health Services (local health department) to determine the need for activation of this plan. The district will report suspected and confirmed cases of communicable diseases (e.g., influenza, coronavirus, etc.) on the monthly Communicable Disease Report, (DMS-485.7/93; HE-112.4/81) and submit it to the local health department. Depending on the severity of the disease, the district may be required to report information more frequently and in another format (i.e., daily for COVID-19). The local health department will monitor county-wide communicable disease cases and inform school districts as to appropriate actions. The District has a robust COVID-19 Response Plan that can be amended to meet the needs of any future Communicable Disease or Pandemic.

## **Section VII: Cybersecurity**

### **Introduction:**

The North Syracuse Central School District recognizes the paramount importance of maintaining a robust and comprehensive cybersecurity framework to safeguard our students, staff, and sensitive data. This section of the District Safety Plan outlines the strategies, protocols, and measures we have implemented to protect our digital assets and ensure a secure and conducive learning environment.

### **Threat Assessment and Vulnerability Analysis:**

The district's cybersecurity program begins with a thorough threat assessment and vulnerability analysis. Our team, in collaboration with 3rd party auditors, regularly conducts security assessments to identify potential security weaknesses and cyber threats. By understanding the evolving threat landscape, we can proactively address and mitigate risks.

### **Security Awareness Training:**

An informed and vigilant user base is our first line of defense against cyber threats. To that end, we provide regular security awareness training for all staff and students. The training covers best practices for password management, phishing detection, data handling, understanding of data privacy laws, and other essential security measures. This training helps foster a security-conscious culture throughout the district.

### **Network Security:**

The district employs network security technologies to protect our systems from unauthorized access, malware, and other cyber threats. This includes firewalls, intrusion detection and prevention systems (IDPS), and secure wireless networks. Regular network monitoring and logging enable us to detect and respond to any potential security breaches promptly.

### **Data Protection and Privacy:**

Data privacy is of utmost importance to our district. We adhere to all relevant federal and state regulations, such as NY State Education Law 2d, the Family Educational Rights and Privacy Act (FERPA) and the Children's Online Privacy Protection Act (COPPA). We utilize encryption, access controls, and other security mechanisms to safeguard sensitive data, both in transit and at rest.

**Incident Response Plan:**

A well-defined incident response plan is in place to address any cybersecurity incidents promptly and effectively. The plan outlines roles and responsibilities, communication procedures, and containment measures. Regular simulations and drills are conducted to ensure staff members are familiar with the process and can respond swiftly during an actual incident.

**Cybersecurity Partnerships:**

We actively collaborate with external cybersecurity experts, educational organizations, and law enforcement agencies to stay updated on emerging threats and best practices. This collaboration helps us maintain a robust cybersecurity posture and respond effectively to evolving challenges.

**Device and Application Security:**

Our district implements stringent security measures for all devices and applications used within the school environment. This includes regular patch management, application whitelisting, and endpoint security solutions. We also ensure that devices are properly configured and comply with security standards.

**Conclusion:**

The North Syracuse Central School District is committed to providing a safe and secure digital environment for all stakeholders. Our comprehensive cybersecurity program aims to protect against cyber threats, safeguard sensitive data, and maintain the trust of our community. By staying vigilant, well-prepared, and proactive, we can continue to provide an excellent educational experience while mitigating the risks posed by the digital landscape.

## **Section VIII: Remote Instruction Plan**

The District has planned for the disruption of teaching and learning due to an emergency closing for a class, school, or the entire district. An emergency closing could be a short-term or long-term event and instruction will have to continue online. With this in mind, the expectations in this document largely reflect our previous remote learning expectations as they were created to provide a foundation for our K-12 classrooms due to an emergency closing.

Every K-12 student is provided with their own Chromebook in our 1:1 environment, and teachers are encouraged to utilize these tools as much as possible. At the district level there are three teachers on special assignment working as Instructional Technology Coaches available to train teachers on how best to utilize the provided technology with their classroom students. Currently, all K-4 students leave their Chromebooks in the classroom and do not bring them home nightly. However, in the event of an emergency these can be sent home at a moment's notice. All students in grades 5-12 take their Chromebook home each night.

## Remote Instruction Plan

### Scenario 1: The CLASS, SCHOOL BUILDING and/or DISTRICT shifts to remote instruction for one day.

Status	Grades K-12
When a classroom shifts to a remote-only scenario, teachers should be prepared to continue instruction online.	<ul style="list-style-type: none"> <li>• Instruction will be posted on Google Classroom for asynchronous instruction. Teachers may provide synchronous (i.e., live) instruction for available students.</li> <li>• SPED and related services need to be provided where possible as recommended on student IEP using Google Meet. Services may have to be rescheduled.</li> <li>• ELL services need to be provided as per their recommendation using Google Meet. Services may need to be rescheduled.</li> <li>• All AIS should post asynchronous assignments when possible. Synchronous instruction is suspended.</li> </ul> <p><b><u>Student Expectations</u></b></p> <ul style="list-style-type: none"> <li>• Students will log on to Google Classroom.</li> <li>• Students will actively participate in learning to the best of their ability.</li> </ul> <p><b><u>Staff Expectations</u></b></p> <ul style="list-style-type: none"> <li>• Teachers will post asynchronous assignments on the Google Classroom.</li> <li>• Staff will take attendance in SchoolTool using Google Classroom activity.</li> <li>• SPED service providers will continue to follow the schedule for all students. Special education programs and related services need to be provided as recommended on student IEPs, in their entirety, using Google Meet.</li> <li>• The teacher will monitor attendance, communicate to parents their initial concerns, document parent contact and share concerns with counseling staff or with counselors, if response is not received.</li> <li>• Administrator(s) will follow up, if needed.</li> </ul>



## Scenario 2: The CLASS, SCHOOL BUILDING and/or DISTRICT shifts to remote for more than one day.

Status	Grades K-4	Grades 5-12
When a classroom shifts to a remote-only scenario, teachers should be prepared to continue instruction. Teachers should be prepared to shift to remote instruction only at any time.	<p><b><u>Optional Synchronous Postponement</u></b></p> <ul style="list-style-type: none"> <li>When a classroom shifts to Scenario 2, the teacher may postpone synchronous instruction for up to <b>one work day</b> in order to coordinate schedules, planning, etc.</li> <li>Teachers should prepare, in advance, asynchronous materials/activities to be posted to Google Classroom. In addition to Google Classroom, teachers may provide hard copies to students for both ELA and Math.</li> <li>Parents and students must be notified, by their preferred contact method, of the instructional “postponement”. Notification must be in writing in ParentSquare in advance of the start of the school day. It is suggested that teachers use the language below when communicating with parents and students:</li> <li><i>“Due to the closing of our <u>(classroom; building; district)</u>, our class will be shifting to full, remote-only learning. To prepare for this shift, tomorrow [insert date], our class will not meet virtually. I will be using tomorrow's time to adjust our schedules, communicate with parents/staff and prepare lessons for the shift to fully remote-only instruction. To support our continued learning, I will be posting content to our [insert Google Classroom]. Please be sure to check your [Parent Square messages] regularly for our updated instructional schedule. If you have any questions or concerns, please reach out to me at [insert your preferred</i></li> </ul>	<ul style="list-style-type: none"> <li>Instruction is to be delivered on established schedules.</li> <li>A minimum of 50% of scheduled time will be synchronous instruction delivered using Google Meet.</li> <li>SPED and related services need to be provided in their entirety as recommended on student IEP using Google Meet.</li> <li>ELL services need to be provided as per their recommendation using Google Meet.</li> </ul> <p><b><u>Student Expectations</u></b></p> <ul style="list-style-type: none"> <li>Students will log on at their scheduled time.</li> <li>Students in Grades 5-12 will check Google classroom daily.</li> <li>Students will actively participate.</li> </ul> <p><b><u>Staff Expectations</u></b></p> <ul style="list-style-type: none"> <li>50% of scheduled time is interactive with the teacher.</li> <li>The teacher will be available on Google Meet for the second portion of class for students needing assistance.</li> <li>Staff will take attendance during synchronous instruction and record in SchoolTool.</li> <li>The SPED teacher will be responsible for delivering IEP services 100% of scheduled time.</li> </ul>

*mode of contact].”*

- Following the one-day postponement, regular synchronous instruction must commence for all students.
- Teachers should continue to provide whole and small group remote synchronous instruction.
- **Teachers should use their discretion to spread instructional minutes across the school day, at an age appropriate level.**
- Teachers should use their discretion to determine the appropriate balance between synchronous and asynchronous instruction. The expectations below provide the minimum expectations.

#### **Grade K-3 Teachers**

Must provide a **minimum** of:

- 120 minutes of CKLA ELA instruction daily (a combination of synchronous and asynchronous may be applied)
  - **All students must be provided a minimum of 60 minutes of synchronous CKLA Skills instruction daily**
- 60 minutes of Math instruction daily (combination of synchronous and asynchronous)
  - **All students must be provided a minimum of 30 minutes of synchronous Math instruction daily**
- Science lessons (follow pacing guide)
- 45 minutes of office hours\* daily

- Teachers will post assignments on Google Classroom.
- The teacher will monitor attendance, communicate to parents their initial concerns, document parent contact and share concerns with counseling, if response is not received.
- Administrator(s) will follow up, if needed.
- It is expected that all students have their school issued Chromebook charged and ready for instruction each day.
- The teacher will monitor attendance, communicate with parents and document contact, share concerns with counseling if response is not received from parents. Admin may need to follow up.

#### **Grade 4 Teachers**

Must provide a **minimum** of:

- 90 minutes of ELA instruction daily (combination of synchronous and asynchronous)
  - **All students must be provided a minimum of 60 minutes of synchronous ELA instruction daily**
- 60 minutes of Math instruction daily (combination of synchronous and asynchronous)
  - **All students must be provided a minimum of 30 minutes of synchronous Math instruction daily**
- Science lessons (follow pacing guide)
- 45 minutes of office hours\* daily

#### **Additional Guidance on Asynchronous Expectations**

- Feedback should be provided to students in a way that closely matches feedback when students are in person.

#### **Special Areas**

- Special Area teachers must pre-establish their Google Classroom and ensure all students have access and are aware of the expectations.
- During Scenario 2, Special Area teachers will maintain their regular instructional schedule for all classes.
- Special Area teachers are expected to provide one synchronous lesson for all scheduled classes that are remote. Synchronous lessons must be a minimum of 20 minutes of instruction.

### **Service Providers**

- Continue to follow your schedule for all students. Special education programs and related services need to be provided as recommended on student IEPs, in their entirety, using Google Meet.

### **AIS**

- When we enter Scenario 2, AIS teachers may suspend their instruction for up to one day in order to communicate schedules to families/students.
- Following the optional one day suspension (see above), AIS teachers will follow their regular instructional schedule using Google Meet.

### **Teaching Assistants**

- Teaching assistants should continue to communicate with your teacher/teams and the building principal(s) to determine how to best support students.

\*Office hours are defined as predetermined times (within the contractual day) that the teacher is available to assist students and families. These times must be communicated, in advance, to all students and families.