

CHAZY CENTRAL RURAL SCHOOL

609 Miner Farm Road

Chazy, NY 12921

518-846-7135



DISTRICT SAFETY PLAN

(Last Updated: 8/11/2026)

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CHAIN OF COMMAND

The district has established a chain of command as follows:

- | | |
|---|------------------|
| 1) OFFICE OF THE SUPERINTENDENT | Robert McAuliffe |
| 2) JR. / SR. HIGH SCHOOL PRINCIPAL | Megan Walls |
| 3) ELEMENTARY OFFICE | Krista Ringer |
| 4) DIRECTOR OF SPECIAL EDUCATION | Kerry Adams |
| 5) NURSE'S OFFICE | Nikki Davison |
| 6) DIRECTOR OF FACILITIES | Jeff Peete |
| 7) FACULTY | Kathi Thume |

SCHOOL / EMERGENCY TELEPHONE NUMBERS

Superintendent of Schools	846 - 7135 ext. 508
Jr. / Sr. High School Principal	846 - 7135 ext. 503
Elementary Principal	846 - 7135 ext. 517
Special Education	846 - 7135 ext. 519
School Nurse	846 - 7135 ext. 514
Athletic Director	846 - 7135 ext. 476
Bus Garage	846 - 7250
Director of Facilities	846 - 7135 ext. 521
New York State Police	911
Administrative Line - Plattsburgh	563 - 3761
Administrative Line - Champlain	563 - 3761
Chazy Fire Department/Emergency Squad	911
Administrative Line	846 - 7326

TWO - WAY RADIO HOLDERS

Rob McAuliffe	Superintendent of Schools
Megan Walls	Jr. / Sr. High School Principal
Krista Ringer	Elementary Principal
Kerry Adams	Director of Special Education
Nikki Davison	School Nurse
Kaitlyn Breton	Secretary - High School/District Office
Amanda Thew	Secretary - Elementary Office
Rachel Chapman (Christy)	Guidance Office / Courtyard
Rachel Collin	Secretary - Special Education Office
Elementary Recess	Elementary Office
Kathi Thume	Teacher / Kindergarten / Pre-K Area
Sonya Lambert	Teacher / Elementary Wing
Hailey Tender	Teacher / Flag Pole Area
Steve Cross	Teacher / Industrial Arts Area
Brian / Liz	Teacher / Gym
Jeff Peete	Director of Facilities
Tyler Bechard	Maintenance
Lucas Laurin	Custodian

When using the radio it must be:

- 1) Turned on**
- 2) Tuned to Channel "1"**
- 3) Volume turned up loud enough to hear**
- 4) Press button on the left talk**

SECTION I

General Considerations

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Planning Guidelines

Mission Statement

The Chazy Central Rural School District – School Safety Plan was developed pursuant to Commissioner’s Regulation 155.17. At the direction of the Chazy Central Rural School Board of Education, the Superintendent of Chazy Central Rural School District appointed a School Safety Committee and charged it with the development and maintenance of the School Safety Plan.

This committee will assist the Chazy Central Rural School Board of Education in developing and reviewing the policies set forth in this plan that address the issues of school safety and violence prevention.

This committee will oversee and provide direction for the activities and programs funded through the Federal Safe and Drug Free Schools grant. The committee will meet **at least** quarterly.

SCHOOL SAFETY COMMITTEE

The Chazy Central Rural School District annually appoints a Safety Committee consisting of, but not limited to, representatives of the School Board, students, teachers, Chazy Teachers' Association representation, administrators, parent organizations, school safety personnel, community members, law enforcement, and other school personnel. The members of the current team and their positions / affiliations follow:

The following committee members were appointed at the Board of Education meeting:

Cory Thompson	Chairperson / Teacher
Rob McAuliffe	Superintendent of Schools
Megan Walls	Jr. / Sr. High School Principal
Krista Ringer	Elementary Principal
Kerry Adams	Director of Special Education
Nikki Davison	School Nurse
Rachel Chapman	Guidance Counselor
Lena Tregan	Counselor
Jeff Peete	Director of Facilities
Kathi Thume	Teacher / CTA President
Liz Garrand	Teacher
Jeremy Kain	Teacher
Designated Rep	NYS Sheriff Department / NYSP
TBA	Parent / School Board Member

EMERGENCY RESPONSE TEAM

The EMERGENCY RESPONSE TEAM or “ERT” can be activated at any time during an emergency situation. The members of the ERT will convene as a group and assess the situation. It will create and implement an action plan for the situation at hand. Following an emergency, the ERT will review and assess the response and report back to the Superintendent with a report of their assessment.

The following committee members were appointed at the Board of Education meeting:

Cory Thompson	Safety Committee Chairperson
Rob McAuliffe	Superintendent of Schools
Megan Walls	Jr. / Sr. High School Principal
Krista Ringer	Elementary Principal
Kerry Adams	Director of Special Education
Kathi Thume	CTA President/Teacher
Nikki Davison	School Nurse
Rachel Chapman	Guidance Counselor
Lena Tregan	Counselor
Dina Casey	School Psychologist
Jeff Peete	Director of Facilities

**Any other persons deemed necessary at the time of an emergency will be called upon to join the ERT for planning, assessment, and review.

CONCEPT OF OPERATIONS

Demographics of the Chazy Central Rural School District

- Chazy Central Rural School is a small single - building district in upstate New York. The school population is approximately 525 students in grades kindergarten through grade 12. Administration includes a superintendent of schools, a K - 6 principal, and a 7 - 12 principal.
- There are approximately 98 staff, including 58 teachers, 18 custodians / bus drivers, 7 office staff, and 15 support staff. Since Chazy is a small rural school district, approximately 70% of students are transported daily by school bus. The remaining 30% walk to school or rely on private transportation.
- There is a single school building housing the entire K - 12 student body. There is one Building - level plan for the school district.
- The Safety Committee regularly reviews the existing Safety Plans to make necessary changes and additions to the plan.
- The School Emergency Response Plan includes a phone notification protocol, which is activated by the Superintendent or his designee. Any or all staff can be notified, as well as local emergency officials.

Plan Review and Public Comment

- The District Superintendent is authorized to contact necessary local emergency officials and law enforcement agencies as needed to help district efforts. These agencies would include, but not be limited to, NYS Police, the Clinton County Health Department, local churches, the Fire Department/Rescue Squad, Department of Social Services, CVPH Medical Center, and BOCES.
- The original School Safety Plan was developed in July of 2001. It is updated by a subgroup of the School Safety Committee with the goal of having public review of the revised document at an appropriate School Board meeting.

SECTION II

Prevention / Intervention

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Risk Reduction

SCHOOL PROGRAMS

The Chazy Central Rural School District provides many avenues for school / community communication including:

- Quarterly District Newsletters
- Before and After School Programs (CASP)
- Character Counts/PBIS
- DARE
- Department of Social Services / BHSN
- Drama Club
- Eagle Buddies
- K - 12 Yearbook
- Leo Club
- Model UN
- Monthly calendar / parent strategies / K - 6
- Parent - Teacher Organization / PTO
- Parents As Reading Partners / PARP
- Peer Mediation
- PINS Diversion Committee
- Primary Mental Health Project
- Professional Development Committee
- SADD
- School Safety Committee
- Shared Decision Making Committee
- Student Athlete Advisory Committee (SAAC)
- Student Council
- Student Support Teams

TRAINING, DRILLS, AND EXERCISES

- At least 8 “Fire Drills” in accordance to NYS Education Law
- At least 4 “LockDown Drills” in accordance to NYS Education Law
- At least 1 annual “Early Release” Drill
- At least 1 “Bus” Drill
- Annual “Right-to-Know” Training
- Regular staff training provided by the New York State Police “Safe Schools” program
- All staff members are instructed to approach unfamiliar “visitors” and direct them to the Main Office to complete the required “sign in” procedure.

IMPLEMENTATION OF SCHOOL SECURITY

- Video Surveillance throughout the building (Inside & Outside)
- Maps of the building are located at each entrance to the building.
- Keyless Entry for Faculty and Staff.
- All school doors are locked while school is in session, except for the doors to the main lobby and the handicapped access door. This channels all traffic to the Main Office.
- All visitors must sign in at the Main Office and receive a visitor pass to wear when they are in the school building.
- Offices are clearly marked with new signage.
- Key personnel were provided with portable radios (Superintendent, Principal, Bus Garage, Technology Coordinator, Maintenance, School Nurse).
- The playground supervisors will have a portable radio to be used to communicate with Elementary Office and Health Office in case of an emergency.
- The playground supervisors will carry a key to allow them access back into the school building.
- A fence was installed to enclose the Elementary playground and sports fields.

EARLY DETECTION OF POTENTIALLY VIOLENT BEHAVIORS

- The Chazy Central Rural School District provides regular staff training through the New York State Police "Safe Schools Program" regarding prevention and early recognition of potentially violent behavior, identification of individuals who may be carrying weapons, and other topics pertaining to the efficient handling of emergency or crisis situations. Typically, this training is part of the beginning of the year teacher in – service day.
- All teachers are required to take a Child Abuse Prevention course.
- Peer mediation training of selected students provides peer models for non-violent problem solving.
- Monthly staff meetings provide opportunities for K - 12 to share concerns about safety issues.
- Safety Committee meetings provide a formal forum for addressing safety needs and issues.
- The school PINS Diversion team meets monthly along with the Department of Social Services liaison who comes to the school twice a month to meet with staff who have concerns about at – risk students. The DSS liaison is available to meet with families to address concerns and coordinate intervention plans.

SECTION III

Emergency Response

NOTIFICATION AND ACTIVATION

DURING SCHOOL HOURS

- The Superintendent, along with the Emergency Response Team (ERT), will assess the situation and determine the appropriate plan of action to follow.

DURING NON - SCHOOL HOURS

- The Superintendent, or designee, will contact the members of the Emergency Response Team (ERT). If necessary, a meeting will occur to discuss the nature and extent of the emergency and what plan should be followed. Should the need arise that the entire school needs to be informed of the emergency the following procedure will be enacted:

- 1) The EMERGENCY PHONE MESSAGING SYSTEM will be activated. A recorded phone message will be sent out to all faculty and staff in the system.

ALSO...

- 2) The Superintendent will call the Director of Facilities, who will call their respective staff members to inform them of the situation.
- 3) The Superintendent will inform the Superintendent's secretary of the situation. The Superintendent's secretary will inform the rest of the Main Office, Elementary Office, and Guidance Office Staff of the situation.
- 4) The Superintendent, or designee, will call any necessary emergency officials and law enforcement agencies.

AVAILABLE RESOURCES

- portable radios
- public address system
- school buses
- school car
- school truck
- two churches within walking distance
- town hall within walking distance
- generator
- riding lawn mower

OTHER BENEFITS IN EMERGENCY SITUATIONS

- small district
- police proximity
- fire department / EMS proximity
- the school building is a designated community shelter site

SHELTERING SITES

- The superintendent or his designee will identify areas in the school for internal sheltering, if it is needed during an emergency. Arrangements for external sheltering have been made with the **Sacred Heart Church/Church Hall**, with keys to their facilities being located with the Master Safety Plan book.

SITUATIONAL RESPONSES

- 1) THREATS OF VIOLENCE
 - Altercation or Violence Between Groups of Students
 - Assault on a Student on Campus
 - *Management of Victim
 - *Management of Assailant
 - Violent Behavior of a Student
- 2) HOSTAGE SITUATION - KIDNAPPING
- 3) HOSTILE SITUATION - GUNFIRE
- 4) WEATHER RELATED
 - School in session
 - School NOT in session
- 5) CIVIL DISTURBANCE
- 6) SCHOOL BUS
 - Bus Accident
 - Bus Breakdown
- 7) FIRE/HAZARDOUS MATERIAL SPILL - (INSIDE BUILDING)
 - Fire or Explosion in the Building
 - Science Laboratory Accident
- 8) HAZARDOUS MATERIAL SPILL - (OUTSIDE BUILDING)
- 9) DANGEROUS PERSON / INTRUDER
- 10) BOMB THREAT
 - Bomb Threat Information Sheet
- 11) BIOLOGICAL / EPIDEMIC
- 12) RADIOLOGICAL / NUCLEAR
- 13) MISSING / RUNAWAY CHILD / ELOPEMENT
- 14) UTILITIES FAILURE
 - School NOT in Session
 - School in Session
- 15) MEDICAL EMERGENCIES
 - Diabetic, Seizure, Allergic Reaction, Overdose
 - Cardiac Emergency
 - Threat of Suicide
 - Attempted Suicide in School

WINTER CLOSINGS

If it is decided that school will be closed, the information will be broadcast over the following platforms:

ParentSquare

TV

WCAX – Channel 3
WPTZ – News Channel 5
WVNY – ABC 22 News
WFFF – Fox 44 News

SECTION IV

Recovery

ERT

- Coordinating recovery efforts after an emergency.
- Evaluate emergency responses
- Recommend actions to prevent further incidents
- Coordinate resources
- Recommend Safety Plan changes to the Safety Committee.

NY STATE EMERGENCY RESPONSE TERMS

Effective 7/1/25, schools must use the emergency terms on this card. (8 NYCRR §155.17)

SCHOOL NAME:

911 ADDRESS:



SHELTER-IN-PLACE/SHELTER

SHELTER STUDENTS AND STAFF INSIDE THE BUILDING BECAUSE IT IS SAFER INSIDE THE BUILDING THAN OUTSIDE.

RECOMMENDED ACTIONS:

- Listen for instructions.
- Students in hallways should return to assigned classroom, if possible.
- Take attendance.
- Staff assist students as needed.
- Move away from windows if situation warrants.
- If instructed, move out of classroom to designated safe area; take attendance upon arrival at the new location.
- Stay together at all times.
- Listen for updates.



HOLD-IN-PLACE/HOLD

RESTRICT MOVEMENT OF STUDENTS AND STAFF WITHIN THE BUILDING WHILE DEALING WITH SHORT-TERM EMERGENCIES.

RECOMMENDED ACTIONS:

- Listen for instructions.
- Students in hallways should return to assigned classroom, if possible.
- Take attendance.
- Staff assist students as needed.
- Listen for updates.



EVACUATE

EVACUATE STUDENTS AND STAFF FROM THE BUILDING.

RECOMMENDED ACTIONS:

- Listen for instructions.
- Lead students to designated assembly area. Use secondary route, if necessary.
- Students in hallways should evacuate through the nearest exit.
- Bring attendance list and class roster.
- Close the classroom door after exiting.
- Take attendance when safe to do so.
- If evacuating off site, take attendance before moving from and upon arrival at off-site location.
- Listen for updates.



SECURE LOCKOUT

STUDENTS AND STAFF REMAIN INSIDE LOCKED SCHOOL BUILDINGS DURING INCIDENTS THAT POSE AN IMMINENT CONCERN OUTSIDE OF THE SCHOOL.

RECOMMENDED ACTIONS:

- Listen for instructions.
- Lock all exterior doors and windows.
- Follow school procedure for blinds/lights.
- Take attendance.
- Classroom instruction continues as normal.
- All outdoor activities are terminated.
- Listen for updates.



LOCKDOWN

SECURE STUDENTS AND STAFF INSIDE LOCKED CLASSROOMS DURING INCIDENTS THAT POSE AN IMMEDIATE THREAT OF VIOLENCE IN OR AROUND THE SCHOOL.

RECOMMENDED ACTIONS:

- LOCKDOWN announced - move quickly.
- If safe, gather students from hallways and common areas near your classroom.
- Lock the door. Barricade if necessary.
- Move students to a safe area in the classroom out of sight of the door.
- Follow school procedure for windows/blinds/lights.
- Keep everyone quiet. Silence cell phones.
- Take attendance, if possible.
- Do not communicate through door or answer room phone.
- Only respond to P.A. or alarms when there is an immediate life safety hazard based on observed conditions (smoke, fire, heat).
- Stay hidden until physically released by law enforcement personnel.

Crisis Management Plan

Statement of Purpose

A crisis is a critical situation that creates an emotional impact on those involved and has the potential of changing people's lives. It is not the situation itself, but how people feel and react to it that makes it a crisis.

We will provide effective responses to the intense feelings and turmoil that are immediate to a crisis and assure that a structure is in place for responding to longer-term, post-traumatic reactions.

Our plan identifies School Emergency Response Team members who are trained and ready to respond in a variety of crisis situations with the goals of ensuring physical and emotional safety of students and staff, and returning the school to its normal routine as soon as possible.

Levels of Crises

Level 1 – Involving a SINGLE student, family, teacher, class, or grade level

- Examples include:
 - o death of a family member
 - o suicide attempt
 - o serious disease/illness of student or teacher

Level 2 – Involving a LARGER segment of the school

- Examples include:
 - o death of a teacher
 - o death of a student
 - o school bus accident with several severe injuries
 - o suicide attempt at school
 - o abduction

Level 3 – Involving the ENTIRE SCHOOL

- Examples include:
 - o taking of hostages or gunfire
 - o death at school

School Crisis Team

The School Crisis Team is a team of trained personnel ready to respond to a variety of crisis situations. The team is responsible for following a plan of action that would help ensure the physical and emotional safety of students and staff and return the school to its normal routine as soon as possible.

The team will annually review and revise this Crisis Management Plan.

Roles and Responsibilities

- Assume responsibility for all decisions and actions
- Verify the crisis situation
- Notify emergency services
- Assess the situation and determine what actions are needed
- Convene the School Crisis Team
- Brief the faculty involved
- Arrange for substitute coverage as necessary
- Appoint a Public Information Officer (PIO)
- Arrange for community resources/assistance
- Chair parent meetings/prepare written notifications to parents
- Reassess and evaluate the school's crisis management actions,
- Revise Crisis Management Plan as needed

MEMBERS OF CRISIS TEAM

Superintendent

- Team Leader

School Psychologist

- Coordinate a counseling team including the school counselor, other personnel from CCRS, and/or other community resource people as needed
- Arrange for counseling rooms
- Triage students to individual or group counseling
- Check on all students affected
- Coordinate and provide individual and group counseling for students and staff
- Monitor students' adjustments
- Provide follow-up support or counseling

School Nurse

- Triage and administer first aid if there are injuries
- Call 911 for injured, if indicated
- Appoint someone to meet ambulance personnel and give direction to the location of the injured
- Brief the emergency personnel regarding medical situations
- Contact family members or arrange for someone to travel with injured to the hospital
- Request coverage for the Health Office if the School Nurse is needed elsewhere
- Arrange for space in the Health Office, or elsewhere, for students or staff who are emotionally upset
- Oversee arrangements for safe transportation home for students or staff who are unable to stay at school
- Provide immediate and/or longer term counseling as needed

Maintenance

- Coordinate immediate security and protection
- Communicate with and assist the police and fire departments
- Direct where people/media should assemble

Secretary

- Parent Liaison
- Prepare and distribute written communications from Crisis Management Team
- Answer telephone inquiries
- Facilitate the release of students and guardians, if it is deemed that they cannot stay at school
- Relay messages to parents

CTA President

- Faculty Liaison
- Keep the faculty informed
- Relay faculty needs to the Team Leader
- Coordinate donations or assistance from the staff to the family or families

CRISIS TEAM MEMBERS

<u>NAME</u>	<u>BACK UP</u>	<u>ROLE/RESPONSIBILITY</u>
1. Rob McAuliffe	Megan Walls	Superintendent
2. Megan Walls	Krista Ringer	Jr. / Sr. High School Principal
3. Krista Ringer	Kerry Adams	Elementary Principal
4. Cory Thompson	Rob McAuliffe	Safety Committee Chair
5. Kerry Adams	Rachel Chapman	Director of Special Ed
6. Rachel Chapman	Neighboring School	Guidance Counselor
7. Dina Casey	Neighboring School	Psychologist
8. Lena Tregan	Neighboring School	Counselor
9. Nikki Davison	Neighboring School	School Nurse
10. Jeff Peete	Rico Hernandez	Director of Facilities
11. Kaitlyn Breton	Amanda Thew	Secretary
12. Kathi Thume	Brian Norcross	CTA

APPENDIX E

CHAZY CENTRAL RURAL SCHOOL

Cardiac Emergency Response Plan

(CERP)

This document is to be used for building-level planning to assist with NYSED requirements.

(Updated August 2025)

Building-Level Cardiac Emergency Response Plan (CERP) Annex

This annex is developed in compliance with Education Law §2801-a(n) (Desha's Law) and Public Health Law §917. It supplements the district-Wide Cardiac Emergency Response Plan (CERP) by providing building-specific and venue-specific details for responding to sudden cardiac arrest (SCA) or similar life-threatening emergencies.

Purpose

The purpose of this annex is to outline actions expected of building administration and staff in the event of a sudden cardiac arrest. The goal is to ensure immediate recognition of SCA, initiation of cardiopulmonary resuscitation (CPR), retrieval and application of an automated external defibrillator (AED) within 3 minutes, and seamless transfer of care to emergency medical services (EMS). This annex also provides venue-specific details for all high-use areas, athletic venues, and large gathering spaces within the building.

Functional Annexes That May Be Activated

Functional Annexes that may be activated during a cardiac emergency include:

- Public Health, Medical, and Mental Health Annex
- Communications Annex
- Security Annex
- Hold-in-Place
- Accounting for All Persons
- Reunification Annex as needed

Other actions that may be considered:

- Emergency Dismissal/Early Dismissal

ACTIVATING THE EMERGENCY RESPONSE PLAN

- ☐ Recognize signs of sudden cardiac arrest (collapse, unresponsiveness, no normal breathing).
- ☐ Call for help: direct a specific person to call 911 and provide location/access details for EMS.
- ☐ Notify the main office and activate the building's emergency notification procedure.
- ☐ Activate the Cardiac Emergency Response Team (CERT) via the main office or designated point of contact.
- ☐ Assign roles if not already pre-assigned.
- ☐ Initiate CPR immediately.
- ☐ Retrieve and apply AED within 3 minutes of collapse.
- ☐ Prepare for EMS arrival – assign EMS Liaison to meet and guide responders.
- ☐ Continue CPR/AED until EMS takes over or the victim shows signs of life.
- ☐ Secure the scene and preserve AED use data.
- ☐ Begin post-incident review procedures within 72 hours.

INCIDENT COMMANDER ACTIONS

- ☐ Assume command and proceed to the scene or designated command location.
- ☐ Confirm 911 has been called and correct information provided.
- ☐ Ensure CERT activation and verify role coverage.
- ☐ Confirm CPR has started, and AED retrieval is underway.
- ☐ Assign staff to meet EMS at access point and guide them to the scene.
- ☐ Direct crowd control and scene safety measures.
- ☐ Oversee communications with district leadership and parents as needed.
- ☐ Monitor the response to ensure uninterrupted CPR/AED use.
- ☐ Facilitate smooth handoff to EMS, providing event timeline and AED use details.
- ☐ Authorize post-incident mental health support for affected individuals.
- ☐ Preserve AED device data and initiate maintenance if used.
- ☐ Lead after-action review within 72 hours and forward report to the district safety team.

OTHER ACTIONS TO CONSIDER

- Conduct monthly AED visual inspections to verify battery status, pad expiration, and accessibility, documenting checks on district log forms.
- Post clear signage to AED locations and ensure AEDs are unlocked and accessible during all events.
- Assign alternates for each CERT role to ensure coverage during staff absences.
- Confirm AED access and trained personnel coverage before large events; identify EMS staging areas.
- Schedule annual CPR/AED certifications.
- Rotate CERP drill locations and times to test AED retrieval from different areas.
- Share updated AED maps with local EMS annually and invite them to participate in one drill per year.
- Publicize AED locations to staff, students, and community through maps, newsletters, and event programs.
- Ensure CERP procedures integrate with other functional annexes so multiple protocols can be activated simultaneously if needed.

Cardiac Emergency Response Team (CERT)

Role	Primary	Alternate	Responsibilities
CPR Provider			Begin chest compressions and rescue breathing (if trained)
AED Retriever			Retrieve AED from designated location and deliver to victim
911 Caller			Call EMS, give exact location and nature of emergency
EMS Liaison			Meet EMS at designated entry point and guide to scene
Crowd Control			Clear bystanders and maintain safe scene

AED Location Summary

Per Public Health Law §3000-b all main entrances are required to have a sign that notifies all staff/ students/visitors where the nearest AED location is to that entrance.

Building	Location of AED unit
HIGH SCHOOL	Outside Main Office
HIGH SCHOOL	Industrial Arts Wing at Top of Stairs
ELEMENTARY	Outside of Elementary Office / Gym
SPORTS	Outside Boys Locker Room
BUS GARAGE	Inside Bus Garage near Main Desk

Venue-Specific CERP Details

Complete one Venue-Specific CERP Template for each significant location in the building, including but not limited to gymnasiums, athletic fields, auditoriums, cafeterias, and large event spaces. Template form found in Appendix A of this document.

Training & Drill Records

TRAINING:

Names of Staff with Current CPR/AED Certification:

Staff Name	Title	Telephone Number	Location	Availability
Cory Thompson	Safety Committee Chairperson NYS Paramedic		HS, Room 202	☐ Before School ☐ After School ☐ School Day ☐ Athletic Events ☐ School Events ☐ Other
Nikki Davison	School Nurse RN		Nurse's Office	☐ Before School ☐ After School ☐ School Day ☐ Athletic Events ☐ School Events ☐ Other
Liz Garrand	PE Teacher Lifeguard		Gym	☐ Before School ☐ After School ☐ School Day ☐ Athletic Events ☐ School Events ☐ Other
				☐ Before School ☐ After School ☐ School Day ☐ Athletic Events ☐ School Events ☐ Other

DRILLS:

An AED Response Drill is designed to follow best practices from nationally recognized agencies such as the American Red Cross (ARC) and the American Heart Association (AHA), and aligns with NYSED Commissioner's Regulation 155.17 and NY State cardiac emergency preparedness guidance. The purpose is to ensure that school staff can respond quickly and effectively to a sudden cardiac arrest (SCA) on school grounds. A Drill template can be found in Appendix B of this document.

Date of Drill	Agencies Involved (EMS, Fire Dept.)

Post-Incident Review

Following any cardiac emergency or related drill, the Cardiac Emergency Response Team shall conduct a post-incident review within 72 hours to evaluate the effectiveness of the response. This review will document the sequence of events, the timeliness and accuracy of actions taken, the performance of assigned roles, the condition and accessibility of emergency equipment, and the adequacy of communications with emergency medical services. The purpose of the review is to identify strengths, address deficiencies, and implement improvements to the Cardiac Emergency Response Plan, training programs, and equipment maintenance. Findings from the review shall be recorded in writing, retained in accordance with district policy, and shared with the appropriate administrative and safety committees to ensure continuous improvement and compliance with New York State requirements and nationally recognized guidelines. An event summary template can be found in appendix C of this document.

Incident Summary

- Date, time, location, and type of cardiac emergency
- Whether it was a drill or an actual event
- Who was involved (roles, not necessarily names for confidentiality)

Timeline of Events

- Time first signs were recognized
- Time EMS was called
- Time CPR began
- Time AED applied and shocks delivered (if any)
- Time EMS arrived and took over

Response Evaluation

- How quickly emergency steps were initiated?
- Was the AED retrieved and used without delay?
- Was the scene safe and well-managed?
- Was the emergency communication plan followed?

Roles and Responsibilities

- Did designated staff respond as trained?
- Were backups activated if primary responders weren't available?

Resources and Equipment

- AED functionality and accessibility
- PPE availability
- Communication tools (radios, phones)

Training and Preparedness

- Did staff recall and follow their training?
- Did bystanders assist effectively?
- Were there any skill gaps?

Outcome

- Immediate patient status when transferred to EMS
- Any safety concerns for responders or students
- Follow-up support for staff and students

Lessons Learned

- What went well and should be reinforced
- What should be corrected or improved

Action Plan

- Training adjustments
- Policy/procedure revisions
- Equipment servicing or relocation
- Additional drills scheduled

Documentation & Reporting

- Keep a confidential record (required by NY State law for CERPs)
- Report to administration, safety committee, and, if applicable, the state education department

Appendix A

Venue-Specific CERP Template

Venue Name: _____

Primary AED Location: _____

Secondary AED Location: _____

Estimated Retrieval Time: _____

EMS Access Point: _____

Nearest CERT Members Likely On-Site: _____

Special Considerations: _____

Role Assignments for this Venue:

Role	Primary	Alternate
CPR Provider		
AED Retriever		
911 Caller		
EMS Liaison		
Crowd Control		

Diagram: (Attach map of venue showing AED icon and EMS access route)

Appendix B

AED Response Drill Template

This AED Response Drill Template is designed for use in New York State public and non-public schools. It follows best practices from nationally recognized agencies such as the American Red Cross (ARC) and the American Heart Association (AHA), and aligns with NYSED Commissioner's Regulation 155.17 and NY State cardiac emergency preparedness guidance. The purpose is to ensure that school staff can respond quickly and effectively to a sudden cardiac arrest (SCA) on school grounds.

Drill Details

Scenario Description	Simulated sudden cardiac arrest involving student/staff, initiated during a routine school day.
School Name	
Drill Date	
Location (Building/Area)	
Drill Coordinator	
Participants (Roles)	

Response Steps (ARC & AHA Aligned)

Step	Action Taken	Time Completed	Evaluator Notes
1	Recognize unresponsive individual, check breathing, call for help		
2	Activate EMS by calling 911 and notifying school emergency team		
3	Retrieve AED and bring to scene immediately		
4	Turn on AED and follow voice prompts		
5	Apply AED pads to patient's bare chest		
6	Ensure area is clear, deliver shock if advised		
7	Resume CPR immediately after shock/no shock prompt		
8	Continue until EMS takes over or victim shows signs of life		

Drill Evaluation

Criteria	Met?	Comments
Staff recognized SCA and activated EMS quickly		
AED retrieved within target time (<3 minutes)		
Pads applied correctly and promptly		
Shock delivered safely per AED prompts		
High-quality CPR performed (per AHA guidelines)		
Clear communication between responders		
Seamless handoff to EMS		

Improvement Actions

List any corrective actions needed to improve response times, AED use proficiency, or team communication. Reference retraining or practice needs in line with ARC/AHA recommendations.

Drill Coordinator Signature		Date:	
School Administrator Signature		Date:	

APPENDIX C

EVENT SUMMARY FORM

Location of event: _____

Date of Event: _____ Time of Event: _____

PAD Oversight Physician: _____

PAD Program Coordinator: _____

Victim's Name: _____

Was the Event: Witnessed _____ Non-witnessed _____

Name(s) of trained rescuer(s): _____

Internal response plan activated? Yes _____ No _____

Was 911 called? Yes _____ No _____ If yes, name of 911 caller: _____

Was pulse taken at initial assessment? Yes _____ No _____

Was CPR given before the AED arrived? Yes _____ No _____

If yes, name(s) of CPR rescuer(s): _____

Were shocks given? Yes _____ No _____ Total number of shocks? _____

Did victim...

Regain a Pulse? Yes _____ No _____

Resume Breathing? Yes _____ No _____

Regain Consciousness? Yes _____ No _____

Was the procedure for transferring patient care to the local EMS agency executed?

Yes _____ No _____

If no, please explain:

Any problems encountered? _____

Name of person completing form: _____

Appendix D

DISTRICT-LEVEL SCHOOL SAFETY PLAN TEMPLATE

Purpose

In compliance with Education Law §2801-a(n) (Desha's Law) and Public Health Law §917, Chazy Central Rural School has established a Cardiac Emergency Response Plan (CERP) to ensure a prompt, coordinated, and effective response to incidents of sudden cardiac arrest (SCA) or similar life-threatening emergencies occurring on any school site or at any school-sponsored event, including athletic programs. This section provides the district-wide framework for cardiac emergency preparedness and response, to be supplemented by building-specific CERP annexes within each Building-Level Emergency Response Plan. Building-level annexes must include venue-specific response protocols for all athletic facilities and off-site events, identifying AED locations, access routes, and trained personnel coverage.

Policy Statement

Chazy Central Rural School will maintain a district-wide CERP aligned with the American Heart Association's (AHA) evidence-based core elements. The plan shall be reviewed annually by the Chazy Central Rural School Safety Team and approved by the Board of Education. Each building shall develop and maintain a venue-specific CERP annex that conforms to the standards established in this section and follows the NYSED functional annex format requirements for Building-Level Emergency Response Plans.

Core Components

- **Cardiac Emergency Response Team (CERT):** Minimum of 5 trained responders or 10% of building staff, whichever is greater. Roles may include CPR provider, AED retriever, 911 caller, EMS liaison, and crowd control.
- **CPR/AED Training Requirements:** The district-wide school safety team may provide first aid, CPR, and AED training for relevant staff, including members of building-level emergency response teams.
- **AED Placement and Maintenance:** AEDs located to allow retrieval and deployment within 3 minutes from any location on campus; clearly marked, unlocked during events, maintained per manufacturer guidelines; maintenance and inspection logs kept at each building with the building Nurses.
- **Communication Protocols:** Internal – CERT activation and role assignments; External – Immediate EMS activation (call 911) and coordination with responding agencies.
- **Practice Drills:** At least one annual CERP drill per building, including AED retrieval and CPR initiation and measurement of time from collapse recognition to AED application, with a goal of 3 minutes or less; drill reviews documented in after-action reports.

- **Continuous Improvement:** Annual review of the plan and post-incident/debrief updates to procedures. An after-action report will be completed within 24 hours of any cardiac emergency or drill and forwarded to the Safety Team for review and follow-up actions.

EMS Coordination

The Chazy Central Rural School Safety Team and building administrators will coordinate with local EMS to integrate CERP procedures into community responder protocols, including site orientation and AED location information. This coordination will occur at least annually and will include sharing updated AED maps, site access points, and any changes in CERT composition or building layout.

Recordkeeping and Reporting

CPR/AED training records will be maintained by Human Resources. AED maintenance records will be maintained by Facilities. Drill and incident documentation will be retained by the building administrator and forwarded to the Safety Team.

Appendix E

RECOGNIZING SUDDEN CARDIAC ARREST (SCA)

Definition

Sudden cardiac arrest is a **life-threatening condition** where the heart suddenly and unexpectedly stops beating. This leads to loss of blood flow to the brain and vital organs. Without immediate CPR and defibrillation, death can occur within minutes. Call 911 and activate Cardiac Emergency Response Plan.

Sign/Symptom	Description	Notes
Sudden collapse	The person falls to the ground without warning.	Often the first and most obvious sign ; may occur during or after physical activity, or at rest.
Unresponsiveness	No response to shouting or tapping on the shoulders.	Check for responsiveness immediately upon collapse.
No normal breathing / only gasping	Breathing may be absent, irregular, or limited to agonal gasps (abnormal, gasping breaths).	agonal gasps are not normal breathing .
No pulse	No heartbeat detectable by trained responders.	Lay rescuers focus on “no breathing or only gasping” to trigger CPR; trained personnel also check pulse.
Seizure-like activity	Brief, involuntary movements may occur during the first seconds of arrest.	This can be mistaken for a seizure; check breathing and responsiveness.
Sudden collapse during exertion	Especially concerning in athletes or during physical activity.	NYSED sports-related SCA guidance emphasizes this scenario.
Pale or bluish skin	Skin may appear ashen, cool, or cyanotic (blue lips/fingertips).	Caused by lack of oxygenated blood circulation.

ASSISTED EVACUATION PLANS FOR STUDENTS WITH SPECIAL NEEDS

An assisted evacuation plan form should be completed for any child who has limited mobility and for any other child who would require assistance to leave the building in an emergency. These forms can be obtained from the District Office or Elementary Office.

The plan should include alternatives for situations in which the person with primary responsibility is not available.

It is suggested that the building Superintendent not be designated as the person with primary responsibility. In an emergency situation the Superintendent must attend to many immediate demands and decisions. Also, the Superintendent should be free to report to the Command Center in the assembly area to meet staff members and give instructions.

It is also suggested that the person with primary responsibility be someone who is likely to be near the child who needs assistance, not someone who may have to take time to travel through the building against the flow of traffic.

One strategy for the evacuation of a child who cannot use the stairs unassisted, or who cannot negotiate crowded stairs quickly, is to designate an area of the stairwell out of the flow of traffic or a classroom. (Remember that stairwells are designed to retard the spread of fire.) The child remains there with the adult assistant until the students have passed and the stairs can be used or until additional help arrives.

This form should be completed for every child who needs any kind of special accommodations in emergency evacuations. Copies should be distributed according to the instructions on the form. The plan should be reviewed annually.

CHAZY CENTRAL RURAL SCHOOL DISTRICT ASSISTED EVACUATION PLAN FOR STUDENT WITH SPECIAL NEEDS
--

Name of Child: _____

Building: _____

Teacher and Room: _____

Reason Child Needs Assistance: _____

Assistance to be Given: _____

Person Responsible: _____

First Alternate Person Responsible: _____

Second Alternate Person Responsible: _____

Special Arrangements Needed at Assembly Area: _____

Other Pertinent Information: _____

Signature of Person Who Prepared Plan: _____ Date: _____

Copies on file:

- | | |
|------------------------------------|------------------------------|
| - Principal | - Classroom/homeroom teacher |
| - Substitute information folder | - District Office |
| - District Emergency Response Plan | - Nurse |

****Give to all special area teachers. Copy of plan should be kept with class attendance roster.****

****Attach copy of student's class schedule and/or schedule of out of classroom services ****

Student Signature: _____ Parent Signature: _____

Superintendent Signature: _____ Date: _____

EMERGENCY DISMISSAL FORM

In the case of an emergency, we need to know how best to evacuate your child from our facility. As you can imagine, evacuating a large number of students from our facility can be time consuming. If school should have to close because of an emergency, a Parent Square message will be sent out. Additionally, the local television stations WPTZ, WCAX, WVNY, and WFFF will be contacted by the school. Please consider the choices below and make your selection carefully as this is how your child will be sent home in case of an emergency school closing. This is an attempt to limit the number of phone calls made before buses leave the school.

- ☐ Send my child home on his/her regular bus.
- ☐ Send my child to _____

(name, address, and telephone)

- ☐ My child (K-3) is a walker. He/she has my permission to walk home with older sibling _____.
(name and grade)

- ☐ My child is a walker. He/she will be held at school until I can arrive to escort him/her home.

- ☐ My child is responsible for walking home by himself/herself. I have discussed this plan with my child(ren) and they know exactly what to do when they go home:

- Safe place for house key (if door is locked).
- Call a designated adult immediately.
- Have a routine to follow once home.

(Parent Signature)

** It is important that you call the office (518-846-7135) immediately if you make any changes in this plan.

** If no one is home, your child(ren) will be returned to the school.