

# DISTRICT-WIDE SCHOOL SAFETY PLAN

## INTRODUCTION

School districts are *required* to develop a District-Wide School Safety Plan (DWSSP) to address emergencies and violent incidents. These plans are meant to be implemented quickly and effectively. The DWSSP aims to: prevent or minimize the impact of serious violent incidents and emergencies and facilitate coordination between the district and local/county resources during such events, and serve as a framework for the more detailed Building-Level Emergency Response Plan (BLERP) that is required at each individual school building.

School districts face a wide range of potential threats, including acts of violence, natural disasters, and technological disasters. New York State's Safe Schools Against Violence in Education (SAVE) law mandates comprehensive planning to address these threats. This includes planning for:

- **Risk reduction/prevention:** Strategies aimed at reducing the likelihood of violent incidents and emergencies.
- **Response:** Clearly defined actions to be taken during various emergency situations.
- **Recovery:** Procedures for supporting students, staff, and the community in the aftermath of an incident.

School districts/BOCES are expected to regularly review and update their DWSSPs to ensure they remain relevant, effective, and in compliance with ever changing state regulations.

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# DISTRICT-WIDE SCHOOL SAFETY TEAM

## Purpose:

The District-Wide School Safety Plan was developed in accordance with Commissioner's Regulation 155.17. The District Superintendent, acting under the direction of the School District/BOCES Board of Education, appointed a District-Wide School Safety Team to create and maintain this plan.

## Identification of the District-Wide School Safety Team:

The District-Wide Safety Team includes representatives from various stakeholder groups, as required. These groups include (but are not limited to):

- School board
- Teacher organizations
- Transportation personnel (including bus drivers and monitors)
- Administrator organizations
- School safety personnel
- Parent organizations
- Law enforcement
- Student (at the discretion of the Board of Education and may not be provided any confidential plan information)
- Other school personnel, as needed

The District-Wide School Safety Team was approved by the Waterville CSD's Board of Education on July 8, 2025	
Member Name	Title
Zach Abbe	Superintendent/Chief Emergency Officer
Cynthia Amarosa	School Business Executive
Jen Nichols	Secretary to the Superintendent
Andre Paradis	Principal, Jr/Sr High School
Kirt Broedel	Assistant Principal
Katie Hansen	Director of Special Programs
TBD	MPS Principal
Tom Gleason	Supervisor of Buildings and Grounds
Ethan Ostrander	Transportation Supervisor
Jennifer Misiaszek	Jr/Sr High School Nurse
Wendy Divine	MPS School Nurse

Melissa Stone	Jr/Sr High Principal's Secretary
Mary Blunt	MPS Principal's Secretary
Tom Gifford	Athletic Director
Jeff Lenard	Teacher MPS, WTA President
Sue Gaiser	Teacher Jr/Sr High
Becky Jones	Social Worker, MPS/Parent
Russell Franklin	Social Worker, Jr/Sr High
Natalie Jones	MPS Teacher Aide/Parent
James Fister	School Resource Officer, Probation Dept
Sgt. Louis Zurek	Safety Patrol Officer, MPS
Sgt. Aaron Avgard	Oneida County Sheriff's Office
Jarrold Waufle	Waterville Fire Department
Sean Baldwin	Waterville Fire Department
Gary Bridge	MPS Parent
TBD	Board Member
TBD	Board Member
TBD	Board Member
Heather Bombace	OHM BOCES Safety Services Team
Meghan Way	MPS Parent
TBD	Student Rep

## IDENTIFICATION OF THE CHIEF EMERGENCY OFFICER (CEO)

The Chief Emergency Officer (CEO) related to school safety and emergency preparedness duties include, but are not limited to:

1. **Communication Coordination:** The CEO coordinates communication between school staff, law enforcement, and other first responders during emergencies.
2. **District-Wide School Safety Plan Leadership:** The CEO leads the District-Wide School Safety Team in:

- Completing and updating the District-Wide School Safety Plan annually by **September 1st**.
  - Coordinating the District-Wide School Safety Plan and Building-Level Emergency Response Plan(s) for each school building.
  - Ensures that all staff members understand the District-Wide School Safety Plan.
3. **Building-Level Plan Oversight:** The CEO ensures that each school building completes and annually updates its Building-Level Emergency Response Plan.
  4. **Security Technology:** The CEO assists in selecting security-related technology and developing procedures for its use.
  5. **Safety Training Coordination:** The CEO coordinates appropriate safety, security, and emergency training for all district and school staff, including the mandatory annual training on emergency response procedures by **September 15th**. Transportation and Building and Grounds staff will be trained in-person by the OHM BOCES Safety Office. All other district staff will complete VECTOR training, administered by the OHM BOCES.
  6. **Drill Coordination:** The CEO ensures that required evacuation and lockdown drills are conducted in all district buildings as mandated by Education Law Section 807.

Chief Emergency Officer (CEO)	
The Waterville Central School District has appointed	Zach Abbe as <i>the Chief Emergency Officer</i> .
Superintendent	Zach Abbe
Contact Information	<a href="mailto:zabbe@watervillecsd.org">zabbe@watervillecsd.org</a> 315-841-3910
The Board appointed Date	July 8, 2025

# CONCEPT OF OPERATIONS

This section describes the "Concept of Operations" for the District-Wide School Safety Plan, explaining how it interacts with the Building-Level Emergency Response Plan(s) and how emergency response is initiated. In short, this section explains that the District-Wide School Safety Plan provides the overall structure and guidelines, while Building-Level Emergency Response Plan(s) address specific needs.

- **Guiding Principles:** The general protocols outlined in the District-Wide School Safety Plan serve as the foundation for developing and implementing individual Building-Level Emergency Response Plans. The District-Wide School Safety Plan sets the standard operating procedures.
- **Stakeholder Involvement:** Key internal (school staff, etc.) and external (community members, emergency services, etc.) stakeholders were involved in creating and revising the District-Wide School Safety Plan. This ensures that local knowledge and emergency management expertise are incorporated. The district recognizes its role as part of the larger community and the importance of community stakeholder involvement in school safety.

# PLAN REVIEW AND PUBLIC COMMENT

This section outlines the process for reviewing, getting public comment on, and adopting the District-Wide School Safety Plan, as well as the handling of Building-Level Emergency Response Plan(s).

## District-Wide School Safety Plan Review and Adoption:

1. **Periodic/Annual Review:** The District-Wide School Safety Team will maintain the plan throughout the year as well as complete the required annual review of the plan on or before July 1st of each year.
2. **Public Comment Period:** The plan will be available for public comment for at least 30 days before adoption, as required by Commissioner's Regulation 155.17 (e)(3).
3. **Public Hearing:** At least one public hearing must be held to allow for participation from school personnel, parents, students, and other interested parties.
4. **Board of Education Adoption:** The plan must be formally adopted by the Board of Education by September 1st, annually.
5. **Website Posting:** The District-Wide School Safety Plan will be posted to the district website. The URL is verified by September 1st, annually.
6. **Submission to NYSED:** The URL must be submitted to the NYS Education Department within 30 days of adoption, but no later than October 1st of each year on the NYS Education Department Application Business Portal.

### Timeline for Adoption of the District-Wide School Safety Plan

TASK	DATE
District-Wide Safety Team Annual Review	April 29, 2025
Public Comment Period	June 23, 2025 - July 25, 2025
Public Hearing	July 8, 2025
Board of Education approves the plan <b>(9/1)</b>	August 12, 2025
Plan posted to the website <b>(30-days of adoption)</b>	June 23, 2025
URL of DWSSP	verified <b>by 10/1</b>

### Building-Level Emergency Response Plans:

1. **Confidentiality:** Building-Level Emergency Response Plans are confidential and are *not* subject to disclosure under Article 6 of the Public Officers Law (Freedom of Information Law) or any other provisions of the law, as per Education Law Section 2801-a.
2. Each school building shall have a **building-level emergency response team**. The team is responsible for developing a building level response plan, appointing an emergency Response Team (each member has a specific role during an incident), and Post Incident Response Team (provide assistance in the aftermath of an incident).
3. **Distribution to Law Enforcement:** Building-Level Emergency Response Plans will be provided to the New York State Police, County Sheriff's Office, and Local Police Agency(ies) within 30 days of adoption and no later than October 1st of each year. After plans are entered into the NYS Education Department Application Business Portal, NYS Police and local jurisdictions are able to access them via the portal.

# RISK REDUCTION/PREVENTION - SCHOOL CLIMATE

This section focuses on the district's strategies for preventing and reducing the risk of negative events, emphasizing the importance of a positive school climate and effective communication.

The district acknowledges that while prevention is the ideal goal, not all negative events can be prevented. Therefore, they focus on both *prevention* (proactive measures) and *risk reduction/intervention* (minimizing the impact of events that do occur). Improving school culture, climate, and communication are seen as key to both.

## Program Initiatives:

The district highlights the importance of programs and activities that foster a positive school climate, enhance communication, and encourage reporting of potentially dangerous, suspicious, or violent behavior. These initiatives aim to improve safety, security, and quality of life for the entire school community and create a positive and safe learning environment.

The following are examples of current initiatives:

- **School Resource Officer Program/presentations:** Having School Resource Officers (police officers) in schools or providing presentations is a common prevention and intervention strategy.
- **County Probation Officer on-site:** Having a probation officer present in the school can provide support and intervention for at-risk students.
- **Other programs, projects, and activities:**
  - Community involvement in schools
  - Mentoring programs
  - Adjusting schedules to minimize potential conflicts or altercations
  - School Resource Officers/Special Patrol Officers
  - Positivity Project, Restorative Practices, Character Education, SEL, PBIS, Peer Mediation, Youth Courts, Connected Community Schools, etc.

Waterville CSD PROGRAMS	DATES
CPI Training (de-escalation techniques) to staff district-wide	2024-25 and 2025-26 school years
Connected Community Schools programs: services support and outreach to families. Site coordinator serves both Jr/Sr High and MPS.	Beginning with the 2020-2021 school year
ParentSquare communication and notification platform	Beginning with the 2021-2022 school year
School-Based Mental Health support provided on-site through the Neighborhood Center	2024-25 and 2025-26 school years



Full time school social workers in each building	Jr/Sr High added in the 2022-23 school year
School Resource Officer onsite daily at the Jr/Sr High through the Oneida County Probation Office. Provides IRT, Initial Response Training	Beginning with the 2016-17 school year
Safety Patrol Officer onsite daily at MPS through the Oneida County Sheriff's Office	Beginning with the 2021-2022 school year
MPS Positivity Project to engage students in learning/demonstrating positive character traits	Beginning with the 2018-19 school year
OHM BOCES Safety Services support	ongoing
Badges for all staff, ID swipe cards/fob system to ensure all doors are locked.	ongoing
Stephen Hill, from Speak Sobriety (attorney, motivational speaker, author), presented to students and parents on the dangers of vaping	1/17/2024
Active Shooter training	September 2023
Blue Emergency Lights connected to 911 call center and bullet resistant glass added to select locations	2024-25, 2025-26
Crisis Response Plan, updated annually	Annually
Cellular-based bus radios that interface with district radios to ensure communication at all times	25-26 school year
Lock Boxes added at both buildings for law enforcement that include master key and fob	2024-25

# RISK REDUCTION/PREVENTION - SCHOOL SAFETY & BUILDING SECURITY

This section details the implementation of school safety and building security measures, including routine precautions, access control, visitor policies, hazard identification, and construction safety.

- **Routine Precautions:** All staff are required to immediately report any information or observations that could impact school safety to their principal or supervisor. The policy emphasizes erring on the side of caution and reporting even seemingly minor details.
- **Limited Access:** Each building implements a limited access policy, tailoring it to their specific needs. This generally involves keeping only essential exterior doors unlocked during the school day and monitoring those doors. All other entrances are secured shortly after the start of the school day. Electronic visitor access control systems are used at primary entrances. Keyless/electronic access systems are used for authorized personnel.
- **Staff Photo Identification Badges:** All employees must wear photo ID badges at all times while on district property.
- **Visitor Policy:** All visitors must report to the main office, sign in, wear a visible name badge, and sign out. Staff are instructed to approach any unannounced visitor without proper identification.
- **Student Sign-Out Procedures:** The district verifies that only authorized individuals sign out students. Staff may require a photo ID and contact a parent/guardian for confirmation.
- **Video Surveillance:** A digital video surveillance system monitors high-use areas and areas of concern.
- **School Safety Assessment:** Regular school safety assessments are conducted to identify potential safety problems.
- **Fire Alarm:** A fire detection alarm system linked to a central monitoring station is in service. Regular testing is conducted.
- **Random Drug Sniffing Canine Search:** The district may occasionally conduct canine searches.
- **Vital Educational Agency Information:** The district maintains information on school population, staff numbers, transportation needs, and key official contact information.
- **School Resource Officer/Special Patrol Officer:** The district contracts with local law enforcement agencies for a School Resource Officer (SRO) and/or Special Patrol Officer (SPO) who acts as a liaison between students and staff and handles anonymous reports.
  - Duties, Hiring and Screening Process for Safety/Security Personnel:
    - The district can rely on established past practices. Civil service procedures, in consultation with the district, may define the duties.
    - The district itself can determine the duties, provided they adhere to all relevant federal, state, county, and municipal guidelines.

- The district is committed to equal opportunity employment, adhering to:
  - The Civil Rights Act of 1964, Public Law 90-202, and/or Section 504 of the Rehabilitation Act of 1973 .
- Hiring processes must comply with all applicable federal, state, county, and municipal laws and guidelines. Qualifications are set by civil service (if applicable) or by the Board of Education. Since July 1, 2001, all newly hired school personnel must submit two sets of fingerprints for background checks, as required by the Schools Against Violence in Education Legislation of 2000.
- This excerpt does not provide explicit details concerning the required training of hall monitors and other school safety personnel. It does state that the duties will be provided by past practice, civil service, or the district, and that the district must follow all Federal, State, County and Municipal guidance, so it can be assumed that any training required by that guidance must be followed.

### **Early Detection of Potentially Violent Behaviors:**

The district recognizes the importance of early intervention. Staff professional development includes training on school violence prevention and mental health. Communication strategies are used to deter violence, involving various stakeholders (law enforcement, health professionals, etc.) when appropriate and legally permissible. Information on early detection of potentially violent behaviors is distributed to the school community. Students, parents, and staff are encouraged to report any concerning behaviors. Strategies for improved communication include:

- Clear expectations for students (Code of Conduct).
- Attentive listening to students.
- Encouraging communication among all stakeholders.
- Multi-agency teams.
- Staff training on effective listening and questioning.
- Programs promoting character development.

### **Hazard Identification:**

Potential emergency sites include the main building (s), playground, adjacent properties, buses, off-site trips, and nearby commercial areas. Building-Level Emergency Planning Teams identify unique hazards at their locations. The district has multi-hazard response plans (based on Incident Command System and NIMS) for:

- **Civil Disturbance:** Bomb threat, intruder, hostage, kidnapping, assault/threat, threat of suicide.
- **Environmental Emergency:** Flood, hazmat, snow/ice, tornado, storm, fire, explosion, gas leak.
- **Building Failure:** System failure, structural failure.
- **Medical Emergency:** Injury/illness, accident, mass illness/epidemic, pandemic.
- **Extreme Heat Condition Days:** Schools are required to incorporate extreme heat conditions into their Building-Level Emergency Response Plans, as of September 1, 2025. Mitigation measures begin at 82 degrees.

- The Board of Education approved policy 5002 on June 10, 2025: Extreme Heat and Maximum Temperature and affirms: Action Levels and Response Requirements:

A. Action level: 82 degrees Fahrenheit

When the temperature in a classroom or support space (excluding kitchens) reaches 82 degrees Fahrenheit, the district shall take immediate steps to improve thermal comfort, including:

- Activating available HVAC systems, fans, or ventilation
- Drawing blinds/shades to reduce solar heat gain
- Turning off unnecessary lights and electronics
- Providing access to cool drinking water
- Encouraging hydration and rest breaks
- Relocating students or staff to a cooler location if practical

B. Threshold Level: 88 degrees Fahrenheit

1. When the temperature reaches 88 degrees Fahrenheit, where practicable, the affected instructional or support space shall not be occupied. Students and staff must be relocated to cooler areas within the building. If alternate spaces are unavailable: The principal must notify the superintendent immediately.
2. The superintendent may authorize additional measures, including early dismissal, temporary remote instruction, or other contingency actions to protect health and safety.

Identified onsite hazards can include: chemical storage, welding areas, indoor vehicle areas, compressed gas storage, paint booths, congregation areas, conference areas, and boiler/mechanical rooms.

Identified off site hazards can include: major highways (chemical transport), the airport (flight path), railroad, industrial sites, and creeks.

**D. Construction and Capital Project Safety:**

The district ensures student and staff safety during construction, which may include background checks on workers, maintaining emergency egress routes, and notifying building occupants of changes. The District Safety Committee or a subset should meet with the Capital Project Committee (Superintendent, Director of Facilities, Safety Services members, administrators, architect, construction manager) to discuss construction scope and safety concerns and impact to the instructional day.

# EMERGENCY RESPONSE - PLANNING, DRILLS/TRAINING COMMUNICATION, AND PROCEDURES

This section covers the planning including: drills and training, notification and activation procedures, situational responses to various emergencies, including acts of violence and terrorist threats, and available protective action options.

## Planning:

- **Multi-Hazard Response:** This involves developing comprehensive plans to address a variety of potential emergencies, including natural disasters, technological incidents, and human-caused threats. It emphasizes a unified approach, ensuring that staff and students are prepared to react effectively regardless of the specific hazard. This strategy aims to create a safer and more resilient school environment by prioritizing proactive planning, training, and consistent practice. A typical response protocol includes:
  - Assess the situation (Incident Commander/Designee)
  - Implement response action
  - Notify parents/guardians
  - Recovery
  - Evaluation
- **Building-Level Emergency Response Plan Planning Protocols:** Building-Level Emergency Response Plans include protocols for bomb threats, hostage takings, intrusions, and kidnappings, including:
  - Identification of decision-makers
  - Plans to safeguard students and staff
  - Transportation procedures
  - Parent notification procedures
  - Media notification procedures
  - Debriefing procedures

## Training (Emergency Response Procedures):

This section details the required drills and training procedures for emergencies, emphasizing a trauma-informed approach and compliance with Education Law §807.

- **All Staff Training (including subs):** will receive training by **September 15th** annually, (new employees will be trained within 30 days of hire) training on emergency response procedures (with review of the Emergency Response Card), different types of hazards, appropriate response actions, violence prevention, mental health awareness, and the Incident Command System including roles and responsibilities.
- **Student Training:** will take place in an age- and developmentally appropriate manner prior to the first drill.

## Emergency Response Procedures:

- **Shelter-in-Place:** Used to shelter students and staff inside the building when it is deemed safer for students to remain inside rather than to return home or be evacuated.
- **Hold-in-Place:** Used to limit movement of students and staff while dealing with short-term emergencies. Hold and Hold-in-place mean the restriction of movement of students and staff within the building while dealing with short-term emergencies.
- **Evacuate:** Used to evacuate students and staff from the building. Evacuate and evacuation means to move students for their protection from a school building to a predetermined location in response to an emergency.
- **Secure Lockout:** Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school. Secure lockout means students and staff remain inside school buildings that are locked and secured during incidents that pose an imminent concern outside the school.
- **Lockdown:** Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school. Lockdown means to immediately clear the hallways, lock, and/or barricade doors, hide from view, and remain silent while readying a plan of evacuation as a last resort. The lockdown will only end upon physical release from the room or secured area by law enforcement. Lockdown is initiated during incidents that pose an immediate threat of violence in or around the school.

## 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.

## Drill Requirements and Trauma-Informed Approach:

- **Mandated Drills to Practice Emergency Response Procedures:** Each school must conduct 4 lockdown drills and 8 evacuation drills (12 total) annually, as required by Education Law §807. With 6 evacuation drills and 2 lockdown drills occurring before December 31st, annually and after students and staff receive training in emergency response procedures has been provided. Remaining drills need to be completed by June 30th, annually.
- **Prohibited Tactics:** Drills and training during the school day with students present *cannot* include props, actors, simulations, or tactics mimicking school shootings, violence, or other emergencies.
- **Trauma-Informed Drills:** All drills and exercises must be trauma-informed, meaning they avoid tactics that could trigger past trauma, such as using props, actors, simulations, or mimicking school shootings or other violent events. The focus is on understanding trauma and its impact on students and adults.
- **Developmentally Appropriate Content:** Drills must be developmentally and age-appropriate.
- **Tabletop Exercises:** Tabletop exercises (discussions of roles and responses to sample emergencies) can be used for staff training in coordination with local and county emergency officials, especially when live drills are impractical.

## Notification of Drills to Parents/Guardians:

Parental notification is required for all drills, including evacuation drills. Notice to parents and those in parental relation regarding drills must be made within one week before each drill, meaning at least 1 day before and no more than 7 days before the drill.

Plan for informing Parents/Persons in Parental Relation of Drills
The district has implemented procedures to notify parents or persons in parental relation regarding drills and other emergency response training(s). The district provides a variety of communication such as sending out an annual letter, utilizing Parent Square and the webpage to notify parents/guardians about upcoming drills. We will continue to provide updates throughout the year so families remain informed of upcoming drills.

Parental notification is not required for bus drills.

## Announcing Drills:

Students and staff will be informed of drills at the time a drill occurs except for evacuation drills. They are not required to be announced as per the NYS Fire Code.

## Post-Drill Debriefings:

Each drill/exercise will be followed by a debriefing session for staff involved in identifying areas for improvement in emergency response actions and protocols.

## Additional Drills:

- Drills will be held during summer school, with one drill occurring during the first week.

- Go-Home Early dismissal drills will not occur more than 15 minutes before the normal dismissal time. Parents/guardians will be notified in writing at least one week prior to the drill. Transportation and communication procedures will be included in the drill.
- Bus Evacuation Drills

### Full-Scale Exercises:

Full-scale exercises (involving props, actors, or simulations) conducted with local/county emergency responders *cannot* be held during regular school days or when school activities are occurring. Students cannot participate in these exercises without written parental/guardian consent.

### Communication:

- **Law Enforcement Contact:** Quick contact with law enforcement is crucial. Relationships are established through Building-Level Emergency Response Teams (BLERTs), and contact information is documented in the Building-Level Emergency Response Plan. Incident Commanders are authorized to initiate law enforcement contact.
- **Notification Methods:** Notification methods include County Emergency Services, telephone, email, portable radio, NOAA weather radio, website, intercom/PA, local media, and others as needed.
- **Internal Communication:** The district will notify all principals/designees in the event of an emergency.
- **Parent/Guardian Notification:** The district may use County Emergency E911 Centers, other messaging systems, local media, or the website to contact parents/guardians in case of a violent incident or early dismissal.

<b>Plan to Inform Parents/Persons in Parental Relation of Emergencies or Early Dismissal</b>
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The district will utilize Parent Square to notify parents of an emergency or early dismissal.
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### Response Protocols:

- **Initial Response:** The Building Incident Commander onsite during an emergency will be responsible to initiate response and contact the Chief Emergency Officer (CEO). The CEO will provide leadership, organize activities and disseminate information (a designated alternate will act in their absence) with the assistance of the Building-Level Emergency Response Team(s).
- **Local Government Assistance:** Contacting Oneida County 911 activates the system for coordinating assistance from county and local agencies (as per Article 2-B of the Executive Law).
- **Responses to Acts of Violence (Implied/Direct Threats, Including Suicide Threats):** Building-Level Emergency Response Plan(s) detail procedures for responding to threats. Potential actions include:



- Follow procedures outlined in the Code of Conduct
  - Use staff trained in de-escalation strategies to diffuse the situation.
  - Notifying the Building Principal
  - Threat level assessment with the Superintendent/Designee
  - Contact law enforcement (if necessary, following MOU)
  - Monitoring and adjusting responses
  - Use of the Building-Level Emergency Response Team
- **Responses to Acts of Violence:** Building-Level Emergency Response Plans detail procedures for responding to violent acts, may include but not limited to:
    - Isolating the area and evacuation (if appropriate)
    - Notification of Principal/Superintendent
    - Initiating emergency response procedures
    - Contacting emergency responders
    - Monitoring and adjusting responses
    - Early dismissal, sheltering, or evacuation procedures
    - Keeping parents/guardians informed
- **Responses to Violence (Reporting, Investigation, Follow-Up, Evaluation, Disciplinary Measures):** Building-Level Emergency Response Plans detail procedures for responding to threats, may include but are not limited to:
    - **Reporting:** All violent incidents (including verbal abuse and threats) must be immediately reported and documented. Confidentiality is maintained, and there is no reprisal for reporting.
    - **Investigation:** Review incidents to prevent recurrence (not to find fault), focusing on facts, recording information, identifying causes, recommending actions, encouraging follow-up, and considering changes to controls, policies, and procedures.
    - **Follow-Up:** The district provides medical and psychological support to affected individuals, ensuring confidentiality and protection from discrimination.
    - **Evaluation:** There will be a periodic review of school building security analysis, focusing on potential violent incidents (bomb threats, hostage-taking, etc.) with input from law enforcement.
    - **Disciplinary Measures:** The Code of Conduct guides disciplinary actions.
    - **Code of Conduct:** The district has a detailed Code of Conduct, communicated to all stakeholders, which is a major part of violence prevention.
    - **Emergency Assistance from Local Government:** Contact 911 immediately. Additional support is available from the Sheriff, local police, fire departments, threat assessment teams, and County Emergency Services.
    - **Resources Available:** District facilities, vehicles, and equipment are available. The district can also contact the local highway department for heavy equipment.
    - **Resource Coordination:** The Incident Command System is used to coordinate resources and manpower.
  - **Protective Action Options:** Building-Level Emergency Response Plans include procedures for:
    - School cancellation (Superintendent)

- Early dismissal (Superintendent, parent notification)
- Emergency evacuation (Principal, accounting for students/staff, potential off-site relocation)
- Shelter-in-place (Principal, provisions for basic needs if extended)
- Hold-in-place (Principal)
- Secure Lockout (Principal)
- Lockdown (Principal)
- **Terrorist Threats & Activities:** The Principal will follow NYS Homeland Security recommendations based on the declared alert level.

The district encourages reporting suspicious activity to law enforcement, following the "If You See Something, Say Something™" campaign.

# RECOVERY

This section describes the recovery procedures following an emergency or violent incident, including district support, mental health services, and recordkeeping.

## **District Support for Buildings:**

- **Crisis Plan Activation:** After an incident, the Crisis Plan will be activated by the appropriate level Emergency Response Team.
- **Resource Deployment:** Necessary resources will be deployed to support the Emergency Response Teams and Post-Incident Response Teams.
- **Support from District Resources:** The Building-Level Emergency Response Team and the Building- Level Post-Incident Response Team will be supported by all available district resources and personnel as needed.

## **Disaster Mental Health Services:**

- **Post-Incident Response Team:** Each building's Building-Level Emergency Response Team will designate a Post-Incident Response Team to provide crisis intervention and disaster mental health services, as detailed in the building's plan.
- **Additional Resources:** Buildings can draw upon existing pupil personnel staff (e.g., counselors, psychologists, social workers).
- **External Support:** If a building lacks sufficient resources, the district will arrange for additional pupil personnel staff to assist the Post-Incident Response Team.
- **Employee Assistance:** Employees are encouraged to utilize the Employee Assistance Program (EAP).
- **County/State Support:** Depending on the scope of the incident, the County Office of Emergency Services and Department of Mental Health may be contacted to coordinate county or statewide support.

# COMMUNICABLE DISEASE - PANDEMIC PLAN

This section addresses the protocols and procedures for responding to a communicable disease outbreak or pandemic, as mandated by Labor Law §27-c and Education Law §2801-a. It is designed to ensure the safety and well-being of students, staff, and the community, while maintaining continuity of educational operations to the greatest extent possible. This plan is built upon the existing framework of the DWSSP and Building-Level Emergency Response Plans (BLERPs), and will be regularly reviewed and updated in collaboration with public health authorities.

## Prevention/Mitigation

- **Essential Positions/Titles:**

- A detailed list and description of positions deemed essential, with clear justifications for their designation.
- Protocols for documenting precise hours and work locations of essential workers.
- Strategies for staggering work shifts to reduce workplace and public transportation overcrowding.

Human Resources Essential Positions				
Title	Description	Justification	Work Shift	Protocol
Superintendent	Chief Executive Officer	Oversee the operations of the district	Reduced as needed	Access will be restricted to your normal location, building sign in required date time and location
Business Official	Supervisor, HR, Payroll, Accounts Payable	Oversee the daily district operations	Reduced as needed	Access will be restricted to your normal location, building sign in required date time and location
Central Administration	Jr/Sr high, Elementary principal, confidential secretaries, IT, Special Education Director	Oversee operations of individual buildings, and technology	Reduced as needed	Access will be restricted to your normal location, building sign in required date time and location
Building and Grounds Supervisor	Manage Facilities, grounds, maintenance workers and cleaners	Oversee the maintenance and cleaning of the organization	Reduced as needed	Access will be restricted to your normal location, building sign in required date time and location
Food Service Director	Organize the food service and related workers	Help prepare and organize food for children	Reduced as needed	Access will be restricted to your normal location, building sign in

				required date time and location
Maintenance	Work on Maintenance of buildings	Ensure buildings and grounds are operational	Reduced as needed	Access will be restricted to your normal location, building sign in required date time and location
Cleaners	Clean the buildings	Ensure buildings are cleaned and disinfected	Reduced as needed	Access will be restricted to your normal location, building sign in required date time and location
Transportation supervisor	Organize use of vehicles and supervise drivers and mechanics	Oversee maintenance and driving of vehicles	Reduced as needed	Access will be restricted to your normal location, building sign in required date time and location
Mechanics	Maintaining and Fixing of vehicles	Ensure all vehicles are safe and ready to use	Reduced as needed	Access will be restricted to your normal location, building sign in required date time and location
Bus Drivers	Drive school Buses	Deliver food and school work	Reduced as needed	Access will be restricted to your normal location, building sign in required date time and location
Cafeteria Workers	Prepare food	Make sure food is prepared and ready to distribute	Reduced as needed	Access will be restricted to your normal location, building sign in required date time and location
Support Staff	Clerical workers	To ensure educational and food service deliveries	Reduced as needed	Access will be restricted to your normal location, building sign in required date time and location

- **Telecommuting Protocols:**

- Specific protocols enabling non-essential employees and contractors to telecommute.
- Measures to ensure digital equity for employees and students.

- **Coordination and Communication:**

- Close collaboration with the Health Department.
- Designated Pandemic Coordinator and District-Wide School Safety Team.
- Educational campaigns on hand hygiene and respiratory etiquette.
- Information dissemination to parents, staff, and students.

## **Protection/Preparedness**

- **Personal Protective Equipment (PPE):**
  - Protocols for securing and storing sufficient PPE for essential workers.
  - Plan for proper storage to prevent degradation and ensure immediate access.

Disposable Face Covering Supplies					
Group	Quantity per 100 per Group	12 Week Supply 100% Attendance	12 Week Supply 50% Attendance	12 Week Supply 25% Attendance	Assumptions
Students	100 Masks per Week	1200	600	300	1 Disposable Mask per Week per Student (supplements parent provided)
Teachers/Staff	500	6000	3000	1500	5 Disposable Masks per Week per Teacher
Nurse/Health Professionals	1000	12,000	6000	3000	10 Disposable Masks per Week per School Nurse

PPE for High Intensity Contact with Students			
Item	1 Week Supply for 1 Staff	12 Week Supply	Assumptions
Disposable Nitrile Gloves	10	120	10 per Week per Staff
Disposable Gowns	10	120	10 per Week per Staff
Eye Protection	2	n/a	2 Re-usable per Staff
Face Shields	2	n/a	2 Re-usable per Staff
Waste Disposal Medium	1	n/a	1 Unit per Staff Total
N-95 Respirators*	10	120	10 per Week per Staff

- **Incident Command:**
  - Establishment of District-Wide and Building-Level Command Centers and Incident Command Structures.
  - Designated Pandemic Coordinators for each school.
  - Comprehensive communication strategies, including a designated Public Information Officer (PIO).
- **Operational Continuity:**
  - Procedures for maintaining essential functions and services, including business office, facilities, and human resources.
  - Strategies for ensuring continuity of instruction through various modalities.

## Response

- **Activation Protocols:**
  - Criteria for activating the pandemic response based on internal monitoring and public health guidance.
  - Notification of the Incident Command Structure and implementation of communication procedures.
- **Spread Prevention and Contact Tracing:**
  - Protocols for preventing the spread of communicable diseases in the workplace.
  - Procedures for documenting hours and work locations of essential workers.
  - Coordination with local health authorities for contact tracing.
- **Disinfection and Cleaning:**
  - Cleaning and disinfection protocols for workspaces and common areas.

- Procedures for handling confirmed cases of illness.
- Return to school guidelines.
- **Employee Support:**
  - Employee assistance program and medical accommodations.
- **Emergency Housing:**
  - Pre-identified local housing options for essential employees, if needed.

## **Recovery**

- **Return to Normal Operations:**
  - Strategies for re-establishing the normal school curriculum and operations.
  - Evaluation of building operations and re-implementation of maintenance and cleaning procedures.
- **Post-Incident Assessment:**
  - Assessment of the emotional impact on students and staff.
  - Debriefing and lessons learned by the District-Wide and Building-Level Emergency Response Teams.
  - Revision of the DWSSP and BLERPs.
  - Curriculum development to address the crisis.



# EMERGENCY REMOTE INSTRUCTION PLAN

## Emergency Remote Instruction Plan

Following the COVID-19 pandemic, school districts in New York are required to have a plan for how children will be educated if a school or schools must close under emergency conditions. These Emergency Remote Instruction Plans (ERI Plans) are included as part of the district-wide school safety plan, which is reviewed annually by district and building-level emergency response teams, adopted annually by the Board of Education and submitted to the New York State Education Department.

### Communication and Engagement

To help inform our Emergency Remote Instruction Plan, the district completes an annual Student Digital Resources data collection report to better understand the level of access students have to devices (e.g., laptop, Chromebook, cell phone) and the Internet. The Waterville Central School District encourages parents/guardians of enrolled students to complete the New York State Digital Resources Questionnaire.

The purpose of this survey is to ensure that, to the extent possible, students can access the Internet and receive remote instruction, if necessary, under emergency conditions. This survey is conducted on an annual basis. Students and families may update their access information at any time by contacting the student's school. It is our goal that this plan is aligned with the information provided by families in the Student Digital Resources data collection.

The district has also developed a plan for communicating all necessary information should a school or schools need to close. The district will use existing internal and external communications channels to notify staff, students, and families/caregivers about remote learning schedules with as much advance notice as possible. This communication will include information about how computing devices (e.g., computers, hot spots, etc.) are being disseminated to students and families who need them. If the district needs to pivot to remote learning, the district will notify parents, students and staff through the ParentSquare messaging system. Further instructions will be provided to staff through Google - emails and virtual meetings. Teachers will continue to use GoogleClassroom in remote learning as an instructional resource and tool. The district is 1:1 and will inform students when it is necessary to bring home their Chromebooks. For students who are unable to do this, principals will allow families to pick up their chromebooks at a specified date and time.

The district will provide students and their families with multiple ways to contact schools and teachers during remote learning, including Google classroom, email, ParentSquare and by phone.

### Device, Internet and Platform Access

To support remote learning, the district will make computer devices available to all students and families who need them. The district will use the information gleaned from the Student Digital Resources Survey to determine if additional accommodations are needed for student access to the internet. If additional devices or internet connections are needed, the district will coordinate a time when either a delivery can be made to student homes, or the parents/guardians can come to school to pick up the technology supports.

To the extent possible, the district will support students and families with accessing the Internet at home. Where that is not possible, the district will work with community partners to secure Wi-Fi access points for students and families so that they may participate in remote learning. A public access point is located at the Waterville Public Library. Additionally, students and staff can use the district's Wifi around the perimeter of the building.

There will be those students in our community for whom remote learning through digital technology is not appropriate or possible. For these students, the district will assess each student's individual needs and whether in-person learning is an option. Other methods that will be considered include instruction by phone and/or the delivery of hard-copy materials to the student's home.

The district will also take steps to ensure that school staff members have the necessary tools, i.e., computing devices and Internet access, to deliver emergency remote instruction from their place of residence.

To ensure high-quality remote learning experiences, the district has standardized the use of a single online learning platform, Google Classroom, to the extent possible, and developed a common, coordinated set of guidelines for teachers to follow when using the platform with students.

### **Teaching and Learning**

Our district has developed an emergency remote instruction plan that would support all students. When a remote learning model is necessary, certain groups of students will be prioritized for in-person learning to the greatest extent possible, depending on the nature of the emergency. This includes, but is not limited to, special education students, English language learners, and students with technology or connectivity needs.

Acknowledging that the typical content in each grade level or course may need to be adjusted, content will be prioritized to ensure that students receive instruction for the prioritized learning standards, key understandings, and skills necessary for students' success in future study.

Instruction will focus on "core" subject areas; however, elective courses will continue to be offered in a remote learning environment. All instruction will continue to be aligned to the New York State Learning Standards.

Virtual learning schedules have been developed by grade level. If an emergency requires the district to move to virtual learning, these schedules will be shared with students and families in accordance with the communication strategies outlined earlier in this plan. Students will be given opportunities to engage with teachers and classmates through live instruction, question and answer periods with teachers and group work (i.e., synchronous learning). Teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis. Supplementing this time will be self-guided projects, readings and other age-appropriate assignments that can be completed by the students remotely (i.e., asynchronous learning).

Based on the learning model we have developed, 7-12 grade teachers will follow the 9 period schedule to meet with students remotely. Extra help will be provided as necessary. Synchronous learning will account for 75% of the class period, while asynchronous instruction will make up 25% of the period.

Students in grades 3-6 will follow a 7 period schedule. Students will participate in an alternate schedule to ensure they are able to meet all instructional requirements at the elementary level. Synchronous learning will occur 85% of each period followed by asynchronous activities 15% of the time. We recognize that developmentally, elementary students need adult support to remain focused and able to effectively engage in instruction. Regular and substantive interactions will occur daily between teachers and students should we need to move to a remote instruction model. Personalized support will be provided according to state guidelines. WIN, *What I Need*, will also continue to occur daily so students are receiving individualized instruction grades K-6. ELL students will receive their required minutes as well and support in their content area classes as determined by the specialist.

Students in grades K-2 will follow a similar schedule provided by their teacher. They will participate in synchronous and asynchronous instruction appropriate at their developmental level. There will be 2

hours of ELA/Reading/Writing as these skills are emergent Grade K-2. Grade level teachers will provide a minimum of 1 hour in this subject area directly. Students will be provided resources to supplement instruction. It is difficult to sustain online attention, so educators will be creative with read alouds, partner work and independent work. Students will also receive 1 hour of synchronous instruction in math with follow up activities provided. Science, Social Studies, *What I need*, and specials will be provided in the afternoon. Additional wellness activities will also be created as suggestions for all students/families to focus on our Wellness Initiatives and decrease unnecessary activity online. Individual needs will be met in accordance with state and federal guidelines similar to all other grade levels.

The district recognizes that there will be students for whom remote instruction via digital technology is not appropriate. In an emergency, as the district is assessing which students need devices or access to the Internet, the district will also assess which students may require additional support. Depending on the nature of the emergency, this may involve some level of in-person instruction for these students either at a school building within the district or at a community location, as appropriate. These decisions will be made in partnership with local health officials and emergency personnel, as applicable. Other instructional methods that will be considered include instruction by phone and/or the delivery of hard-copy materials to the student's home.

When appropriate, the district would bring students into the school to provide synchronous in-person instruction.

Teachers will be provided with training on best practices for teaching and learning in a remote environment as well as the opportunity to collaborate with colleagues.

### **Support Services**

Based on the learning model we have developed, students with disabilities and/or an Individualized Education Plan will continue to receive support services in accordance with their individualized education plans (IEP) should remote learning become necessary. It is the expectation that all service providers (e.g., teachers, paraprofessionals, related service providers) will sign-on to the remote learning platform to support students as needed. This will include large classroom settings in the remote learning environment, as well as the use of breakout rooms or one-on-one virtual meetings as necessary.

*Special Education and related services will be provided in accordance with students' individualized education plans to ensure the continued provision of a free appropriate public education. Service providers have all been trained to continue service and work with families in anticipation of remote learning.*

The district will follow its existing engagement and communication protocols with parents regarding the provision of special education services for their child.

- If remote learning should occur for any extended period, the district will provide meals, provide training for teachers on signs/symptoms to look for to identify students in distress and communicate to students, staff and families/caregivers mental health resources and call line information.
- Teachers will document students' logs of asynchronous, synchronous, one on one instruction and attempts to instruct.
- Meetings will take place remotely with all providers and will be school directed.
- *The district ensures there is an understanding of the provision of services consistent with the recommendations on/individualized education programs, plans for monitoring and communicating student progress and commitment to sharing resources. The Director of Special Programs will ensure such understanding.*

- *The district has coordinated with special education teachers, support staff, and service providers to ensure that each student with an IEP is receiving the same quality of services that would occur in an in-person environment. The Director of Special Programs will check on compliance of the IEP requirements and review quality of service and student logs. The Director of Special Programs will follow up.*
- *The district ensures access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability-related needs of students. The district will provide assistive technology through school computing devices. Teacher Aides will support students by attending class remotely with the student and then follow up at a separate time with the student outside of class time.*

### **Funding Requirements**

*The estimated number of instructional hours the district would claim for state aid purposes for each day spent in remote instruction due to emergency conditions is outlined below. The district estimates that:*

- *High School and Jr High School students will be provided with 5.5 hours of instructional time per day.*
- *Kindergarten and Elementary School students will be provided with 5 hours of instructional time per day.*

# SCHOOL SECURITY SERVICES AGREEMENT

## ***Waterville Central School District***

### ***In Partnership with the Oneida County Sheriff's Office and Oneida County Probation Department***

The district has a long established collaborative arrangement between the Waterville Central School District and the Oneida County Sheriff's Office and Oneida County Probation for providing security services aimed at maintaining a safe, orderly, and supportive school environment for all students, staff, and visitors.

#### **Scope of Services**

The partnership includes the following personnel and services:

#### **1. School Resource Officer (SRO) – Waterville Jr./Sr. High School**

- A full-time School Resource Officer (SRO) will be assigned to the Waterville Jr./Sr. High School.
- The SRO is a law enforcement officer with specific training and experience in working within school environments.
- Responsibilities include, but are not limited to:
  - Ensuring campus safety and responding to incidents involving criminal behavior or threats to school safety.
  - Building relationships with students, staff, and families to promote trust and proactive safety.
  - Participating in school safety drills and planning.
  - Assisting in threat assessments and behavioral intervention processes.
  - Providing classroom presentations or assemblies upon request on topics such as law enforcement, safety, or substance abuse prevention.
  - Acting as a liaison between the school and the Sheriff's Office in emergency or investigative situations.

#### **Incident Response Team (IRT) Services**

- The SRO will coordinate directly with the Sheriff's Office Incident Response Team (IRT) when situations require rapid deployment of specialized law enforcement resources.
- IRT services may include response to active threats, lockdown events, or other critical incidents.
- IRT services also include working with identified individual students to proactively provide support and interventions for instances of behavior or attendance deficiencies.

#### **2. Safety Patrol Officer – Memorial Park School (MPS)**

- A uniformed Safety Patrol Officer will be assigned to Memorial Park School during school hours.

- This officer provides a visible security presence and supports the school in promoting a safe and welcoming environment for students and staff.
- Responsibilities include:
  - Monitoring building entry points and conducting perimeter checks.
  - Supporting school staff during arrival, dismissal, and other transition periods.
  - Responding to minor safety incidents and serving as a deterrent to disruptive or unsafe behavior.
  - Coordinating with district staff and the SRO as needed.
  - Participating in emergency drills and being familiar with building-level emergency response plans.

### **3. General Terms**

- All personnel will operate in accordance with applicable federal and state laws, and in compliance with District policies, including those related to student rights and privacy.
- The Sheriff's Office retains supervisory and disciplinary authority over its officers.
- Officers will be expected to work collaboratively with school administrators, mental health teams, and staff to address safety and behavioral concerns in a proactive and supportive manner.

### **4. Communication and Coordination**

- The Superintendent will serve as the primary point of contact for the Sheriff's Office and Oneida County Probation.
- Meetings will be held between school administrators and Sheriff's Office leadership to review services, discuss concerns, and ensure alignment with the District's safety priorities.
- In the event of a serious incident, law enforcement and district leadership will coordinate response efforts consistent with the District's Emergency Response Plan.

### **5. Evaluation and Review**

- The effectiveness of this partnership will be reviewed annually as part of the District-Wide Safety Plan review process.
- Feedback will be solicited from school administrators, staff, and law enforcement personnel to ensure services are meeting the needs of the school community.