Waterville Central School District
District-wide School Safety Plan

Commissioner's Regulation 155.17
Adopted: August 6, 2024

School Safety Plan Requirements

<u>Proposed School Safety Regulations New for 2024-25</u>
Revisions to Section 155.17 of the Regulations of the Commissioner, regarding district-wide school safety plans, are being proposed by the Board of Regents based on changes in education, law, and recommendations from the School Safety Task Force. School safety plans are now required to:

- Include school bus drivers and monitors as a part of school safety teams and in certain policies and training.
- Include information on behavioral assessment teams.
- Ensure that drills and trainings are conducted in trauma-informed, developmentally, and age appropriate ways. Trainings and drills must not include props, simulations, or other tactics to mimic a school shooting.
- Students and staff are informed when a school is conducting a drill.
- Ensure that schools participate in full scale exercises in conjunction with local and county emergency responders.
- Have a component addressing how communications to parents will occur in potential violent incident.
- Include floor plans and area maps as a part of each school's annual building level emergency response plan.
- Drills are consistent with education law § 807 of which one must test the drill during an early dismissal occurrence.

Emergency Response Definitions for School Safety Plans

<u>Proposed Amendments to be implemented for 2025-26</u>
This proposed amendment to section 155.17 of the Commissioner's regulations addresses concerns by:

- Including the term "evacuate" along with the term "evacuation" currently defined in the regulation
- Replacing the term "sheltering" with the commonly used terms "shelter/shelter-in place"
- Defining the terms "secure lockout" (when students and staff remain inside locked and secured school buildings during incidents that pose an imminent concern outside the school) and "hold/hold-in place" (the restriction of movement of students and staff within the building while dealing with short term emergencies)
- Amending the definition of "lockdown" to state that lockdown is initiated during incidents that pose an immediate threat of violence in or around the schools
- Requiring that all schools, districts and BOCES use these terms in their emergency response plans and include training for students and staff on these and other required emergency terms.

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Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a District-wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies.

The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts are at risk of a wide variety of acts of violence, natural, and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the school district and its schools.

The Waterville Central School District continues to support this integral component of the SAVE Legislation through the regular review and updating of its contents. The District Superintendent encourages and advocates this ongoing district-wide cooperation and support of Project SAVE.

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APPENDIX I: Waterville CSD Remote Instruction Plan (2023)

Section I: General Considerations and Planning Guidelines

A. Purpose

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

B. Identification of Safety Teams

As referenced in the previous section, the Waterville CSD has appointed a District-Wide Safety Team that includes, but is not limited to, representatives of: School board, Teachers, Administrators, School safety personnel, Parent organizations, Law enforcement, and other school personnel. This District-Wide Safety Team was approved by the Board of Education on August 6, 2024. The members of the team and their positions or affiliations are as follows:

Members Name	Title
Jennifer Spring	Superintendent/Chief Emergency Officer
Cynthia Amarosa	School Business Manager
Jen Nichols	Secretary to the Superintendent
TBD	Principal Jr/Sr High School
TBD	Principal, MPS
Kathleen Hansen	Director of Special Programs
Lindsay Owens	Assistant Principal
Tom Gleason	Supervisor of Buildings and Grounds
Ethan Ostrander	Transportation Supervisor
Anne Kane	School Nurse/Parent, Jr/Sr High School
Tessa Mathias	School Nurse, MPS
Joanna McNamara	Main Office Secretary/Parent, Jr/Sr High School
Mary Blunt	Main Office Secretary, MPS
Tom Gifford	Teacher/Athletic Director, Jr/Sr HIgh School
Jeff Lenard	Teacher, MPS
Indy Neidhart	Special Education Teacher/MPS
Becky Jones	Social Worker, MPS
Russell Franklin	Secondary Social Worker
Alison Voelker	Secondary Special Education Teacher
Natalie Jones	MPS Teacher Aide/Parent
Franklin Freytag	District Public Information Specialist
James Fister	School Resource Officer, Probation Dept
Sgt. Louis Zurek	Safety Patrol Officer, MPS

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Sgt. Aaron Avgard	Oneida County Sheriff's Office
Jarrod Waufle	Waterville Fire Department
Sean Baldwin	Waterville Fire Department
Gary Bridge	MPS Parent
Tim Jones	Board Member/Parent
Dan Nichols	Board Member/Parent
Ken Boone	Board Member/Parent
Patricia Cerio	OHM BOCES Safety Services Team
Meghan Way	MPS Parent
Cody Coon	Student Rep

C. Identification of the Chief Emergency Officer (CEO)

The Waterville CSD appointed Dr. Jennifer Spring as the Chief Emergency Officer on July 9, 2024. The Chief Emergency Officer shall act as the liaison between the District and external agencies during emergencies as well as plan development and oversight.

The responsibilities of the CEO include, but not be limited to:
a) Coordination of the communication between school staff, law enforcement, and other first responders;
b) Lead the efforts of the District-Wide Safety Team in the completion and yearly update of the District-Wide School Safety Plan, by September 15th and the coordination of the District-Wide Plan with the Building-Level Emergency Response Plans;
c) Ensure staff understanding of the District-Wide School Safety Plan;
d) Ensure the completion and yearly update of Building-Level Emergency Response Plans for each school building by the dates designated by the Commissioner;
e) Assist in the selection of security related technology and development of procedures for the use of such technology;
f) Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan by September 15th annually;
g) Ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law Section 807.

D. Concept of Operations

- General protocols reflected in the District-wide School Safety Plan guide the development and implementation of the Building Safety Plans. The District-wide Safety Plan sets forth the general procedures and protocols to be adhered to at each division and serve as the standard operating procedures.
- In developing the district-wide plan, key internal and external stakeholders were involved in order to garner the best local operational knowledge and the best emergency management and safety expertise in creating and revising the plan. The District is an integral part of the community and, as such, it is important that community stakeholders are involved and understand the role of the school district and its relationship to the safety of the community at large.

- In the event of an emergency or violent incident, the initial response to all emergencies at an individual division will be by the Building Emergency Response Team.
- Upon activation of the Building Emergency Response Team, the Superintendent or designee will be notified and, where appropriate, local emergency officials will also be notified. Efforts may be supplemented by county and state resources through existing protocols.

E. Plan Review and Public Comment

- Pursuant to Commissioner's Regulation, Section 155.17 (e)(3), this plan will be made available for public comment at least 30 days prior to its adoption. The district-wide plan may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board.

- Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption and no later than October 1st of each year. In addition, the Building Safety Plans will be sent to the New York State Police, Oneida County Sheriff's Office and the Local Police Agency(ies) See Appendix A).

- This plan will be reviewed periodically during the year and will be maintained by the District-wide Safety Team. The required annual review will be completed on or before July 1st of each year before its adoption by the Board.

- While linked to the District-Wide School Safety Plan, Building-Level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provisions of the law, in accordance with Education Law Section 2801-a. Building-Level Emergency Response Plans will be provided to the New York State Police, Oneida County Sheriff's Office and Police Department(s) (within 30 days of adoption and no later than October 1st of each year.

Task	Date(s)
District-Wide Safety Team annual review date	April 30, 2024
District-Wide School Safety Plan – Public comment period (began & ended)	July 3, 2024-August 6, 2024
Public Hearing	July 9, 2024
District-Wide School Safety Plan approved by Board	August 6, 2024
District-Wide School Safety Plan posted to website	July 3, 2024
URL of District-Wide School Safety Plan verified	October 1, 2024

Section II: Risk Reduction/Prevention and Intervention

A. Prevention/Intervention Strategies

Initiatives that improve the culture and climate in our schools and improve communication at all levels can substantially enhance our ability to truly prevent any negative event from occurring. Prevention would always be preferred over risk reduction. However, not all such events will be prevented despite our best efforts. Therefore, we must formulate plans to intervene and reduce risk by minimizing the impact of any negative event.

This section will identify specific prevention and risk reduction strategies that have been implemented within the District. Many of these components serve as both prevention and risk reduction tools.

The District-Wide Safety Committee met during the 2023-24 school year and discussed Alyssa's Law initiatives and have decided to implement certain elements of the law.

Program Initiatives

The District recognizes the importance of programs and activities that promote a safe and positive school climate and culture throughout the school community. The district encourages all staff to develop strategies that support a positive safe learning environment for students, such as community involvement in the schools, mentoring programs, or adjusting scheduling to minimize potential for conflicts or altercations. Such efforts serve to improve the security, safety and quality of life for all in the school community. The following is a partial list of current initiatives:

District-Wide:
- CPI Training (de-escalation techniques) to all staff 2024-25 school year
- Badges for all staff 2024-25
- Stephen Hill, from Speak Sobriety (attorney, motivational speaker, author), presented to students and parents on the dangers of vaping 1/17/2024
- ParentSquare communication and notification platform
- Positivity Project to engage students in learning/demonstrating positive character traits
- Connected Community Schools programs, services support and outreach to families
- School Based Health Center & Mental Health Support
- OHM BOCES Safety Services support
- Active Shooter training, September 2023
- School social workers in each building
- MPS - School Patrol Officer on site daily
- Jr/Sr High School - School Resource Officer on site daily to provide IRT (Initial Response Training)
- Blue Emergency Lights (activated summer 2023)
- Universal mental health screener for all students
- Find Your Anchor (FYA), a grassroots movement coordinated by the Oneida County Office of Mental Health, dedicated to suicide prevention, awareness, and education. FYA aims to support those who may be struggling and de-stigmatize conversations surrounding suicide and mental health. New for 24-25.

- Focus on school climate and culture through intentional strategies to address bullying-type behavior.
- Amplify student agency and voices to participate in district committees
- Promote Culturally Responsive Teaching in Practice through the NYSED CR-S education framework

Training, Drills, and Exercises

The District will ensure that each building conducts drills and exercises to test the components of their respective building-level plan. To comply with Education Law §807, each school must conduct 4 lock-down and 8 evacuation drills (12 drills total) each year. The use of tabletop exercises to accomplish this task in coordination with local and county emergency response and preparedness officials may be considered when live drills are impractical or not sufficient to meet training goals. Specific drills and training for various types of hazards will be conducted for staff and students on selected response protocols including: Shelter-In-Place; Hold-In-Place, Evacuation, Lockout, and Lockdown. This training (See Appendix B) will identify various types of hazards that could occur, response actions that should be employed, as well as training on violence prevention and mental health. Students should be informed, in a non-traumatizing way, about different types of responses that can be used. This type of training will be conducted before September 15th annually, new employees will be trained within 30 days of hire.

Each drill/exercise will be followed with a debrief session for all staff involved and suggestions/recommendations that will improve response actions and protocols in the future.

Additional drills will be held during summer school, if summer school is being conducted with one of the drills completed during the first week of summer school.

In addition, Early Dismissal drills, the annual Go Home Early drill scheduled for the Tuesday before Thanksgiving, will not occur more than 15 minutes earlier than normal dismissal time. Transportation and communication procedures will be included in the test, and parents and guardians will be notified in writing at least one week prior to such drill.

By October 1st of each year, written information regarding emergency procedures will be given to students and staff.

The emergency back-up generators and lighting are also tested annually and all systems verified functional without electricity.

Communication

The district will implement procedures to notify parents or persons in parental relation regarding drills and other emergency response training(s). The district will provide a variety of communication such as sending out an annual letter beginning September 2024, 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.

Implementation of School Safety & Building Security

Routine Precautions by all staff

All staff are expected to immediately report to their respective principal and/or supervisor about any information they have received or observations they have made regarding anything that could possibly impact the safety and security of anyone within the school community.

Note: Staff should always share such information each and every time. No detail is too small or inconsequential as individual staff may not be aware of all circumstances surrounding a particular student or concern.

Limited Access

Each building is tasked with implementing this policy while tailoring it to the specific needs of their program. All exterior doors remain unlocked during the regular school day. Doors are not propped open so that safety, security and fire code regulations are maintained. The doors that are used for arrival may need to be unlocked during that time but are monitored by staff. All entrances are secured shortly after the start of the instructional day.

Once secured for the instructional day, the District utilizes an audio and/or video electronic, visitor access control system at their primary entrances that provides a means for school staff to remotely screen and approve visitors prior to actually granting them access into the building.

The District also utilizes a keyless entry / electronic access control system allowing specific access (designated days/times, buildings and entrances) to authorized personnel by presenting a programmed fob into a reading device at those entrances.

Staff Photo Identification Badges

All employees will be issued photo identification badges during the 2024-25 school year that are to be displayed at all times while on District property to assist visitors, students and staff in identifying employees as well as possible intruders.

Visitor policy

All visitors should report to the main office upon entry into the building. Visitors will sign-in and be issued a name badge, which needs to be visible at all times. Visitors are required to sign-in and out where they first entered the building.

Should an unannounced visitor appear at a classroom, office or be observed in the hallways without proper identification (visitor pass/name badge), staff may approach and inquire as to a subject's business or contact their school's main office immediately.

Student Sign-Out Procedures

The District is diligent in ensuring that only those persons authorized to sign-out students are allowed to do so. Staff may also require a photo ID if the requesting party is unknown to them and may contact a parent or guardian for confirmation when deemed appropriate.

Video Surveillance

A digital video surveillance system is in service to assist in monitoring, deterring and recording activity in high use areas, as well as areas of chronic concern or perceived vulnerability.

School Safety Assessment

The District conducts school safety assessments – a strategic evaluation and facilities audit to identify emerging and potential school safety problems.

Fire Alarm

A fire detection alarm that is linked to a central monitoring station is in service at the District. These alarms and fire response procedures are tested regularly and consistent with New York State Education Department regulations.

School Resource Officer

The District contracts with the Oneida County Probation Office to provide a School Resource Officer on campus at the Jr/Sr High during the school day. The School Resource Officer acts as the liaison between students and staff and will field anonymous reports of acts of violence and bullying. Additionally, the District partners with the Oneida County Sheriff's Office to provide a Safety Patrol Officer (SPO) on campus at MPS during the school day.

Random Drug Sniffing Canine Search

The District may occasionally conduct canine searches throughout the school year.

Vital Educational Agency Information

The District maintains general information located at the District, including information on school population (SchoolTools), number of staff, transportation needs, and the telephone numbers of key officials.

B. Early Detection of Potentially Violent Behaviors

The District recognizes the importance of early recognition and intervention into conflicts and potentially violent or threatening behaviors. As such, the District will ensure that appropriate school violence prevention and intervention training will be incorporated into all phases of staff professional development. (See Appendix B). Communication strategies are utilized to deter potentially violent incidents with the establishment of various programs.

Informative materials regarding the early detection of potentially violent behaviors shall be made available to the school community through the district website.

Students, parents, and all staff are encouraged to share information regarding any student conflicts, threats or troubling behaviors with the appropriate school administrator so that an investigation can commence in a timely fashion if deemed necessary.

Strategies for Improving Communication Among Students and Between Students and Staff and Reporting of Potentially Violent Incidents

The District recognizes the importance of good communication among students and between students and staff. All parties are encouraged to strive for improvement at all times. Sharing information is the first line of defense in keeping students safe. It is vital that students understand that reporting information about potential problems is a way of preventing harm to another. Reporting concerns that may impact on the safety and health of others is the responsibility of the entire District's community. This communication may extend beyond District personnel to include members of the District Safety Team, Law Enforcement, Mental Health Professionals, etc., when deemed appropriate and within existing legal parameters.

Short term and long-term strategies to bettering communication and preventing violence at the District include:
- Set clear expectations for students and communicate these standards to students, staff and parents. (Code of Conduct)
- Pay attention to what students are saying
- Encourage communication among parents, student, staff and community members
- Train staff to listen and question effectively
- Institute programs, initiatives and community service students to promote character development.

Description of duties, hiring and screening process, and required training of hall monitors and other school personnel (See Appendix C)

C. Hazard Identification

The list of sites of potential emergencies include: Main building, playground area, properties adjacent to the building, buses, off-site field trips, and commercial areas adjacent to school property. Each individual Building Health and Safety Team has assessed their own division for any unique hazards and has documented them on their respective Building-Level Emergency Response Plans. The District has developed multi-hazard response plans, based on the Incident Command System and the National Incident Management System (NIMS), for the following emergency situations:

Multi-Hazard List

Hazard Category	Type
Civil Disturbance	Active Shooter, Bomb Threat, Intruder Alert, Hostage Taking, Kidnapping, Physical Assault or Threat, Swatting
Environmental Emergency	Air Pollution, Earthquake, Flood, Hazardous Materials Incident, Snow/Ice Storm, Tornado Warning, Thunder/Lightning Storm, Wind Storm, Fire, Explosion, Gas/Propane Leak, Toxic Exposures
Building Failure	System Failure, Structural Failure

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	Aviation Crash, Biological Threat, Carbon Monoxide, Sick/Injured Person, School Bus/Car Accident, Mass Illness/Epidemic, Multiple Casualty Incident, Influenza Pandemic/Pandemic
Medical Emergency	

Identified Onsite Hazards
- Boiler/mechanical rooms

Identified Off Site Hazards
- Propane
- Major highways: Routes 12 and 20

D. Construction and Capital Project Safety

The District will take steps to ensure the safety and security of the students and staff during periods of construction. This requirement may include conducting background checks on workers, maintaining sufficient and appropriate emergency egress routes, and notifying building occupants of any changes.

The District Safety Committee, or a subcommittee thereof, may be involved in monitoring safety during construction projects as needed.   The Committee may include: the Superintendent, Director of Facilities, members of the Safety Office, Administration team members, architect, construction manager, and contractors.   The Committee will hold additional meetings as needed to review issues and address complaints related to health and safety resulting from the construction project.

Section III: General Emergency Response Planning and Response to Threats and Acts of Violence

A. Notification and Activation (Internal and External Communications)

Quick and accurate contact with appropriate law enforcement officials is essential in the event of a violent incident. These relationships have been established through the participation of local response officials on Building-Level Emergency Response Teams. These individuals and appropriate means of contact are documented in the Building-Level Emergency Response Plans. Internal communication is also of prime importance and will be specifically defined in each Building-Level Emergency Response Plan.

Incident Commanders (See Appendix C) are authorized to and will initiate contact with the appropriate law enforcement officials in the event of a violent incident. The District maintains a list of local law enforcement agencies (See Appendix A) and the designation of the individual who is authorized to contact the law enforcement agencies.

The methods used for notifications of a disaster or an act of violence include the following possible forms of communication: ParentSquare, Oneida County Emergency Services, telephone, e-mail, portable radio system, NOAA weather radio, District maintained website, intercom or PA system, local media, and others as appropriate or necessary.

The plans may specify that in the event of an emergency, or impending emergency, the District will notify all principals/designees and educational agencies within the complex to take the appropriate action. (See Appendix E)

The District may utilize the resources of the Oneida County Emergency 911 Center and other messaging means to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal. The District may also use local media in some instances or post information on the website.

B. Situational Responses

Multi-Hazard Response

In the event of a catastrophic emergency (fire, building collapse, etc.) the evacuation of the building and the preservation of life is the only consideration. It is anticipated that specific procedures outlined in this document, particularly as they relate to notifications, line of authority, etc., may be violated in cases involving catastrophic emergencies.

There are many variables that could impact the manner in which the Building Emergency Response Team responds to a particular occurrence. These variables could include: time of day, weather, age of students, and location of students, anticipated response time of emergency responders, availability of support personnel, and availability of transportation. Specific emergency situations are identified and standard response procedures are detailed in the Building-Level Emergency Response Plans; however, given the aforementioned variables, it is impractical to try and map out the specific steps to take for every conceivable scenario. It is more practical to focus on just a few critical decisions that need to be made in every emergency pursuant to our primary goal of preventing injury and loss of life. In the event that the following response actions, emergency closing, early dismissal, evacuation, shelter-in-place, lockdown, lockout are activated, the following actions will be implemented. For example: a response protocol could include the following steps:

1. Assess the situation – Incident Commander/Designee
2. Response Action Implementation
3. Notification of Parents/Guardians
4. Recovery
5. Evaluation

Each Building-Level Emergency Response Plan includes procedures and actions that will be implemented in the event of the occurrence of a hazardous event. Such plans are not available to the public, nor are they to be included in the District-Level Safety Plan.

The District Superintendent is designated as the Chief Emergency Officer and Incident Commander during the initial response to any emergency at the District. The District Superintendent will provide leadership, organize activities and disseminate information with the assistance of the Emergency Response Team(s). If the District Superintendent is unavailable or not on site, a Designated Alternate will act in their absence with the same authority and responsibility.

Response Protocols

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The District's selection of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage takings, intrusions and kidnappings will be included in the Building-Level Safety Plans. The following possible protocols are provided as examples:

- ♦   Identification of decision-makers
- ♦   Plans to safeguard students and staff
- ♦   Procedures to provide transportation, if necessary
- ♦   Procedures to notify parents
- ♦   Procedures to notify media
- ♦   Debriefing procedures

In most instances where this level of school response is warranted, the District will be seeking assistance from outside emergency responders in resolving the situation. As such, the immediate objective is generally to contain and manage the incident until the emergency responders arrive on scene.

Procedures for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law. By contacting Oneida County 911, the system for coordinating the delivery of assistance from both the county and local agencies will be activated.

Responses to Acts of Violence: Implied or Direct Threats Including Threats by Students Against Themselves, to Include Threats of Suicide

The District's policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school will be included in the Building-level Safety Plans. In situations in which Implied or Direct threats of violence by students, teachers, other school personnel or visitors to the school have been made and recognizes the need to take immediate action.

The following types of procedure(s) may be used:

- ♦   Follow procedures outlined in the Code of Conduct
- ♦   Use of staff trained in de-escalation or other strategies to diffuse the situation.
- ♦   Inform Building Principal of implied or direct threat.
- ♦   Determine level of threat with District Superintendent/Designee.
- ♦   Contact the appropriate law enforcement agency, if necessary and follow the Memorandum of Understanding developed collaboratively between local police agencies and the District.
- ♦   Monitor situations, adjust responses as appropriate, and include the possible use of the Emergency Response Team.

Acts of Violence

The District policies and procedures for responding to acts of violence by students, teachers, other personnel and visitors to the District will be included in the Building-Level Safety Plans. The following types of procedure(s) could be used:

- ♦   Determine level of threat with District Superintendent/Designee.
- ♦   If the situation warrants, isolate the immediate area and evacuate if appropriate.
- ♦   Staff and Students are asked to inform the Building Principal/ Superintendent.

- If necessary, initiate a response procedure (Hold-In-Place, Lockout and/or Lockdown), and contact appropriate emergency response agencies. As well as follow the Memorandum of Understanding which is on file in the district office.
- Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.
- Keep parents/guardians informed.

Responses to Violence (Incident reporting, Investigation, Follow-Up, Evaluation, and Disciplinary Measures)

The District requires all incidents of violence, whether or not physical injury has occurred (verbal abuse, threats of violence, etc.), to be reported immediately by employees and students and documented. With the realization that employees and students may otherwise be reluctant to come forward, all must maintain confidentiality. Individuals are assured that there will be no reprisal for reporting their concerns. Incidents will be reported as follows:

- The School Building Principal/Administrator or Designee will be responsible for receiving and responding to all incident reports including anonymous reports.
- Information on the reporting process for students and staff will be provided as part of the violence prevention training program.
- Each incident will be reported to and evaluated by a Threat Assessment Team for the purpose of compiling data and evaluating the Violence Prevention Program.

Relationships have been established with the Police Department and other emergency response agencies at the building level. Representatives from these agencies (Law Enforcement, Fire and Emergency Medical Responders) are asked to participate on Building-Level School Safety Teams.

Reporting
Once an incident has been reported, and depending on its severity, the School Building Principal/Administrator or Designee will assume responsibility as the Incident Commander, who should take the following steps:
- Report it to the Police Department;
- Secure the area where the disturbance has occurred;
- Ensure the physical safety/medical management of students/staff remaining in the area
- Ensure that while responding to the incident, the remainder of the building remains appropriately supervised;
- Quickly assess the area of the incident to determine damage as a result of the incident and if it is safe to remain; if necessary, evacuate or shelter as per the Building-Level Emergency Response Plans;
- Provide notification to Administration;
- Provide incident debriefing to students and staff as needed;
- Notify parents.

Investigation
After the incident has occurred, the Threat Assessment Team will conduct a detailed investigation. Please see Appendices F and G for more information. Appendix B details the early detection of violent behavior. Appendix G includes the 11 Questions to Guide Data

Collection in a Threat Assessment Inquiry.   It is the purpose of the Team to focus on facts that may prevent recurrence, not find fault. The Team conducting the investigation will:

- Collect facts on how the incident occurred;
- Record information;
- Identify contributing causes;
- Recommend corrective action;
- Encourage appropriate follow-up; and
- Consider changes in controls, policy and procedures.

Follow-up

The District recognizes the importance of responding quickly and appropriately to the medical and psychological needs of students/staff following exposure to a violent incident. All individuals affected by a violent act will be provided with appropriate medical and psychological treatment and follow-up. Provisions for medical confidentiality and protection from discrimination will be included to prevent the victims of violent incidents from suffering further loss.

Evaluation

Emergency Response/Threat Assessment Team is responsible for ensuring that an initial school building security analysis is conducted and periodically re-evaluated. These physical evaluations will focus on the identification and assessment of school building security hazards and address necessary changes in building practices. These evaluations will review the potential for different types of violent incidents including bomb threats, hostage-taking, intrusions, and kidnapping. Professionals will be utilized from local law enforcement and private consultants as necessary.

Disciplinary Measures

The Code of Conduct will be the basis for determining the appropriate disciplinary measures that may be necessary.

Code of Conduct

The District has created a detailed Code of Conduct to describe the expected behavior of students, staff and visitors to school buildings and the disciplinary actions resulting from violations of the Code. The Code, which will be communicated to all students/staff and parents, will serve as a major component of the violence prevention program. The Code will be evaluated annually and revised as necessary to reflect changes in school policies and procedures. A summary copy of the Code of Conduct will be made available to students, parents, and staff. The Code of Conduct was updated and adopted by the Board on August 6, 2024 and posted on our website.

Arrangements for Obtaining Emergency Assistance from Local Government

Arrangements for obtaining assistance during emergencies from emergency services organizations and local government agencies include contacting 911 immediately. Additional support can be obtained by contacting the Sheriff, Local Police Departments, Local Fire Departments, and Oneida County Emergency Services.

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Procedures for Obtaining Advice and Assistance from Local Government Officials

Resources Available for Use in an Emergency

District resources which may be available during an emergency include all of our facilities and other vehicles and trucks. We can also contact the Village and Town Highway Department for access to heavy equipment and other resources.

Procedures to Coordinate the Use of Resources and Manpower during Emergencies

The District will use the Incident Command System (See Appendix D) to coordinate the use of resources and manpower during emergencies.

Protective Action Options

Plans for taking the following actions in response to an emergency where appropriate will be included in Building-Level Emergency Response Plans:

School cancellation
The cancellation, delay or pivot to remote learning of District educational programs shall be made by the Superintendent or designee.

Early dismissal
Early dismissal shall be implemented under conditions when it is imperative to return students to their homes as quickly as possible (e.g. impending blizzard). The decision to dismiss early shall be made by the Superintendent or designee. Persons in parental relation will be notified through various communication platforms.

The district follows the NYS Emergency Response protocols: S-H-E-L-L

Shelter-in-place
Sheltering will be implemented if conditions inside the building is safer for students and staff (e.g. tornado warning). The decision to shelter on site will be made by the Principal or designee. If the sheltering period is to extend more than a few hours, arrangements to meet basic human needs will be accounted for.

Hold-in-place
Hold in place will be implemented if conditions exist in the building to keep students and staff where they are (e.g. medical emergency). The decision to hold in place will be made by the Principal or designee.

Emergency evacuation
Emergency evacuation is implemented under conditions when it is no longer safe for students and staff to remain in the building (e.g. hazardous materials spill). The decision to evacuate will be made by the Principal or designee. Students and staff will be accounted for. In some cases, students and staff will be taken to an alternative location, off site.

(Secure) Lockout

A lockout will be implemented if there is a threat that exists outside of the building or vicinity (e.g. bank robbery). The decision to implement a lockout will be made by the Principal or designee.

Lockdown
A lockdown will be implemented if there is a threat inside of the building (e.g. a violent act). The decision to implement a lockdown will be made by the Principal or designee.

Terrorist Threats & Activities
In the event of terrorist threats or activities, the Principal shall be instructed by the Superintendent or designee to follow the recommended actions outlined by NYS Homeland Security. The actions recommended are based on the level of alert declared by the State and Federal governments.

National Terrorism Advisory System (NTAS)

NTAS advisories – whether they be Alerts or Bulletins – encourage individuals to follow the guidance provided by state and local officials and to report suspicious activity. Where possible and applicable, NTAS advisories will include steps that individuals and communities can take to protect themselves from the threat as well as help detect or prevent an attack before it happens. Individuals should review the information contained in the Alert or Bulletin, and based upon the circumstances, take the recommended precautionary or preparedness measures for themselves and their families.

Bulletin:
Describes current developments or general trends regarding threats of terrorism.

Elevated Threat Alert:
Warns of a credible terrorism threat against the United States.

Imminent Threat Alert:
Warns of a credible, specific, and impending terrorism threat against the United States.
Individuals should report suspicious activity to local law enforcement authorities. Often, local law enforcement and public safety officials will be best positioned to provide specific details on what indicators to look for and how to report suspicious activity. The *If You See Something, Say Something™* campaign across the United States encourages the public and leaders of communities to be vigilant for indicators of potential terrorist activity, and to follow the guidance provided by the advisory and/or state and local officials for information about threats in specific places or for identifying specific types of suspicious activity.

C. Emergency Communication Scripts
The district has prepared emergency communication scripts to be pushed out through ParentSquare with the assistance of the District's Public Information Specialist and in some instances, posted on the district's website. These communications correspond with the identified Multi-Hazard Responses that are detailed in the Building-Level Emergency Response Plans. The communications are provided by the National School Public Relations Association, and where applicable, have been customized for Waterville.

Section IV: Recovery

    A. **District Support for Buildings**

After an incident, the plan will be initiated by the appropriate level Emergency Response Team. Necessary resources will be deployed in order to support the Emergency Response Teams and post-incident responders.

The Emergency Response Team and the Post-Incident Response Team will be supported in their efforts by all available in-agency resources and personnel as required by the nature of the emergency. The Emergency Response Team is available for support when necessary to assist all buildings in their response effort.

    B. **Disaster Mental Health Services**

The Building-Level Emergency Response Team will designate the Post-Incident Response Team in each school building to respond in crisis situations and help provide disaster mental health services as outlined in the Building-Level Emergency Response Plan for that building. The Department(s) affected may draw upon additional resources from existing pupil personnel staff, as needed. Depending on the nature of an incident, if a Department does not have the needed resources, services will be arranged for pupil personnel staff, such as school psychologists and school social workers, to assist on the Post-Incident Response Team. Employees will also be encouraged to seek assistance from the Employee Assistance Program (EAP). Depending on the scope of the situation, the Oneida County Office of Emergency Management and Department of Mental Health may be contacted to help coordinate a County or State-wide effort.

    C. **Forms and Recordkeeping**

The success of the Violence Prevention Program will be greatly enhanced by the District's ability to document and accurately report on various elements of the program along with training staff. This will allow us to monitor its success and update the program as necessary. Forms, resources, and training materials have been developed for this purpose. Records will be kept in accordance with record retention laws.

APPENDIX A

Closest Response Agencies

In an emergency, 9-1-1 will be called and the appropriate response agencies will be dispatched.

Law Enforcement	Fire/EMS
NYS Police 315-841-8872 Building-level plans filed	Waterville Fire Dept. 315-841-4521 Building-level plans filed
Oneida County Sheriff 315-841-8500 Building-level plans filed	Central Oneida County Volunteer Ambulance 315-853-2118 Building-level plans filed
	Oriskany Falls Fire Dept. 315-821-6171
	Deansboro Fire Dept. 315-841-8888
	North Brookfield Fire Dept. 315-861-2931

APPENDIX B
Staff Professional Development Calendar

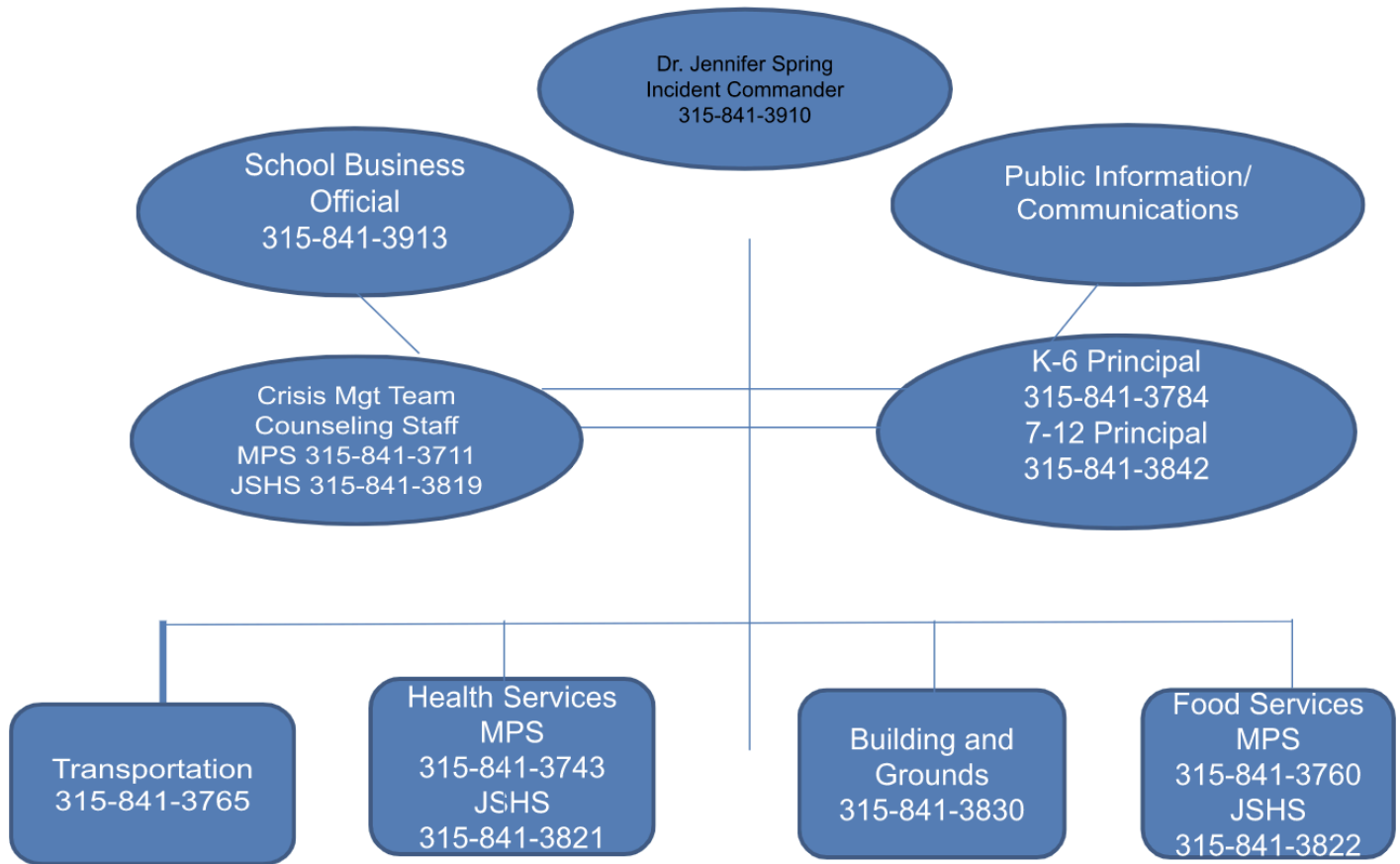| Dates	Training	Target Audience	Contact
August 29 & September 3	Project SAVE, Emergency Response Training, Social-Emotional, Violence Prevention Training Crisis Response Team Planning	All staff and students Crisis Response Team Members	OHM Safety Services Principals, Vector Superintendent
September-October	DASA Awareness, Sexual Harrassment, Child Abuse reporting, Right to Know, Fire Safety, Mental Health Awareness, Active Shooter	All staff	OHM Safety Services, Vector
September - October	Mental Health First Aid Training: Sucide Prevention	All Staff and Training	Connected Community Schools, OHM Safety
September - October	Mental Health Screening Tool	All students	School Social Workers
October	Fire Prevention Safety	All staff and students	Fire Chief Waterville
September - June	Social Emotional Learning Classroom Lessons	All students	OHM Safety and Positivity Project
September-June	CPR/AED/First Aid, Bloodborne Pathogen Training	Bus drivers, buildings and grounds staff, coaches, nurses and other identified staff	Red Cross - Coaches Heart Association's- Other
September-June	Shelter in Place, Hold in Place, Evacuation, Lock Out, Lock Down Drills 4 lock-down and 8 evacuation drills (12 drills total) each year, including "Go Home Early" drill, bus drills	Staff and students	OHM Safety Services
September-June	Two-hour Mandated Bus Driver Refresher	Bus Drivers	District
CPI Training	6 hour de-escalation training	All staff	Director of Special Programs
May	Climate Survey	District wide	National School Climate Center
May (Bi-Annually)	Extraction Drill and DWI Distracted/Driving Program	Jr/Sr High students	Fire Chiefs
July	Drivers Education	Jr/Sr High students	OHM BOCES

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APPENDIX C
Description of Duties, Hiring and Screening Process, Required Training of Hall Monitors and Other School Safety Personnel

The process of establishing the duties for hall monitors and other school safety personnel shall rely on past practice, or be completed by civil service with consultation of the District, or shall be determined by the District pursuant to applicable Federal, State, County and Municipal guidance.

The District is an equal opportunity employer. The Civil Rights Act 1964 prohibits discrimination in employment because of race, sex or national origin. Public Law 90-202 prohibits discrimination because of age. Section 504 of the Rehabilitation Act of 1973 prohibits discrimination on the basis of handicap.

The process of hiring hall monitors and/or school safety personnel will follow applicable Federal, State, County and Municipal laws & Guidelines. The qualifications for such positions will be established by civil service when applicable or by the Board of Education. On or after July 1st, 2001, all newly hired school personnel will be required to submit two sets of fingerprints for the purpose of background checks, consistent with the S.A.V.E. Legislation of 2000.

APPENDIX D
Incident Command
Waterville CSD

Dr. Jennifer Spring
Incident Commander
315-841-3910

School Business
Official
315-841-3913

Public Information/
Communications

Crisis Mgt Team
Counseling Staff
MPS 315-841-3711
JSHS 315-841-3819

K-6 Principal
315-841-3784
7-12 Principal
315-841-3842

Transportation
315-841-3765

Health Services
MPS
315-841-3743
JSHS
315-841-3821

Building and
Grounds
315-841-3830

Food Services
MPS
315-841-3760
JSHS
315-841-3822

Incident Commander – (Superintendent) Responsible for leading the District response in a District emergency (Superintendent/Business Administrator) or in a building-level emergency (Principal)

Public Information Officer – (Superintendent with BOCES Communications Specialist) Complies and releases information to the news media.

Emergency Response Team – (Members of the Safety Committee listed in Section 1B) Monitors the District response in an attempt to prevent injuries from occurring to both those involved in the incident and those trying to resolve it. K-6 & 7-12

Principal – (Principal of MPS and Jr/Sr High) Represents the District by serving as the BOCES program contact as well as providing direction for the building-level Emergency Response Team.

Business Administrator – (School Business Official) Keeps a written log of all incident events and updates appropriate command post personnel on significant developments.

Transportation Services – (Director of Transportation) Responsible for directing the implementation of Transportation plans and strategies for incident resolution regarding transportation.

APPENDIX E

Listing of all school buildings covered by the District-wide school safety plan with addresses of buildings and contact information.

Building Name	Address	Contact Name and Position	Telephone Number
Waterville Jr/Sr High School	381 Madison Street Waterville, NY 13480	• Jennifer Spring, Superintendent • Cynthia Amarosa, School Business Official • TBD, Principal	315-841-3915 315-841-3913 315-841-3842
Memorial Park Elementary (MPS)	145 E. Bacon Street Waterville, NY 13480	• TBD, Principal	315-841-3784

In an emergency, the superintendent, or her designee will notify the following agencies as appropriate:

Educational Agency	Building	Contact Name	Telephone Number
OHM BOCES	MPS and Jr/Sr High School	Ellen Mahanna, Principal	315-793-8603

APPENDIX F

**The Early Detection of Potentially Violent Behaviors:
A Guide for Families and Communities
(Source: The USDOE and US Secret Service)**

Early Warning Signs It is not always possible to predict behavior that will lead to violence. In some situations, and for some youth, different combinations of events, behaviors, and emotions may lead to aggressive rage or violent behavior toward self or others. School personnel and students, as well as parents, are often in a good position to observe these early warning signs. None of these signs alone is sufficient for predicting aggression and violence. Moreover, it is inappropriate--and potentially harmful--to use the early warning signs as a checklist against which to match individual children. Rather, the warning signs are offered only as an aid in identifying and referring children who may need help. A good rule of thumb is to assume that these warning signs, especially when they are presented in combination, indicate a need for further analysis to determine an appropriate intervention. The information that follows and such other information as may be appropriate concerning Early Warning shall be made available to all employees in a form to be determined by the Superintendent.

It is the intention of the Waterville Central School District that employees and students use the early warning signs only for identification and referral purposes. Trained professionals should make diagnoses in consultation with the child's parents or guardian. The following early warning signs are cited by the United States Department of Education in its publication entitled *Early Warning, Timely Response: A Guide to Safe Schools* and is presented with the following qualifications: They are not equally significant and they are not presented in order of seriousness. They include:

Social Withdrawal – In some situations, gradual and eventually complete withdrawal from social contacts can be an important indicator of a troubled child. The withdrawal often stems from feelings of depression, rejection, persecution, unworthiness, and lack of confidence.

Excessive Feelings of Isolation and Being Alone – Research has shown that the majority of children who are isolated and appear to be friendless are not violent. In fact, these feelings are sometimes characteristic of children and youth who may be troubled, withdrawn, or have internal issues that hinder development of social affiliations. However, research also has shown that in some cases feelings of isolation and not having friends are associated with children who behave aggressively and violently.

Excessive Feelings of Rejection – In the process of growing up, and in the course of adolescent development, many young people experience emotionally painful rejection. Children who are troubled often are isolated from their mentally healthy peers. Their responses to rejection will depend on many background factors. Without support, they may be at risk of expressing their emotional distress in negative ways-including violence. Some aggressive children who are rejected by non-aggressive peers seek out aggressive friends who, in turn, reinforce their violent tendencies.

Being a Victim of Violence – Children who are victims of violence-including physical or sexual abuse-in the community, at school, or at home are sometimes at risk themselves of becoming violent toward themselves or others.

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Feelings of Being Picked On and Persecuted – The youth who feels constantly picked on, teased, bullied, singled out for ridicule and humiliated at home or at school may initially withdraw socially. If not given adequate support in addressing these feelings, some children may vent them in inappropriate ways-including possible aggression or violence.

Low School Interest and Poor Academic Performance – Poor school achievement can be the result of many factors. It is important to consider whether there is a drastic change in performance and/or poor performance becomes a chronic condition that limits the child's capacity to learn. In some situations, such as when the low achiever feels frustrated, unworthy, chastised, denigrated, acting out and aggressive behaviors may occur. It is important to assess the emotional and cognitive reasons for the academic performance change to determine the true nature of the problem.

Expression of Violence in Writings and Drawings – Children and youth often express their thoughts, feelings, desires, and intentions in their drawings and in stories, poetry, and other written expressive forms. Many children produce work about violent themes that for the most

part is harmless when taken in context. However, an overrepresentation of violence in writings and drawings that is directed at specific individuals (family members, peers, other adults) consistently over time, may signal emotional problems and the potential for violence. Because there is a real danger in misdiagnosing such a sign, it is important to seek the guidance of a qualified professional such as a school psychologist, counselor, or other mental health specialist to determine its meaning.

Uncontrolled Anger – Everyone gets angry; anger is a natural emotion. However, anger that is expressed frequently and intensely in response to minor irritants may signal potential violent behavior toward self or others.

Patterns of Impulsive and Chronic Hitting, Intimidating and Bullying Behaviors – Children often engage in acts of shoving and mild aggression; however, some mildly aggressive behaviors such as constant hitting and bullying of others which occur early in children's lives, if left unattended, might later escalate into more serious behaviors.

History of Discipline Problems – Chronic behavior and disciplinary problems both in school and at home may suggest that underlying emotional needs are not being met. These unmet needs may be manifested in acting out and aggressive behaviors. These problems may set the stage for the child to violate norms and rules, defy authority, disengage from school, and engage in aggressive behaviors with other children and adults.

Past History of Violent and Aggressive Behavior – Unless provided with support and counseling, a youth who has a history of aggressive or violent behavior is likely to repeat those behaviors. Aggressive and violent acts may be directed toward other individuals, be expressed in cruelty to animals or include fire setting. Youths who show an early pattern of antisocial behavior frequently and across multiple settings are particularly at risk for future aggressive and antisocial behavior. Similarly, youth who engage in overt behaviors such as bullying, generalized aggression and defiance, and covert behaviors such as stealing, vandalism, lying, cheating and fire setting also are at risk for more serious aggressive behavior. Research suggests that age of onset may be a key factor in interpreting early warning signs. For example, children who engage in aggression and drug abuse at an early age (before age 12)

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are more likely to show violence later on than 18 are children who begin such behavior at an older age. In the presence of such signs it is important to review the child's history with behavioral experts and seek parents' observations and insights.

Intolerance for Differences and Prejudicial Attitudes – All children have likes and dislikes. However, an intense prejudice toward others based on racial, ethnic, religious, language, gender, sexual orientation, ability, and physical appearance when coupled with other factors may lead to violent assaults against those who are perceived to be different. Membership in hate groups or the willingness to victimize individuals with disabilities or health problems also should be treated as early warning signs.

Drug Use and Alcohol Use – Apart from being unhealthy behaviors, drug use and alcohol use reduces self-control and exposes children and youth to violence, either as perpetrators, as victims, or both.

Affiliation with Gangs – Gangs that support anti-social values and behaviors--including extortion, intimidation, and acts of violence toward other students cause fear and stress among other students. Youth who are influenced by these groups those who emulate and copy their behavior, as well as those who become affiliated with them may adopt these values and act in violent or aggressive ways in certain situations. Gang related violence and turf battles are common occurrences tied to the use of drugs that often result in injury and/or death.

Inappropriate Access, Possession and Use of Firearms – Children and youth who inappropriately possess or have access to firearms can have an increased risk for violence. Research shows that such youngsters also have a higher probability of becoming victims. Families can reduce inappropriate access and use by restricting, monitoring, and supervising children's access to firearms and other weapons. Children who have a history of aggression, impulsiveness, or other emotional problems should not should not have access to firearms and other weapons.

Serious Threats of Violence – Idle threats are a common response to frustration. Alternatively, one of the most reliable indicators that a youth is likely to commit a dangerous act toward self or others is a detailed and specific threat to use violence. Recent incidents across the country clearly indicate that threats to commit violence against oneself or others should be taken very seriously. Steps must be taken to understand the nature of these threats and to prevent them from being carried out.

Identifying and Responding to Imminent Warning Signs
Unlike early warning signs, imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to self and/or to others. Imminent warning signs require an immediate response. No single warning sign can predict that a dangerous act will occur. Rather, imminent warning signs usually are presented as a sequence of overt, serious, hostile behaviors or threats directed at peers, employees, or other individuals. Usually, imminent warning signs are evident to more than one employee member--as well as to the child's family. Imminent warning signs may include:
- Serious physical fighting with peers or family members.
- Severe destruction of property.
- Severe rage for seemingly minor reasons.
- Detailed threats of lethal violence.

- Possession and/or use of firearms and other weapons.
- Other self-injurious behaviors or threats of suicide.

Threat Assessment
A threat is an expression of intent to do harm or act out violently against someone or something. A threat can be written, spoken, or symbolic – as in motioning with one's hands as though shooting or strangling another person. There are principally four types of threats – direct, indirect, veiled and conditional. Threats are made for a variety of reasons: as a warning signal, a reaction to fear of punishment, anxiety, demand for attention or as retribution for a perceived or actual slight or affront. Threats may be intended to taunt, intimidate, assert power, punish, manipulate, coerce, frighten, terrorize, compel desired behavior, to strike back for an injury, injustice or slight; to be disruptive, to challenge authority or to protect oneself. Individuals who make threats normally manifest other behaviors or emotions that are indicative of a problem. These can include: signs of depression, prolonged brooding, evidence of frustration or disappointment; fantasies of destruction or revenge in conversations, writings, drawings or other actions; expressions of intense love, fear, rage, revenge, excitement or pronounced desire for recognition. Use of alcohol or drugs can be an aggravating factor, as can a romantic breakup, failing grades or conflicts with parents or friends.

Personality Traits
Personality traits and behaviors that should be considered in assessing the likelihood of a student carrying out a threat include:
- A student intentionally or unintentionally revealing clues to feelings, thoughts, fantasies, attitudes, or intentions that may signal an impending violent act;
- Low tolerance of frustration, easily hurt, insulted, angered by real or perceived injustices; Poor coping skills, demonstrating little ability to deal with frustration, criticism, disappointment, failure, rejection or humiliation;
- Lack of resiliency, is unable to bounce back from frustrating and disappointing experiences; failed love relationships, cannot accept or comes to term with humiliation or rejection; Injustice collector, nurses resentment over real or perceived injustices, will not forgive or forget those who s/he believes are responsible;
- Depression manifested by lethargy, physical fatigue, marrose or dark outlook on life, malaise, lack of interest in activities once enjoyed, unpredictable anger, generalized or excessive hatred to others, hopelessness about the future, psychomotor agitation, restlessness, inattention, sleep and eating disorders;
- Narcissism, self-centered, lacking insight to the needs/feelings of others, blames others for failure and disappointment, may embrace the role of victim, displays signs of paranoia, self importance or grandiosity, masking feelings of unworthiness, notably thick or thin skinned;
- Alienation, feels different or estranged from others, more than being a loner, involves feelings of isolation, sadness, loneliness, not belonging or fitting in;
- Dehumanizes others, fails to see others as humans, sees them as objects to be thwarted; Lacks empathy, demonstrates inability to understand feelings of others, may ridicule displays of emotion as weak or stupid;
- Exaggerated sense of entitlement, has a sense of being superior and constantly expects special treatment and consideration;
- Attitude of superiority, has a sense of being superior to others, smarter, more creative, talented, experienced, more worldly;

- Exaggerated/pathological need for attention, positive or negative, regardless of the circumstances;
- Externalizes blame, consistently refuses to take responsibility for own actions, blames others, often seems impervious to rational argument and common sense;
- Masks low self-esteem, may display arrogance, self-glorifying attitude, avoids high visibility or involvement, may be considered a "non-entity" by peers:
- Anger management problems, manifested by consistent temper tantrums, melodramatic displays, brooding, sulking, seething silence, reacts out of proportion to cause, may direct anger to those who have no connection to triggering incident;
- Intolerance, racial, ethnic, religious and other, displays symbols and slogans of intolerance on self or possessions; Inappropriate humor, macabre, insulting, belittling, or mean. Attempts to manipulate others, attempts to con and manipulate to win trust so others will rationalize aberrant behavior;
- Lack of trust, is untrusting and suspicious of the motives and intentions of others, may approach clinically paranoid state;
- Closed social group, introverted, with acquaintances rather than friends, may associate only with a single small group to the exclusion of others;
- Manifests a dramatic change in behavior, academic performance, disobedience of school rules, schedules, dress codes etc. Rigid and opinionated, judgemental and cynical, strong opinions on topics about which little knowledge is possessed, disregards facts, logic and reasoning;
- Demonstrates unusual interest in sensational violence; Fascination with violence-filled entertainment, movies, TV, computer games, music videos, printed material, inordinate amount of time with violent computer games and websites involving violence weapons and disturbing objects; Has negative role models, drawn to negative, inappropriate role models, Hitler, Satan or others associated with violence and destruction;
- Manifests behavior that is relevant to carrying out a threat, spends an inordinate amount of time practicing with firearms, on violent websites, begins excluding normal pursuits such as homework, classwork, time with friends.

Family Dynamics
Family dynamics that should be considered in assessing the likelihood of a student carrying out a threat include:
- Turbulent parent/child relationship, relationship is particularly difficult, can be uniquely evident following recent or multiple moves, loss of parent, addition of step-parent, dismisses parents' role in his/her life, evidence of violence in the home;
- Acceptance of pathological behavior, parents do not react to behavior that most would find disturbing' parents appear unable to recognize or acknowledge problems in their children, respond quite defensively to real or perceived criticism of child, parents appear unconcerned about, minimize or reject reports of inappropriate behavior by child;
- Access to weapons, family keeps guns, weapons, explosives materials in the home and accessible to the children, weapons treated carelessly, without normal safety precautions, parent or role model may handle weapons irresponsibly or use as device for intimidation;
- Lack of family intimacy or closeness;
- Student "rules the roost," few limits set for children, parents regularly submit to child's demands, student insists on an inordinate degree of privacy, parents have little information about student activities, school life, friends, or other relationships.

- No limits or monitoring of TV or Internet, parents do not supervise, limit or monitor TV, Internet, computer use or access.

School Dynamics

School dynamics that should be considered in assessing the likelihood of a student carrying out a threat include:
- Student attachment to school, student appears detached from school, other students, teachers, and school activities;
- Tolerance for disrespectful behavior, school does little to prevent or punish disrespectful behavior between students, bullying is part of the school culture, school authorities are oblivious to bullying, little or no intervention by school authorities, school atmosphere promotes racial or class divisions, allows them to remain unchallenged;
- Inequitable discipline, discipline is inequitably applied or is perceived as such by students or employees;
- Inflexible culture, official and unofficial patterns of behavior, values and relationships among students, teachers and administrators are static, unyielding and insensitive to changes in society and the changing needs of newer students; Pecking order among students, certain groups have more prestige and respect – both officially and unofficially by students and school officials;
- Code of silence prevails among students, little trust between students and employees; Unsupervised computer access, access is unsupervised and unmonitored, students are able to play violent games, explore inappropriate websites, promote violent hate groups, give instruction in bomb making, etc.
- Social Dynamics Social dynamics that should be considered in assessing the likelihood of a student carrying out a threat include: Media, entertainment and technology, easy, unmonitored access to media, entertainment and Internet sites with violent themes and images;
- Peer groups, intense and extensive involvement with a group that shares fascination with violence or extremist beliefs;
- Drugs and alcohol, knowledge of students' use of drugs or alcohol or changes in such use is important; Outside interests, outside interests of students are important to note as they can mitigate or increase the school's level of concern in assessing a threat;
- Copycat effect, school shooting and other violent incidents that receive intense media attention can generate threats or copycat violence elsewhere, school employees should be highly vigilant in the aftermath of such incidents.

APPENDIX G

Threat Assessment: Analysis Worksheet
(11 Key Questions)
(Source: The USDOE and US Secret Service)

The analysis of the information gathered during the Threat Assessment Inquiry should answer the following two questions:

- Is the behavior of the student consistent with the movement on a path towards an attack?
- Does the student's current situation or setting incline him or her toward or away from targeted violence?

1) What are the student's motives and goals?

- What motivated the student to make the statements or take the actions that caused him/her to come to attention?
- Does the situation or circumstance that led to these statements or actions still exist?
- Does the student have a major grievance or grudge? Against whom?
- What efforts have been made to resolve the problem and what has been the result?
- Does the student feel that any part of the problem is resolved or see any alternatives?

2) Have there been any communications suggesting ideas or intent to attack?

- What, if anything, has the student communicated to someone else (targets, friends, other students, teachers, family, others) or written in a diary, journal or Web site concerning his or her ideas or intentions?
- Have friends been alerted or "warned away"?

3) Has the student shown inappropriate interest in school attacks, attackers, weapons or incidents of mass violence?

4) Has the student engaged in attack-related behaviors such as developing a plan, attempting to acquire weapons, researching potential sites for attack or rehearsing attacks?

5) Does the student have the capacity to carry out an act of targeted violence? • How organized is the student's thinking and behavior?
Does the student have the means to access a weapon and/or carry out an attack?

6) Is the student experiencing hopelessness or desperation?

- Is there information to suggest that the student is experiencing desperation and/or despair?
- Has the student experienced a recent failure, loss or loss of status?
- Is the student known to have difficulty coping with a stressful event?
- Is the student now, or has the student ever been, suicidal or accident prone?
- Has the student engaged in behavior that suggests that he or she has considered suicide?

7) Does the student have a trusting relationship with at least one responsible adult?

- Does the student have at least one relationship with an adult where the student feels that he or she can confide in the adult and believes that the adult will listen without judging or jumping to conclusions? With whom?
- Is the student emotionally connected to other students?
- Has the student previously come to someone's attention or raised concern in a way that suggested he or she needs intervention or supportive services?

8) Does the student see violence as an acceptable, desirable or only way to solve problems?
- Does the setting around the student (friends, fellow students, parents, teachers, adults) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?
- Has the student been dared by others to engage in an act of violence?

9) Is the student's conversation and story consistent with his or her actions? For example, does information from collateral interviews and from the student's own behavior confirm or dispute what the student says is occurring?

10) Are other people concerned about the student's potential for violence?
- Are those who know the student concerned that he or she might take action based on violent ideas or plans?
- Are those who know the student concerned about a specific target?
- Have those who know the student witnessed recent changes or escalations in mood and behavior?

11) What circumstances might affect the likelihood of an attack?
- What factors in the student's life and/or environment might increase or decrease the likelihood that the student will attempt to mount an attack at school?
- What is the response of other persons who know about the student's ideas or plan to mount an attack?
- Do those who know about the student's ideas actively discourage the student from acting violently, encourage the student to attack, deny the possibility of violence, passively collude with an attack, etc.?

Concluding a Threat Assessment Inquiry
The threat assessment team should determine the response to a situation based on the analysis of the information gathered and the answers to the questions above. If the threat assessment team concludes there is enough reliable information and the weight of the information leads to the conclusion that the student of concern does not pose a threat, the threat assessment team may close the inquiry. An inquiry can be re-opened at a later date if new information arises. If the threat assessment team concludes that there is insufficient information to be reasonably certain that the student of concern does not pose a threat or the student of concern appears to be on a path to attack, the team should recommend the matter be referred to the appropriate law enforcement agency for a threat assessment investigation.

APPENDIX H
Communicable Disease - Pandemic/Sickness Plan

Effective April 1, 2021, Labor Law §27-c, amends Labor Law §27-1 and adds a new provision to Education Law §2801-a. Labor Law §27-c requires public employers to develop operation plans in the event of certain declared public health emergencies. Education Law §2801-a requires school districts to develop plans consistent with the new Labor Law requirement. The new law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. **Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a.** The Plan must include the following at a minimum:

Prevention/Mitigation

1) A list and description of positions and titles considered essential with justification for that determination.
2) The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
3) A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce workplace and public transportation overcrowding.

Protection/Preparedness

4) Protocols to be implemented to secure personal protective equipment (PPE) sufficient to supply essential workers with 2 pieces of each PPE device needed for each work shift for at least six months. This must include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.

Response

5) Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms, or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and common areas. It must also address the policy on available leave with respect to testing, treatment, isolation or quarantine.
6) Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers in order to facilitate the provision of any benefits that may be available to them on that basis.
7) Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

Prevention/Mitigation:

- We will work closely with the Oneida County Department of Health to determine the need for activation of our Plan. The following procedures will be followed by administrators, principals, school nurses for reporting communicable disease, including Coronavirus, Influenza, etc., and communicating with the Health Department:

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- o Report suspected and confirmed cases of illness to the Oneida County Department of Health

- The Oneida County Department of Health will monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.

- The Superintendent or Business Official will help coordinate our Pandemic planning and response effort. This person will work closely with the District-Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The school district Medical Director and nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the school district Technology Director will also be an important Team member. The Human Resources Director, Business Official, Facility Director, Food Service Director, Transportation Coordinator, Public Information Officer and Curriculum Director will also be vital to the planning effort. Other non-traditional individuals may also be required to be part of the Team.

- The District-Wide School Safety Team will review and assess any obstacles to implementation of the Plan. The plan has considered issues related to Planning and Coordination; Continuity of Student Learning; Core Operations; Infection Control Policies and Procedures; and Communication.

- The district/BOCES will emphasize hand-washing and cough/sneezing etiquette through educational campaigns that will include NYS DOH and CDC Materials.

- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings and direct mailings for this purpose.

(1) Essential Positions/Titles

In the event of a government ordered shutdown, similar to our response to the Coronavirus in the spring of 2020, we are now required to consider how we would prepare for future shutdowns that may occur. As part of our planning we are now required to provide information on those positions that would be required to be on-site or in district for us to continue to function as opposed to those positions that could realistically work remotely. The following information is addressed in the table below:

1. **Title** – a list of positions/titles considered essential (**could not work remotely**) in the event of a state-ordered reduction of in-person workforce.
2. **Description** – brief description of job function.
3. **Justification** - brief description of critical responsibilities that could not be provided remotely.
4. **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite.
5. **Protocol** – how will precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

The worksheet below has been completed by each department which includes Central Administration, Human Resources, Facilities Services, Transportation, Food Service, Communications, Technology, Instructional Programs, Athletics, Special Education, Messenger/Mail Services, and Security (these are examples). The worksheet below has been completed by each department which includes Central Administration, Human Resources, Facilities Services, Transportation, Food Service, Communications, Technology, Instructional Programs, Athletics and Special Education.

Human Resources Essential Positions (Example Table)				
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

(2) Protocols Allowing Non-Essential Employees to Telecommute
Ensure Digital Equity for Employees

- o **Mobile Device Assessments:**
  - ▪ Survey agency departmental staff to determine who will need devices at home to maintain operational functions as well as instructional services
  - ▪ Conduct a cost analysis of technology device needs
- o **Internet Access Assessments:**
  - ▪ Survey agency departmental staff to determine the availability of viable existing at-home Internet service
  - ▪ Conduct a cost analysis of Internet access needs
- o **Providing Mobile Devices and Internet Access:**
  - ▪ To the extent practicable, decide upon, develop procurement processes for, order, configure, and distribute, if and when available, appropriate mobile devices to those determined to be in need.
  - ▪ To the extent practicable and technically possible, decide upon, develop procurement processes for, and when available, provide appropriate Internet bandwidth to those determined to be in need. WIFI hotspots and residential commercial Internet options will be evaluated for anticipated effectiveness in particular situations.

Technology & Connectivity for Students - Mandatory Requirements:
- o To the extent possible, have knowledge of the level of access to devices and high-speed broadband all students and teachers have in their places of residence;
- o To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access; and
- o Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.

Mobile Devices Delivery:
Technology offers schools and districts increased options for continuing learning during extended closures. Technology can be leveraged in different ways to meet local needs, including but not limited to:
- o Communication (e-mail, phone, online conferencing, social media)
- o Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)
- o Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses)
- o Learning Materials and Content (digital content, online learning activities)
- o Additional Technology Devices Assessments**:**
  - ▪ Identify students' technology needs to include adaptive technologies
  - ▪ Use the Asset Tracking Management System procedures to check out all mobile devices
  - ▪ If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to those who cannot pick them up.

- o Providing Multiple Ways for Students to Learn
    - ▪ Support instructional programs as needed in preparation of non-digital, alternative ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models in circumstances in which students do not yet have sufficient access to devices and/or high-speed internet.

(3) Staggering Work Shifts of Essential Employees – Reducing Overcrowding

Depending on the exact nature of the communicable disease and its impact, the district/BOCES is prepared to enact numerous strategies to reduce traffic congestion and maintain social distancing requirements in order to minimize building occupancy. The following will be considered:

- Limiting building occupancy to 25%, 50% or 75% of capacity or the maximum allowable by State or Local guidance.
- Forming employee work shift cohorts to limit potential contacts.
- Limit employee travel within the building.
- Stagger arrival and dismissal times.
- Alternate work-days or work weeks.
- Implement a four-day work week.
- Limit or eliminate visitors to the building.

The school district will utilize these base strategies and expand upon them as necessary in order to address any public health emergency.

Protection (Preparedness):

We will collaborate with our partners to assure complementary efforts. We have invited representatives from the Oneida County Department of Health, Police Department, Office of Emergency Management, Department of Mental Health and others to attend our District-Wide School Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic related issues.

- The District-Wide Command Center and its alternate are listed in the building level safety plan and will be activated at the direction of the School District Incident Commander. Our Building level and Incident Command Structures are listed in the Building-Level Emergency Response Plans.
  Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems.

- The school district will designated pandemic/sickness coordinator (administrator), for each of its schools, whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels. The coordinators shall be the main contact upon the identification of positive cases and are responsible for subsequent communication. Coordinators shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the public health emergency and plans implemented by the school.

School/Program	Coordinator/Administrator	Contact #
District	Superintendent	315-841-3915
District	School Business Official	315-841-3913

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods

may include; websites; school postings; general mailings; e-mails; special presentations; phones and cell phones; texting; reverse 911 systems, and the public media. A school district Public Information Officer (PIO) Jennifer Spring has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with our Technology Director to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available. With the use of Blackboard connect, district social media platforms, email, and the district website the district will be able to communicate with parents, guardians, faculty and staff.

- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:

  o Overall Operations – we have defined the following decision-making authority for the district **(Superintendent, Business Official, Jr/Sr High Principal, Elementary Principal Facilities Director, Transportation Director)** Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by hand-held radios, cell phones, e-mail, district automated phone notification system.

  o The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. The use of OHM BOCES campus and personnel have been defined having back-up responsibility in these areas. Recognizing the need for job cross-training, we have trained individuals with the following job titles We have also established the ability to maintain these essential functions off-site from remote locations as follows: **Use of home offices and/or other BOCES sites.**

  o Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee will keep the business office informed of such status and of the point at which buildings can no longer be maintained. The Director of Facilities has provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc. along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems). If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building functions and cleaning of critical areas such as bathrooms. Teachers may be asked to assist in this effort. If necessary, we may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Desktops will be misted with the provided disinfectant and left to dry. *At no time will products not approved by the school district be utilized.*

Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include

  o Hard copy, self-directed lessons

  o Use google drive and classroom

  o On-line instruction; on-line resources; on-line textbooks

○ Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone, cell phone mail, text messages; e-mail; automated notification systems; website postings

(4) Obtaining and Storing Personal Protective Equipment (PPE)
PPE & Face Covering Availability:
● The school district will provide employees with an acceptable face covering at no-cost to the employee and will have an adequate supply of coverings in case of replacement.
● Face coverings are meant to protect other people in case the wearer is unknowingly infected
● Cloth face coverings are not surgical masks, respirators, or Personal Protective Equipment (PPE).
● Information should be provided to staff and students on proper use, removal, washing and disposal of face coverings.
● Face coverings are most essential in times when physical distancing is difficult.
● Procurement, other than some very basic preliminary purchases will be done on a consolidated basis to ensure that the district/BOCES is getting the most for its PPE dollars.
● Teach and reinforce use of face coverings among all staff.
● We have encouraged all staff to utilize their own personal face coverings but have secured and will provide PPE for any employee requesting such protection. Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. Those individuals that are required to wear N-95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so. We will work in partnership with community partners to provide this capability. Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

PPE Supply Management
● The Business Office is working with programs to determine the overall PPE needs of the district/BOCES. Centralized purchasing will be used when possible.

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	400 Masks per Week	4,800	2,400	1,200	1 Disposable Mask per Week per Student (supplements parent provided)
Teachers/Staff	125	7,500	3,750	1,875	5 Disposable Masks per Week per Teacher
Nurse/Health Staff	4	480	240	120	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

__Note__: N-95 respirators are recommended only if staff will be in contact with a suspected positive case and/or aerosol-generating procedure. Those employees required to wear N-95 respirators will need to be fit tested and medically evaluated in order to determine if the employees are capable of wearing an N-95 respirator without impacting health.

Response:
The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the Oneida County Department of Health and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.

- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.

- The PIO will work closely with the Technology Director to re-test all communication systems to assure proper function. The District-Wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.

- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the PIO will utilize the communication methods previously described to alert the school community of the activation of our District-Wide School Safety Plan as it specifically applies to pandemics.

- The Business Official will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Business Official will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.

- The Facility Director will meet with staff and monitor ability to maintain essential function. The Facility Director will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers. The Facility Director will work closely with the Business Official or designee to implement different phases of the Plan as necessary.

- The Human Resources Director will meet with staff to review essential functions and responsibilities of back-up personnel. The Human Resources Director will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.

- Based on recommendations from Local and State Authorities, schools may be closed. Our Plan for continuity of instruction will be implemented as previously described.

- **If the decision is made to close a school building the school district will notify the NYS Education Department and District Superintendent at Oneida-Herkimer-Madison BOCES.**

(5)   Preventing Spread, Contact Tracing and Disinfection

Confirmed Cases Requirements & Protocols

Instructional programs must be prepared for pandemic outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission and will act according to the latest **CDC and NYSDOH Recommendations.**

Medical Accommodations

- The Business Office will continue to handle medical accommodations. Please contact the School Business Official.

Facilities: Cleaning and Sanitizing

Cleaning removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection. Visibly soiled surfaces and objects must be cleaned first. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface.

Sanitizing lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.

Routine cleaning of school settings includes:

- o Cleaning high contact surfaces that are touched by many different people, such as light switches, handrails and doorknobs/handles
- o Dust-mopping, wet-mopping and/or auto-scrubbing floors
- o Vacuuming of entryways and high traffic areas
- o Removing trash
- o Cleaning restrooms
- o Wiping heat and air conditioner vents
- o Spot cleaning walls
- o Spot cleaning carpets
- o Dusting horizontal surfaces and light fixtures
- o Cleaning spills

Classroom/Therapy Rooms:

The district/BOCES will provide related service providers with additional cleaning supplies to ensure continuous disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.

Common Areas:

Smaller common areas, like kitchenettes and copy room areas, should have staggered use. If users cannot maintain six feet of distance, they shall wear a face covering. Signage has been posted in common areas to remind staff of health and safety etiquette.

Disinfecting:

Disinfecting kills germs on surfaces or objects by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

- o Cleaning and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health will be adhered to.
- o Custodial logs will be maintained that include the date, time and scope of cleaning and disinfection. Cleaning and disinfection frequency will be identified for each facility type and responsibilities will be assigned.

- o Hand hygiene stations will be provided and maintained, including handwashing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.
- o Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.
- o Regular cleaning and disinfection of restrooms will be performed.
- o Cleaning and disinfection of exposed areas will be performed in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces.
- o Although cleaning and disinfection is primarily a custodial responsibility, appropriate cleaning and disinfection supplies will be provided to faculty and staff that is approved by the district/BOCES for use.
- o Additional paper towel dispensers may be installed in other designated spaces.

Upon request, Facilities Services will provide approved disinfecting solutions for additional on the spot disinfecting. This should be done daily or between use as much as possible. Examples of high touch areas in schools may include, but are not limited to:
- o Bus seats and handrails.
- o Buttons on vending machines and elevators.
- o Changing tables.
- o Classroom desks and chairs.
- o Door handles and push plates.
- o Handles on equipment (e.g., athletic equipment).
- o Handrails, ballet barres.
- o Dance studio floors.
- o Kitchen and bathroom faucets.
- o Light switches.
- o Lunchroom tables and chairs.
- o Shared computers, keyboards and mice.
- o Shared telephones.

Hand Sanitizing:
- o Hand sanitizer dispensers will be located and installed in approved locations.
- o Hand sanitizer bottles will be distributed to staff as approved for use from the district/BOCES.
- o The district/BOCES ensures that all existing and new alcohol-based hand-rub dispensers, installed in any location, are in accordance with the Fire Code of New York State (FCNYS) 2020 Section 5705.5.

Trash removal:
- o Trash will be removed daily.
- o Garbage cans or processes for collecting trash during lunch periods in classrooms will be increased where necessary.
- o No-touch trash receptacles will be utilized, where possible.

Recovery:

- Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to our normal process. We will use all described communication methods and our PIO to keep the school community aware of the transition process.

- We will work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.

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- We will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.

- Each Building-Level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.

- The District-Wide School Safety Team and Building-Level Emergency Response Teams will meet to debrief and determine lessons learned. Information from the PIO, Business Office, Human Resources, Facility Director, and other key team members will be vital to this effort. The District-Wide School Safety Plan and Building-Level Emergency Response Plans will be revised to reflect this.

- Curriculum activities that may address the crisis will be developed and implemented.

Appendix I

Instructions for Remote Learning

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.

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- *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 Middle 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.*