

**WHITESBORO CENTRAL SCHOOL DISTRICT**

**ADMINISTRATION OFFICE**

TO: Dr. Brian K. Bellair, Superintendent  
FROM: Joseph T. Muller II, Assistant Superintendent for Business   
DATE: August 13, 2025  
RE: Whitesboro Central School District-Wide School Safety Plan

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Attached is the Whitesboro Central School District-Wide School Safety Plan for the 2025 - 2026 school year.

Please present this to the Board of Education for their review and approval.

Thank you.

JTM/slb

Attachments

C: File

# WHITESBORO CENTRAL SCHOOL

## DISTRICT-WIDE SCHOOL SAFETY PLAN

### INTRODUCTION

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

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

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

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

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# DISTRICT-WIDE SCHOOL SAFETY TEAM

## Purpose:

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

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

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

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

<b>The District-Wide School Safety Team was approved by the Board on August 19, 2025</b>	
<b>Member Name</b>	<b>Title</b>
Dr. Brian K. Bellair	Superintendent/Chief Emergency Officer
Joseph T. Muller II	Assistant Superintendent for Business
Dr. Jonathan Henderson	Board of Education
Cheryl LaValley	Board of Education
Andrew Massoud	Athletic Director
David Cognetti	High School Principal
Matthew Lee	Assistant Principal High School
Stephen Costanza	Science Department Representative
John Egresits	Middle School Campus Principal
Sandra Davis	Assistant Principal Middle School/ Parent
Kelli McGowan	Deerfield Elementary School Principal

Eric Rothdiener	Marcy Elementary School Principal / Parent
Timothy Johnston	Westmoreland Road Elementary School Principal / Parent
Luke Manolescu	Hart's Hill Elementary School Principal
Andrew Kirk	Transportation Director
Kevin Storsberg	Director of Facilities
Angela Aguiar	Food Service Director
Sharon Scharbach	School Nurse
Pat Manna	Turner Construction
Heather Bombace	BOCES Safety Office

## IDENTIFICATION OF THE CHIEF EMERGENCY OFFICER (CEO)

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

1. **Communication Coordination:** The CEO coordinates communication between school staff, law enforcement, and other first responders during emergencies.
2. **District-Wide School Safety Plan Leadership:** The CEO leads the District-Wide School Safety Team in:
  - o Completing and updating the District-Wide School Safety Plan annually by **September 1st**.
  - o Coordinating the District-Wide School Safety Plan and Building-Level Emergency Response Plan(s) for each school building.
  - o Ensures that all staff members understand the District-Wide School Safety Plan.
3. **Building-Level Plan Oversight:** The CEO ensures that each school building completes and annually updates its Building-Level Emergency Response Plan.
4. **Security Technology:** The CEO assists in selecting security-related technology and developing procedures for its use.
5. **Safety Training Coordination:** The CEO coordinates appropriate safety, security, and emergency training for all district and school staff, including the mandatory annual training on emergency response procedures by **September 15th**.
6. **Drill Coordination:** The CEO ensures that required evacuation and lockdown drills are conducted in all district buildings as mandated by Education Law Section 807.

<b>Chief Emergency Officer (CEO)</b>	
The School District/BOCES has appointed	Dr. Brian K. Bellair as the Chief Emergency Officer.
Title	Superintendent
Contact Information	bbellair@wboro.org and 315-266-3300
The Board appointed Date	July 10, 2025

# CONCEPT OF OPERATIONS

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

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

# PLAN REVIEW AND PUBLIC COMMENT

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

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

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

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

TASK	DATE
District-Wide Safety Team Annual Review	August 15, 2025
Public Comment Period	July 14 - August 19, 2025
Public Hearing	August 19, 2025
Board of Education approves the plan <b>(9/1)</b>	August 19, 2025
Plan posted to the website <b>(30-days of adoption)</b>	August 20, 2025
URL of DWSSP verified <b>(10/1)</b>	August 20, 2025

### Building-Level Emergency Response Plans:

1. **Confidentiality:** Building-Level Emergency Response Plans are confidential and are *not* subject to disclosure under Article 6 of the Public Officers Law (Freedom of Information Law) or any other provisions of the law, as per Education Law Section 2801-a.
2. **Distribution to Law Enforcement:** Building-Level Emergency Response Plans will be provided to the New York State Police, County Sheriff's Office, and Local Police Agency(ies) within 30 days of adoption and no later than October 1st of each year. After plans are entered into the NYS Education Department Application Business Portal, NYS Police and local jurisdictions are able to access them via the portal.

# RISK REDUCTION/PREVENTION - SCHOOL CLIMATE

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

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

## **Program Initiatives:**

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

The following are examples of current initiatives:

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

The district encourages all divisions 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.

# RISK REDUCTION/PREVENTION - SCHOOL SAFETY & BUILDING SECURITY

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

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

4. To ensure that the facilities' safety and security measures in place are being followed by students, staff, parents, and other visitors within the District.
- Overview of duties:
    - Provide security within the District facility that the SPO is assigned to in accordance with GML § 209-v.
    - Protect school property and maintain order in the school site
    - Report violations of law
    - Enforce New York State laws, rules and regulations which are relevant to the performance of the SPO's duties, as set forth in Exhibit A
    - Act as liaison with police and fire officials
    - Advise the school administration of any circumstances or situations that may create a potential for harm to persons, breach of security, or damage or loss of property
    - Shall comply with all State and Federal laws as well as all of the lawful rules, regulations, policies, and procedures related to investigations, interviews, and search and arrest procedures
    - Shall not take any action that would be considered student discipline The SPO role is to protect the property and persons on the District premises. Removing, escorting and monitoring students to and from one location to another is not considered "student discipline."
  - Duties, Hiring and Screening Process for Safety/Security Personnel:
    - The district can rely on established past practices. Civil service procedures, in consultation with the district, may define the duties.
    - The district itself can determine the duties, provided they adhere to all relevant federal, state, county, and municipal guidelines.
    - The district is committed to equal opportunity employment, adhering to:
      - The Civil Rights Act of 1964, Public Law 90-202, and/or Section 504 of the Rehabilitation Act of 1973 .
    - Hiring processes must comply with all applicable federal, state, county, and municipal laws and guidelines. Qualifications are set by civil service (if applicable) or by the Board of Education. Since July 1, 2001, all newly hired school personnel must submit two sets of fingerprints for background checks, as required by the Schools Against Violence in Education Legislation of 2000.
    - This excerpt does not provide explicit details concerning the required training of hall monitors and other school safety personnel. It does state that the duties will be provided by past practice, civil service, or the district, and that the district must follow all Federal, State, County and Municipal guidance, so it can be assumed that any training required by those guidances must be followed.

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

The district recognizes the importance of early intervention. Staff professional development includes training on school violence prevention and mental health. Communication strategies are used to deter violence, involving various stakeholders (law enforcement, health professionals, etc.) when appropriate and legally permissible. Information on early detection of potentially violent behaviors is distributed to the

school community. Students, parents, and staff are encouraged to report any concerning behaviors. Strategies for improved communication include:

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

### **Hazard Identification:**

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

- **Civil Disturbance:** Bomb threat, intruder, hostage, kidnapping, assault/threat, threat of suicide
- **Environmental Emergency:** Flood, hazmat, snow/ice, tornado, storm, fire, explosion, gas leak
- **Building Failure:** System failure, structural failure
- **Medical Emergency:** Injury/illness, accident, mass illness/epidemic, pandemic

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

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

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

The district ensures student and staff safety during construction, which may include background checks on workers, maintaining emergency egress routes, and notifying building occupants of changes. The District Safety Committee (or a subcommittee) may monitor construction safety. The committee may include the Superintendent, Director of Facilities, Safety Services members, administrators, architect, construction manager, and contractors, and will meet as needed to address safety concerns.

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

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

## Planning:

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

## Training (Emergency Response Procedures):

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

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

## Emergency Response Procedures:

- **Shelter-in-Place:** Used to shelter students and staff inside the building
- **Hold-in-Place:** Used to limit movement of students and staff while dealing with short-term emergencies
- **Evacuate:** Used to evacuate students and staff from the building
- **Secure Lockout:** Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school
- **Lockdown:** Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school

## Drill Requirements and Trauma-Informed Approach:

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

## Notification of Drills to Parents/Guardians:

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

Plan for informing Parents/Persons in Parental Relation of Drills
At the beginning of each school year, and once near the beginning of each of the remaining three quarters, parents will be provided with a list of drills that may be conducted throughout the school year and what each drill may entail.

Parental notification is not required for bus drills.

## Announcing Drills:

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

## Post-Drill Debriefings:

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

## Additional Drills:

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

## Full-Scale Exercises:

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

## Communication:

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

### Plan to Inform Parents/Persons in Parental Relation of Emergencies or Early Dismissal

Emergency closings/early dismissals will be communicated through the following channels:

#### Local Media

TV-Channels - WKTV (Channel 2), WUTR (Channel 11)

#### Online

<https://www.wboro.org/>

**Response Protocols:**

- **Initial Response:** The Building Incident Commander onsite during an emergency will be responsible to initiate response and contact the Chief Emergency Officer (CEO). The CEO will provide leadership, organize activities and disseminate information (a designated alternate will act in their absence) with the assistance of the Building-Level Emergency Response Team(s).
- **Local Government Assistance:** Contacting Oneida County 911 activates the system for coordinating assistance from county and local agencies (as per Article 2-B of the Executive Law).
- **Responses to Acts of Violence (Implied/Direct Threats, Including Suicide Threats):** Building-Level Emergency Response Plan(s) detail procedures for responding to threats. Potential actions include:
  - Follow procedures outlined in the Code of Conduct
  - Use staff trained in de-escalation strategies to diffuse the situation.
  - Notifying the Building Principal
  - Threat level assessment with the Superintendent/Designee
  - Contact law enforcement (if necessary, following MOU)
  - Monitoring and adjusting responses
  - Use of the Building-Level Emergency Response Team
- **Responses to Acts of Violence:** Building-Level Emergency Response Plans detail procedures for responding to violent acts, may include but not limited to:
  - Isolating the area and evacuation (if appropriate)
  - Notification of Principal/Superintendent
  - Initiating emergency response procedures
  - Contacting emergency responders
  - Monitoring and adjusting responses
  - Early dismissal, sheltering, or evacuation procedures
  - Keeping parents/guardians informed
- **Responses to Violence (Reporting, Investigation, Follow-Up, Evaluation, Disciplinary Measures):** Building-Level Emergency Response Plans detail procedures for responding to threats, may include but are not limited to:
  - **Reporting:** All violent incidents (including verbal abuse and threats) must be immediately reported and documented. Confidentiality is maintained, and there is no reprisal for reporting.
  - **Investigation:** Review incidents to prevent recurrence (not to find fault), focusing on facts, recording information, identifying causes, recommending actions, encouraging follow-up, and considering changes to controls, policies, and procedures.
  - **Follow-Up:** The district provides medical and psychological support to affected individuals, ensuring confidentiality and protection from discrimination.

- **Evaluation:** There will be a periodic review of school building security analysis, focusing on potential violent incidents (bomb threats, hostage-taking, etc.) with input from law enforcement.
  - **Disciplinary Measures:** The Code of Conduct guides disciplinary actions.
  - **Code of Conduct:** The district has a detailed Code of Conduct, communicated to all stakeholders, which is a major part of violence prevention.
  - **Emergency Assistance from Local Government:** Contact 911 immediately. Additional support is available from the Sheriff, local police, fire departments, threat assessment teams, and County Emergency Services.
  - **Resources Available:** District facilities, vehicles, and equipment are available. The district can also contact the local highway department for heavy equipment.
  - **Resource Coordination:** The Incident Command System is used to coordinate resources and manpower.
- **Protective Action Options:** Building-Level Emergency Response Plans include procedures for:
    - School cancellation (Superintendent/Designee)
    - Early dismissal (Superintendent/Designee, parent notification)
    - Emergency evacuation (Principal/Designee, accounting for students/staff, potential off-site relocation)
    - Shelter-in-place (Principal/Designee, provisions for basic needs if extended)
    - Hold-in-place (Principal/Designee)
    - Secure Lockout (Principal/Designee)
    - Lockdown (Principal/Designee)
  - **Terrorist Threats & Activities:** The Principal will follow NYS Homeland Security recommendations based on the declared alert level.

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

# RECOVERY

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

## **District Support for Buildings:**

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

## **Disaster Mental Health Services:**

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

# COMMUNICABLE DISEASE - PANDEMIC PLAN

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

## Prevention/Mitigation

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

Human Resources Essential Positions (Example Table)				
Title	Description	Justification	Work Shift	Protocol

- **Telecommuting Protocols:**
  - Specific protocols enabling non-essential employees and contractors to telecommute.
  - Measures to ensure digital equity for employees and students.
- **Coordination and Communication:**
  - Close collaboration with the Health Department.
  - Designated Pandemic Coordinator and District-Wide School Safety Team.
  - Educational campaigns on hand hygiene and respiratory etiquette.
  - Information dissemination to parents, staff, and students.

## Protection/Preparedness

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

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

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

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

## Response

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

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

## **Recovery**

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

# EMERGENCY REMOTE INSTRUCTION PLAN

INSERT EMERGENCY REMOTE INSTRUCTION PLAN HERE

## Emergency Remote Instruction Plan

### Section I Student Computing Devices

#### **A) Student Access to Computing Devices**

Whitesboro CSD is a 1:1 student-device District. As such, every student in grades K-12 is able to be provided with a school-owned computing device. During periods of synchronous instruction, the District will provide every student with a synchronous device. The District has inventory of sufficient devices to ensure equitable access to technology.

#### **B) Dissemination of Computing Devices to Students**

Most students transport their assigned computing device to and from school each day, so it is available for homework or other educational purposes.

In the event of an emergency closure, parents/guardians whose children do not already have their District-assigned device in their possession can retrieve at designated pick up times and/or locations throughout the District. When times and sites do not successfully accommodate parent pick-up, devices will be delivered to students' homes via school bus or other means.

#### **C) Communication with Families about Dissemination of Computing Devices**

Announcements will be communicated to parents/guardians through multiple means including but not limited to the District website, District mobile app, and mass notifications (automated phone call, email, and/or text message).

#### **D) Service, Repair and/or Replacement of Computing Devices**

The Whitesboro Central School District will provide temporary spare computing devices to students in the event that their assigned device requires repair. In the event that their assigned device cannot be repaired, a permanent replacement device will be assigned.

If a student computing device needs service, parents/guardians can request support via an online form that will be made available on the District website. In the event that parents do not have the ability to access the form, they will be encouraged to communicate with the main office at their child's school via phone call or email. Repair or replacement will be coordinated by IT staff, and the main office will coordinate a scheduled pick up time with the parent/guardian.

### Section II Internet Connectivity

#### **A) Needs Assessment for Internet Access**

A NYSED *Digital Equity Survey* is administered each year to help determine the internet access needs in students' places of residence.

In the event of a long-term remote instruction situation, the District will also re-survey parents/guardians via multiple means, including online form, mobile app, and/or phone survey to determine immediate availability of internet access at student's place of residence. The request to participate in the survey will be communicated to parents/guardians through multiple means including but not limited to the District website, District mobile app, and mass notifications (automated phone call, email, and/or text message).

#### **C) Providing Access Points**

In situations where students have inconsistent Wi-Fi access and are learning under a long-term remote instruction model, the District will make available (via loaning of equipment) an appropriately filtered mobile WiFi hotspot to facilitate student learning in their place(s) of residence.

**Section III Expectations for Instruction**

**A) Staff Devices**

All instructional and professional staff are provided with computing devices that include cameras and microphones to ensure remote learning capabilities from their place of residence.

**Staff Wi-Fi**

The District will assist instructional staff members without residential Wi-Fi/internet access in order to provide technology for delivering emergency remote instruction.

**B) Synchronous and Asynchronous Instruction**

**Elementary Emergency Remote Learning Sample Schedule**

<b>Time</b>	<b>(Synchronous Instruction) Live Instructional Block</b>	<b>(Asynchronous Instruction) Personalized Support, Tutoring, Feedback, Check-Ins, Prep Times, etc.</b>
<b>9:10 AM- 12:00 PM</b>	<b>Grades K-5</b>	<b>Students will follow their normal schedule for the day including times for lunch/recess, specials, and personalized support</b>
<b>12:00 PM- 12:40 PM</b>	<b>Lunch/ Recess</b>	
<b>12:40 PM- 3:20 PM</b>	<b>Grades K-5</b>	<b>Students will follow their normal schedule for the day including times for specials and personalized support</b>

**Live sessions should be recorded and made available through Google Classroom for asynchronous learning for those students that are absent.**

**Special education and intervention schedules will be made available to teachers, students, and parents.**

**Middle School Campus (Grades 6-8) Emergency Remote Learning Sample Schedule**

<b>Time</b>	<b>Period</b>
<b>8:08:00 AM-2:45 PM</b>	<b>Students will follow their normal period schedule for the day including times for lunch, specials and personalized support</b>

**High School (Grades 9-12) Emergency Remote Learning Sample Schedule**

<b>Time</b>	<b>Period</b>
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**7:37:30  
AM-2:21PM**

**Students will follow their normal period schedule for the day including times for lunch, lessons, and personalized support**

### **C) Remote Learning Overview**

**Teachers will utilize a variety of online tools and resources including Zoom, BUZZ, Google Classroom, and more in order to provide students with meaningful and engaging online learning opportunities. Students will have access to live and/or recorded (synchronous and/or asynchronous) instruction provided by their classroom teacher. They will be provided with a schedule of when live lessons will be broadcast through the use of video conferencing technology. Assignments related to each lesson and other necessary resources will be available through Google Classroom for students to access and interact with.**

### **D) Student Attendance**

**Attendance records will be maintained for all students during periods of emergency remote instruction. The following will take place daily:**

- Every teacher will record attendance daily on Schoology.**
  - School will make a phone call home to check in with students not logged in or virtually present.**
  - Attendance will be analyzed weekly and respective teams will work with students, families, and the Social Emotional team to avoid potential chronic absenteeism.**
- Attendance at the elementary building will be taken virtually by the grade level teacher each day. Attendance at the middle school and high school will be taken virtually by each course teacher daily.**

**Whitesboro Central School teachers, counselors, social workers, and other staff will proactively reach out to students and families via phone calls, emails, and virtual sessions if regular attendance and student engagement are not occurring before falling behind in school.**

**Whitesboro will collaborate with DSS prior to initializing Educational Neglect or PINS processes.**

### **E) Student Support**

**The Whitesboro Central School District understands that it is essential to provide multiple methods for students to participate in learning and to demonstrate mastery of Learning Standards if required to transition to remote learning. Instruction will be developed to provide opportunities for learning that are accessible to all students. Remote learning will be aligned with the NYS Learning Standards. Instruction will include substantive interaction with the teacher regardless of the delivery method. Routine times for student interaction, feedback, and support will be scheduled.**

**The district has a comprehensive developmental school counseling plan, developed under the direction of our certified school counselors, and frequently reviewed. The Whitesboro CSD has highly effective, operational Social Emotional Teams at all building levels. Our social emotional teams will develop plans and provide resources and referrals to address mental health, behavioral, and emotional support services and programs. The plan will include instruction and training for staff on how to communicate and support students during and after the emergency.**

**Professional learning will focus on the five competencies of social-emotional wellness including self-awareness, self-management, social awareness, relationship skills and responsible decision making. Strategies to develop the necessary coping and resilience skills for students will be supported through focused SEL instruction that students will receive by the counseling staff and classroom teachers. Additional supports targeted to faculty and staff will be implemented through the same methods identified above. Information and demonstrations may include resources from the BOCES PPD Office, the BOCES Safety Office and/or SafeSchools in addition to other social emotional resources. The Social Emotional teams will meet to**

**determine designated resources and training opportunities as well as implementation of social emotional plans developed.**

**F) CTE and CDOS Programs**

**The Whitesboro CSD will utilize remote/virtual work-based learning experiences when appropriate and applicable for CTE and CDOS programs.**

**G) Communication with Students and Parents**

Teachers and staff will regularly communicate to students and parents, encouraging them to contact teachers and staff with any questions regarding their child's learning.

**H) English Language Learner (ELL) and Multilingual Learner (ML) Student Supports**

The Whitesboro CSD will complete the ELL identification process for all students within the required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154. All communication will be translated to parents/guardians in their preferred language and in their preferred mode of communication (written and spoken).

The Whitesboro CSD will ensure that all required instructional Units of Study are provided to all ELLs based on their most recently measured English language proficiency level during in-person instruction. The task force also discussed the need to potentially develop prioritization of educational delivery for ELL students.

**I) Professional Development**

All teachers at the Whitesboro CSD will hold valid and appropriate certificates for their teaching assignments except as where otherwise allowable under the Commissioner's regulations or Education Law. Professional Development training in remote instruction and learning will be provided to teachers when applicable and necessary.

**Section IV Instruction for Students without Digital Technology**

**A. How will the district determine which students for whom remote instruction via digital technology is not appropriate?**

The district will consult with teachers, parents, social workers, counselors, CSE and the student to make determinations on a case by case basis.

**B. How will the district provide synchronous instruction for those students for whom remote instruction by digital technology is not appropriate?**

In situations where remote instruction via digital technology is not appropriate, students will be provided with printed materials, recordings, phone calls, etc. that allow them to participate in remote learning without the use of digital technology.

**C. How will the district provide synchronous instruction for those students who do not have adequate internet access?**

In the event that a student does not have internet access in their home, a District funded hotspot will be provided to families when possible where a hotspot would allow the student to access emergency remote instruction, online resources and classwork needed to participate in virtual learning. In situations where there is no internet availability, students will be provided with printed materials, recordings, phone calls, etc. that allow them to participate in remote learning without the use of the internet.

## **Section V Special Education and Related Services**

### **Remote Special Education and Related Services**

#### **Continuity of Learning for CSE and 504 Students**

The Whitesboro Central School District Director of Special Programs and Services, CSE Chairperson, and 504 Committee Chairpersons will be actively involved in emergency remote instruction planning. The Director of Special Programs and Services and/or CSE Chairperson will meet with small groups of special education providers to create individual student continuity of learning plans for all CSE identified students. The 504 Committee Chairpersons will meet with small groups of providers to create individual student continuity of learning plans for all 504 identified students. The Whitesboro Central School District will work to ensure that special education and related services will be provided remotely, in accordance with students' individualized education programs, to ensure the continued provision of a free appropriate public education, to the extent practical and possible.

All teachers, counselors, social workers, nurses, teaching assistants, special education teachers, and school psychologists will work together to ensure that plans are in place for each support staff member for our students with unique needs (IEP, Social/Emotional). For our high needs students an individual plan will be put in place with our special education and social and emotional teams. These plans will indicate the adjustments to delivery of IEPs or 504 plans necessary if school must use an emergency remote learning model. The district will coordinate with special education teachers, support staff, and service providers to ensure that each student with an IEP receives, to the extent practical and possible, the same level of quality of services that would occur in an in-person environment.

#### **Prioritization**

The following factors will be used to determine prioritization of students with special needs: student's developmental stage, cognitive functioning, access to technology as well as any behavioral or social/emotional factors. These planning meetings will be followed up by recurring team meetings to continuously plan to meet unique student needs. Smaller break out meetings will be held by providers to determine unique, individual learning plans for at-risk students and for all CSE identified students in consideration of the method of instructional delivery (virtual). Lists of student needs will be indicated and the responsibilities will be delegated for routine check-ins and supports for these students. Each identified student has a designated case manager who provides the immediate oversight of delivery of programs and services determined by the team. Documentation methods and continued monitoring have been and will continue to be provided by the Director of Special Programs and Services and/or CSE Chairperson. Students who have needs that may impact their ability to follow any of the Whitesboro Central School District plans, as indicated within this plan will have the accommodations they require to the plan clearly documented within the individual student's learning plan which will be shared with all educational providers of that student. Parents/ Guardians will be involved in these decisions and informed of adjustments. CSE and 504 Committee Meetings will be conducted whenever necessary using virtual meeting protocols.