

**WILLIAMSON  
CENTRAL SCHOOL  
DISTRICT**



**Emergency  
Response Plan  
2025-2026**

Revised March and May 2025 ~ Board of Education Approval: August 27, 2025

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## **Introduction**

According to Section 2801-a of the New York Education Law, every school district's board of education is mandated to adopt and amend comprehensive district-wide school safety plans and building-level emergency response plans. These plans must address crisis intervention, emergency response, and management. The plans should be developed by designated safety teams and adhere to guidelines established by the commissioner in consultation with relevant state agencies.

Additionally, Section 155.17 of the Regulations of the Commissioner of Education stipulates that each board of education must prepare and update school emergency management plans to ensure the safety and health of students and staff. These plans should integrate and coordinate with municipal, county, and state emergency planning efforts. A copy of the plan must be available for public inspection and provided to the commissioner upon request.

The WCS Board of Education directs the Superintendent of Schools to develop a district emergency response plan in compliance with Commission of Education Regulation 155.17.

## **Timeline of Review and Execution of Emergency Response Plan Regulatory Provisions**

- Board of Education Appointment of District Safety Team Members:** July 3, 2025
- ERP Review by District Safety Team:** March 26, 2025, May 28, 2025
- Public Hearing:** July 2, 2025 during Regular Meeting of the Board of Education
  - Public Hearing information communicated in coordination with the Board of Education meeting agenda.
  - Draft ERP available for review on the website at [www.williamsoncentral.org](http://www.williamsoncentral.org), under District Plans & Reporting.
- Public Comment Period:** July 3, 2025 - August 27, 2025
  - Comments collected during the Public Expression component of the July 2 Regular Meeting of the Board and/or by email to the District Clerk, Kelly Dixon, at [kdixon@williamsoncentral.org](mailto:kdixon@williamsoncentral.org).
- Board of Education Approval:** August 27, 2025
- Plan Submission to the State Education Department:** By October 1, 2025, per SED guidance.
- Plan (to be) shared electronically with:**
  - Williamson Central School District Personnel
  - Wayne County Sheriff's Department & SRO
  - New York State Police
  - Williamson & East Williamson Volunteer Fire Departments
  - Williamson Town Supervisor

Upon BOE approval of ERP, the plan will be posted to the district website for access by students, families and community at [www.williamsoncentral.org](http://www.williamsoncentral.org), under District Plans & Reporting.

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

### **A. Purpose**

The Williamson Central School District’s Emergency Response Plan was developed pursuant to Commissioner’s Regulation.

### **B. Identification of District Teams and Chain of Command**

[8 NYCRR Section 155.17 \(b\) and 155.17 \(c\)\(11\)](#) requires that each school district shall have Building Level and District Level School Safety Teams that consist of representatives from the following groups: teacher, administrator, and parent organizations, school safety personnel and other school personnel, community members, local law enforcement officials, local ambulance or other emergency response agencies, and any other representatives the board of education, chancellor or other governing body deems appropriate. The District Safety Team is appointed by the Board of Education annually at the Reorganization Meeting.

The District Safety Team plays a critical role in the development, implementation, and ongoing evaluation of the district’s safety protocols and emergency response plans. Composed of district administrators, building leaders, safety personnel, mental health professionals, and representatives from law enforcement and local emergency services, the team meets regularly to assess potential risks, review safety procedures, and coordinate preparedness efforts across all schools.

### **Core Responsibilities of the District Safety Team**

- Develop and maintain the District-Wide Safety Plan** in compliance with New York State Education Law §2801-a.
- Coordinate and support Building-Level Emergency Response Teams**, ensuring consistency in planning and execution.
- Review and analyze safety-related data**, including incident reports, climate surveys, and SSEC reports, to identify trends and emerging concerns.
- Oversee implementation of multi-hazard emergency protocols** (e.g., lockdown, evacuation, shelter-in-place).
- Collaborate with local law enforcement, fire departments, emergency medical services, and other community agencies** to enhance emergency preparedness and crisis response capabilities.
- Lead the annual review and update of the safety plan**, incorporating feedback from drills, actual incidents, and stakeholder input.
- Ensure staff and student training is conducted annually**, including safety drills, violence prevention, and mental health awareness.
- Guide and support threat assessment teams**, particularly for district-level threat cases or complex interventions.
- Monitor compliance with safety regulations**, including SAVE, Workplace Violence Prevention Program, and Dignity for All Students Act (DASA) requirements.

- Plan for recovery and reunification** following a crisis or emergency event.
- Facilitate communication during emergencies**, working with the Superintendent and Communications team to ensure timely, accurate updates to staff, families, and media (as appropriate).

**Key District Safety Team Member Roles:**

- Superintendent (or Designee): Oversees all safety operations, approves plans, leads communication with Board of Education and community during crises.
- District Safety Coordinator: Facilitates meetings, coordinates drills, ensures plan compliance, and serves as liaison with state and local agencies.
- School Resource Officer (SRO): Provides law enforcement expertise, supports drills and threat assessments, maintains communication with local police.
- Director of Facilities: Ensures building safety (locks, alarms, access control), fire safety, and supports emergency preparedness infrastructure.
- Director of Transportation: Develops transportation-related emergency procedures; coordinates bus evacuation drills and emergency relocation if needed.
- Director of Food Services: Prepares emergency food service protocols, including during lockdowns or extended sheltering events.
- Mental Health Professionals: Provide trauma-informed support during crises, advise on threat assessments, and help develop support plans for affected students.
- Communications/Public Relations: Manages internal and external communication, prepares press statements, and coordinates with media during emergencies.
- School Principals or Admin Representatives: Represent building-level safety teams; ensure alignment between district and school-specific safety plans.

**Chain of Command:**

Name	Title	Role	Contact Information
E. BRIDGET ASHTON	SUPERINTENDENT District Safety Coordinator	CHIEF EMERGENCY OFFICER - INCIDENT COMMANDER	<a href="mailto:bashton@williamsoncentral.org">bashton@williamsoncentral.org</a> 315-589-9661
RACHEL LIBERATORE	ASSISTANT SUPERINTENDENT	Alternate 1	<a href="mailto:rliberatore@williamsoncentral.org">rliberatore@williamsoncentral.org</a> 315-589-9661
ROB SNYDER	SECONDARY PRINCIPAL	Alternate 2	<a href="mailto:rsnyder@williamsoncentral.org">rsnyder@williamsoncentral.org</a> 315-589-9661
KATHRYN TAYLOR	MIDDLE SCHOOL PRINCIPAL	Alternate 3	<a href="mailto:ktaylor@williamsoncentral.org">ktaylor@williamsoncentral.org</a> 315-589-9661

- The Superintendent shall either assume or designate (as necessary) the position of District Emergency Response Team Coordinator and Incident Commander to focus responsibility for general

coordination, overview and decision-making in implementing the district’s emergency response plan.

- When the District Emergency Response Team Coordinator has been notified that an emergency exists, he/she will activate the Plan and direct the operation from the Command Center (primary post will be at the district office).
- In the event of an emergency, members of the District Emergency Response Team (membership shall be updated on a yearly basis) will assemble at the Command Center and implement the emergency response as directed by the District Emergency Response Team Coordinator. The Emergency Response Team Coordinator will assign such other personnel as deemed necessary to meet the needs of the situation.
- The Williamson Central School District maintains an active District Safety Committee consisting of a broad representation of stakeholders:

**2025-26 District Level Safety Team Members and Application**

District Safety Team Members			
<input type="checkbox"/> Ashton, Bridget - Superintendent, Incident Commander	<input type="checkbox"/> Krzyzanowski, Eric - Parent	<input type="checkbox"/> Poirier, Patrick - Facilities Director	<input type="checkbox"/> Smith, Charlie - HS Teacher
<input type="checkbox"/> Byron, Christi - ES/MS Teacher	<input type="checkbox"/> Lessord, Tracy - Clerk	<input type="checkbox"/> Porter, Anna - Parent	<input type="checkbox"/> Smolinski, Makala - Technology Coordinator
<input type="checkbox"/> Craft, Jessica - ES Assistant Principal	<input type="checkbox"/> Liberatore, Rachel - Assistant Superintendent	<input type="checkbox"/> Rockow, Bryon - MS Assistant Principal, AD	<input type="checkbox"/> Snyder, Rob - HS Principal
<input type="checkbox"/> Dowling, Holli - Parent	<input type="checkbox"/> Miller, Nancy - MS Teacher	<input type="checkbox"/> Rozzi, Rich - MS Teacher	<input type="checkbox"/> Taylor, Kate - MS Principal
<input type="checkbox"/> Drechsler, Scott - ES Principal	<input type="checkbox"/> Myers, Nanette - Parent	<input type="checkbox"/> Sensenbach, Ben - Parent	<input type="checkbox"/> VanStrien, Tina - Food Service Director
<input type="checkbox"/> Durfee, Alexandra - Parent	<input type="checkbox"/> Pascarella, Vicky - Transportation Director	<input type="checkbox"/> Sensenbach, Katie - ES Teacher Assistant	<input type="checkbox"/> Weil, Mary - HS Counselor
<input type="checkbox"/> Governor, Geoff - BOE	<input type="checkbox"/> Plyter, Melissa - Attendance/Front Desk Monitor	<input type="checkbox"/> Sheets, Kirstie - ES Teacher	<input type="checkbox"/> White, Bruce - HS Facilities
<input type="checkbox"/> Hoody, Karen - CIII		<input type="checkbox"/> Skerrett, Tiffany - Clerk	
<input type="checkbox"/> Howell, Daniel - Parent			
<input type="checkbox"/> Johnston, Penny - Business Official			

- WCS District Safety Team membership is posted annually to WCS Landing Page.
- The WCS District Safety Team meets bimonthly in the BOE Conference Room.
- The WCS District Safety Team considers and responds to safety concerns brought forward by students, staff, families and staff members during regularly scheduled safety team meetings.
- Students, families, staff and community members may communicate safety concerns and considerations directly to any District Safety Team member via email and/or other for consideration and review during a regularly scheduled District Safety Team Meeting.
- The WCS District Safety Team may make recommendations for revision of the Emergency Response Plan as necessitated by regulatory or situational factors warrant. Any revision to the ERP requires consideration and execution of public hearing, comment and BOE approval process.

**C. Concept of Operation**

- The District Safety Plan shall be directly linked to the Building Emergency Response Plans. Protocols

developed in the District Safety Plan will guide the development and implementation of Building Level Safety and Emergency Response Plans.

- This plan has been developed using the New York State Education Guidance Document. It has been reviewed and revised by members of the Williamson District Safety Committee prior to public comment.
- In the event of an emergency or violent incident, ***the initial response at an individual school will be coordinated by that Building's Emergency Response Team.***
- Once the Superintendent and/or his/her designee are notified, the District Emergency Response Team will be mobilized to respond and local emergency officials will be notified, as necessary and warranted to do so.
- District efforts may be supplemented by local, county, and state agencies in compliance with their existing protocols.

#### **D. Plan Review and Public Comment**

- The District Safety Plan shall be monitored, maintained and reviewed annually by the District Safety Team on or before July 1<sup>st</sup> of each year.
- Pursuant to the Commissioner's Regulation 155.17(e) (3), the plan will be made available for public comment 30 days prior to adoption.
- The School Board may adopt the district level plan only after at least one public hearing that provides for the participation of school personnel, parents and guardians, students and any other interested parties. The plan must be formally adopted by the Board of Education at a public meeting..
- Full copies of the District Safety Plans and any amendments will be submitted to the State Education Department within 30 days of adoption.
- The District level Emergency Response Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption and prior to October 1.
- Building-level Emergency Response Plans will be supplied to both local and state police within 30 days of adoption.
- Building-level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of Public Officers Law or any other provision of law in accordance with Education Law Section 2801-a.

### **Section II – Risk Reduction/Prevention and Intervention**

#### **A. Prevention/Intervention Strategies**

The Williamson Central School District is committed to proactive risk prevention strategies designed to create a safe, inclusive, and non-violent learning environment for all students and staff. Through comprehensive training, early identification of warning signs, developmentally appropriate interventions, and strategic use of security systems and personnel, the District fosters a culture of safety, preparedness, and positive school climate.

The District School Safety Plan should provide the framework for the Building Level Emergency Response Plan. Policies and procedures related to school building security should include, where appropriate, the use of school safety officers and/or security devices or procedures.

## Security Infrastructure and Identification

To strengthen school safety and support preventive monitoring:

- The District operates a comprehensive security and surveillance system across all campuses.
- All entry points are secured and monitored through the Raptor Visitor Management System.
- Photo ID badges are issued to all district staff and are required to be visibly worn.  
Safety equipment and security staffing are deployed in alignment with building-specific needs.
- The district provides adequate lighting in all areas.
- The district reduces and controls traffic flow on campus.
- Classroom doors are locked as outlined in Building Safety Plans.
- Entry / access to courtyards is secure.

All staff are required to actively participate in measures outlined by the administration for providing school safety and security. These include:

- Limiting access of visitors to identified entrances.
- Wearing staff identification badges at all times.
- Being cognizant of strangers in the building and stopping visitors who have not properly registered.

## School Resource Officer (SRO)

SROs play a crucial, multifaceted role in maintaining school safety. They are specially trained law enforcement officers assigned to work in schools in partnership with school administrators, students, and the community. SROs are most effective when they balance their roles as: Law Enforcement Officers, Educators and Informal Counselors/Mentors.

WCS contracts with the Wayne County Sheriff's Department to secure a full time SRO. The SRO will serve as a consistent member on the District Safety Committee and support the review, revision and development of emergency response plans for the district and all buildings.

## Role of SRO in Supporting School Safety

- Visible Security Presence**
  - Deterrence of criminal behavior simply by being on campus.
  - Provide a rapid law enforcement response if a threat arises.
- Relationship-Building with Students**
  - Build trust and positive relationships.
  - Act as mentors and role models—especially for students at risk.
  - Help identify changes in student behavior that might signal a deeper issue.
- SRO Involvement in Threat of Harm Situations**
  - Behavioral Threat Assessments
    - SROs serve as members of threat assessment teams (HPTM).
    - SRO provides expertise in criminal behavior, weapons access, and legal considerations.
    - SRO may support determination if a threat is transient (not serious) or substantive (serious and needs action).
  - Conducting Investigations

- SRO will interview students, staff, and witnesses regarding threats or concerning behavior.
- SRO will review social media, phone activity, or search warrants if necessary.
- SRO will check for weapon access and history of violence.
- Coordinating with Parents and Law Enforcement
  - SRO may notify parents or guardians about student behavior or investigations.
  - SRO will serve as the liaison between the school and broader law enforcement.
  - SRO may assist in initiating an ERPO/Red Flag Law process.
- SROs During Critical Incidents (e.g., Active Shooter, Bomb Threat)**
  - Immediate First Responder
    - SRO will respond to active threats (e.g., active shooter, assault, intruder) and secure the scene.
    - SRO will coordinate lockdown, evacuation, or shelter-in-place protocols with administration.
  - Incident Command
    - Depending on the situation, the SRO may act as the on-scene incident commander until additional first responders arrive.
    - SRO will coordinate with SWAT, fire, EMS, or crisis negotiators.
  - Post-Incident Response
    - SRO will support administration with reunification with families.
    - SRO will assist with student interviews and investigations.
    - SRO will provide emotional support and visibility during recovery.

### **Staff Training and Professional Development for Prevention and Intervention**

All district staff and administrators play a critical role in fostering a safe, supportive, and responsive school environment. As part of the district’s comprehensive approach to school safety, professional development is intentionally structured to build staff capacity in both risk prevention and early intervention.

District-wide training initiatives are aligned with federal and state safety mandates, as well as evidence-based practices, and include the following key components:

- Annual Orientation to Emergency Response Plans for all staff, provided by building principals or designees at the start of each school year and included in the onboarding process for new employees.
- Compliance with state-mandated fingerprinting and background checks for all prospective employees, per SAVE legislation.
- Annual multi-hazard safety training for all staff and students, including:
  - Right-To-Know
  - Bloodborne Pathogens
  - Violence prevention and intervention
  - Emergency response roles and responsibilities
  - Cybersecurity awareness

- Early warning signs of potentially violent behaviors
- Harm Prevention Threat Management (HPTM) model
- Workplace Violence Training
- Specialized training for security personnel, monitors, and administrators, including:
  - Individual and group de-escalation techniques
  - Conflict resolution strategies
  - Active shooter protocols
  - Understanding of youth culture and student developmental readiness
  - Collaborative agreements with state and local law enforcement officials designed to ensure that school safety officers and other security personnel are adequately trained including:
    - Non-violent conflict resolution training programs,
    - Peer mediation programs and youth court.
- Therapeutic Crisis Intervention (TCI) training for designated staff in non-violent conflict resolution and de-escalation techniques.
- Trauma, Illness, Grief (TIG) training for designated staff in building and district level response and recovery to trauma, illness and grief.
- Ongoing professional development for school counselors and mental health teams, with emphasis on:
  - Early identification of concerning behaviors,
  - Student support referral processes, and
  - Integration of pro-social skills into instruction.
- Classroom management techniques that promote safety, inclusion, and student engagement.
- Training in Restorative Practices to support relationship building, accountability, and reintegration after conflict.
- Additional opportunities for safety training and coursework that may include:
  - Restorative Practices
  - Life Space Crisis Intervention
  - NYS Police Safe Schools Training
  - Crisis and Suicide Awareness Training
  - Youth Mental Health First Aid
  - Counseling Department Professional Development
  - Recognition of warning signs for violence and concerning behavior
  - Safe, non-violent school climate statutes and policies
  - Classroom management and academic supports that promote engagement and safety
  - Social and problem-solving skills integrated into curriculum
  - School/community referral processes for students in need of intervention
- Expected Outcomes:
 

These intentional training efforts ensure that all staff are equipped to identify risks early, respond effectively during crises, support student mental health and behavioral needs, and

foster a school climate that is safe, inclusive, and prepared to intervene before incidents escalate.

### **Use of Culture & Climate Survey and SSEC Data to Support District Safety Plan**

The District is committed to using data-driven decision-making to enhance school safety, promote a positive school climate, and ensure the well-being of all students and staff. As part of this effort, the District regularly collects and analyzes Culture and Climate Survey data and School Safety and Educational Climate (SSEC) data to inform the development, implementation, and refinement of the District Safety Plan. These data sources help the District to:

**Identify Trends and Areas of Concern:**

Survey responses and incident data provide valuable insight into student and staff perceptions of safety, belonging, respect, and connectedness, as well as patterns related to bullying, harassment, substance use, or disciplinary actions.

**Target Interventions and Resources:**

Findings guide the allocation of supports, such as restorative practices, mental health services, supervision strategies, and building-level behavior initiatives.

**Monitor the Effectiveness of Safety Measures:**

Year-over-year data comparisons allow the District to assess the impact of implemented strategies and adjust programming or policies to improve outcomes.

**Comply with State Reporting Requirements:**

SSEC data is submitted annually to meet New York State Education Department (NYSED) mandates and to ensure that district practices align with state expectations for safe and equitable learning environments.

By systematically integrating survey feedback and SSEC data into planning and practice, the District ensures that its safety efforts are responsive, student-centered, and reflective of the actual experiences of those within the school community.

### **Communication and Reporting**

The district is committed to transparent and proactive communication regarding school safety procedures. Key safety information—including details about required emergency drills, relevant provisions of the District-Wide Emergency Response Plan (ERP), and building-specific annexes—is shared with students and staff at the start of each school year and reviewed periodically to ensure understanding and preparedness.

Staff are trained on their roles and responsibilities during various emergency scenarios, and students receive age-appropriate instruction on safety protocols. The district also emphasizes the importance of early intervention by encouraging all members of the school community to report potentially violent or threatening behaviors to school administrators or designated safety personnel. By consistently sharing critical safety information and promoting a shared responsibility model, the district strengthens its ability to maintain a secure and responsive school environment.

The district provides multiple avenues for reporting safety concerns to ensure a prompt and effective response. Individuals can report issues confidentially through the Safe School Hotline, the district's internal incident reporting system, or by calling/texting 988, the National Suicide & Crisis Lifeline.

Additionally, staff, students, and families are encouraged to communicate directly with school administrators or district leadership regarding any immediate concerns. All reports will be taken seriously and investigated promptly to ensure the safety and well-being of the school community.

**Safe School Hotline** (1-800-418-6423)

The Safe School Hotline is a confidential and anonymous reporting system designed to help maintain a safe and secure learning environment for all students and staff. It provides a way for students, parents, staff, and community members to report concerns related to school safety, including threats of violence, bullying, harassment, drug use, or any suspicious activity. The hotline is monitored regularly, and all credible reports are promptly investigated by appropriate school officials and, when necessary, local law enforcement. By offering a safe and discreet method of communication, the Safe School Hotline plays a vital role in early intervention and prevention efforts within the district's overall safety strategy.

**WCS Incident Reporting Form** (accessible online or at school)

In addition to the Safe School Hotline, the district has established an internal incident reporting system to allow staff, students, and community members to report safety concerns directly to school administrators in a timely and confidential manner. This reporting method may be accessed through designated forms, secure email, or direct communication with trained personnel, and is intended to address issues such as bullying, threats, vandalism, or any behavior that could compromise the safety and well-being of the school community. All reports are taken seriously and are investigated promptly in accordance with district policy and state regulations. This internal system enhances our proactive approach to school safety by ensuring that concerns are identified and addressed quickly and appropriately.

**988**

The district recognizes the importance of supporting the mental health and well-being of students, staff, and families. As part of this commitment, we promote awareness of the **988 Suicide & Crisis Lifeline**, a national, 24/7, free, and confidential resource for individuals experiencing mental health distress, emotional crises, or thoughts of suicide. By dialing or texting **988**, anyone can connect directly with trained crisis counselors who provide immediate support and guidance. The district encourages students, staff, and families to utilize this resource when in need, and incorporates information about 988 into mental health education and awareness efforts. Promoting access to crisis support services is a critical component of our overall approach to school safety and wellness.

**Direct Communication**

The district encourages open and direct communication between students, staff, parents, and administration regarding any safety concerns. Individuals are urged to promptly report any threats, suspicious behavior, or potential risks to school safety directly to teachers, counselors, building administrators or the Superintendent. This direct line of communication ensures that concerns are addressed quickly, transparently, and in accordance with district policies and legal guidelines. By fostering a culture of trust and responsiveness, the district aims to create a safe, supportive environment where all members of the school community feel empowered to speak up and contribute to the

safety and well-being of others.

## **B. District Wide and Building-Level Safety Programming**

WCS provides ongoing programs to support student safety, social development, and conflict prevention, tailored to the needs of each level. Each Building Safety Team, in collaboration with school administration, develops tailored strategies and initiatives to promote student-staff communication, reduce isolation, and proactively address conflict. Each Building Safety Team further analyzes SSEC incident reporting to proactively develop strategies and interventions based on demonstrated need.

### **Code of Conduct**

The Board of Education (BOE) is committed to providing a safe and orderly school environment where students may receive and district personnel may deliver quality educational services without disruption or interference. Responsible behavior by students, teachers, other district personnel, parents and other visitors is required to achieve this goal.

The District has a long-standing set of expectations for conduct on school property and at school functions. These expectations are based on principles of civility, mutual respect, citizenship, character, tolerance, honesty, and integrity.

The BOE recognizes the need to clearly define these expectations for acceptable conduct on school property, identify the possible consequences of unacceptable conduct, and ensure that discipline when necessary is administered promptly and fairly.

The Board of Education expects students to conduct themselves in an appropriate and civil manner, with proper regard for the rights and welfare of other students, school personnel and other members of the school community, and for the care of school facilities and equipment. After having considered a policy of zero tolerance, it was decided that such action would limit the discretion necessary to view each case individually. When considering cases involving violence the following factors should be considered:

- Age of the student
- Intent of the student
- Evidence of injury or physical damage
- These factors all should be considered by administration when administering disposition to student offense and duration of student suspension.

### **Student Agency and Voice**

The district strongly values student leadership and actively promotes student voice in shaping school culture, policies, and priorities, including those related to school safety. Through a variety of leadership opportunities such as Student Council, class officers, National Honor Society and peer-to-peer programs, students are empowered to serve as role models and contribute meaningfully to the school community.

Beginning in the 2025–2026 school year, the district will introduce an ex officio student member on the Board of Education, further reinforcing student representation in district governance and policy. Additionally, the Superintendent’s Student Advisory Council provides a

direct forum for students to share feedback and collaborate with district leadership.

Tier 1 tools such as SEL (Social-Emotional Learning) surveys offer further opportunities for students to express their perspectives on school climate and safety. These initiatives reflect the district's commitment to ensuring that students have a voice in creating a safe, inclusive, and responsive educational environment. WCS students also engage in service hours that foster civic responsibility and community involvement.

#### **District-Wide Supportive Measures & Expected Outcomes**

To promote student well-being, reduce risk behaviors, and support positive school climate, the district implements a range of supportive, proactive, and restorative interventions. These are tailored based on individual student needs and the overall school environment.

##### Tiered Interventions & Behavioral Support (MTSS Framework)

###### Multi-Tiered System of Supports (MTSS):

*Expected Outcome:* Early identification of academic, behavioral, and social-emotional needs; timely intervention to prevent escalation.

###### Behavioral Assessment & Evaluation:

*Expected Outcome:* Understanding of behavior drivers to guide targeted supports.

###### Behavioral Management Plans with Benchmarks:

*Expected Outcome:* Clear expectations and goals for behavior, monitored for progress.

##### Individualized Student Support

###### Student Counseling & Parent Conferences:

*Expected Outcome:* Improved communication, collaboration, and coordinated support between school and home.

###### Schedule Modifications & Adjustments to Travel Routes:

*Expected Outcome:* Reduced opportunities for conflict and increased supervision during transition times.

###### Targeted Use of Monitors:

*Expected Outcome:* Enhanced adult presence in critical areas; safer, more structured environments.

##### School-Wide and Community Integration

###### Community Schools Model:

*Expected Outcome:* Integrated support services, family engagement, and community partnerships to meet non-academic needs.

###### Parent-Teacher Organization (PTO) Involvement:

*Expected Outcome:* Increased parent engagement and shared ownership of student success.

###### Student Assemblies & Guest Speaker Programs:

*Expected Outcome:* Greater awareness of social-emotional topics, prevention strategies, and inspirational messaging.

- Mental Health & Social-Emotional Services
  - Full-Time Counselors, Social Workers, and School Psychologists:
    - Expected Outcome:* Immediate access to professional mental health support.
  - Peer Support Groups, Self-Regulation & Anger Management Programs:
    - Expected Outcome:* Peer empowerment, improved emotional control, and conflict resolution skills.
- Student-Focused Educational Programs
  - Student Handbook & Code of Conduct Review:
    - Expected Outcome:* Increased accountability and understanding of behavioral expectations.
  - Pro-Social Skill Building & Character Education:
    - Expected Outcome:* Development of empathy, respect, and responsible decision-making.
  - Anti-Bullying Initiatives:
    - Expected Outcome:* Reduction in harassment and intimidation incidents.
  - Social-Emotional & Drug Prevention Programs:
    - Examples:*
      - Zones of Regulation
      - Too Good for Drugs
      - Youth to Youth
      - Teen Mental Health First Aid
      - Second Step (K-5)
    - Expected Outcome:* Enhanced coping skills, awareness of substance use risks, and positive behavioral choices.
- Restorative Practices
  - Restorative Circles, Mediation, and Dialogue Sessions:
    - Used to address conflict, rebuild relationships, and foster accountability.
  - Restorative Conferencing (student-staff-parent):
    - Structured opportunity for harm to be acknowledged and repaired.
  - Expected Outcomes:
    - Reduced suspensions and disciplinary recidivism
    - Strengthened student voice and sense of belonging
    - Repaired relationships and restoration of community trust

These supportive measures reflect the district’s commitment to prevention, early intervention, and a trauma-informed approach to student wellness and school safety. All initiatives are aligned with state guidelines and best practices for holistic student development.

**Building-Specific Supportive Measures**

In addition to district-wide programs and interventions, each school building (Elementary, Middle, and High School) implements building-specific supportive measures that reflect the

unique developmental, social-emotional, and behavioral needs of their student populations. These supports are designed in alignment with the district's Multi-Tiered System of Supports (MTSS), restorative practices framework, and school climate goals.

Each building may incorporate tailored initiatives such as:

- Elementary School (ES): Daily SEL check-ins, classroom calming corners, play-based conflict resolution, and structured routines for emotional regulation. See below for more specific examples.
- Middle School (MS): Advisory periods, mentorship programs, peer mediation, targeted behavior contracts, and transitional support for adolescent development. See below for more specific examples.
- High School (HS): Student leadership opportunities, career and college readiness counseling, restorative dialogue circles, mental health awareness campaigns, and partnerships with outside agencies. See below for more specific examples.

Expected Outcome: These building-specific measures enhance the district's capacity to provide age-appropriate, culturally responsive, and developmentally targeted supports—leading to safer, more inclusive learning environments at every grade level.

#### **Williamson High School Supportive Measures**

- Student Code of Conduct** - This document is distributed and reviewed with students annually. The document outlines specific school expectations.
- Student Forum** - Every morning there are Administrative level discussions/announcements, core instruction of school wide expectations to all student body assembled in High School auditorium. Discussion of pertinent issues.
- Pathways Program** - Provides students with career exploration and access to job fairs, internships, and shadow experiences.
- MTSS (Multi-Tiered Systems and Supports)** - This blends the approach of RTI and PBIS to address the behavioral, academic, and social emotional needs of students. Tier 1 learning and interventions are for the whole school community. Tier 2 are for 15% of the school community, and Tier 3 (formerly CARE TEAM) are for 5% of the school community based on team assessment of school data.
- Building-level Counseling Services** - non-mandated counseling available through MTSS process and direct request for services. This includes conflict resolution and peer mediation.
- Check in/Check Out** - part of our Tier 2 services, this connects a student to a staff member in checking daily to see how the student is meeting our school wide expectations and short-term goals.
- Individual and/or Small Group Counseling** - counseling available as an IEP service through PPS office.
- Wayne Behavioral Health Network Satellite Office** - There is a licensed social worker from WBHN 2/5 days per week to meet with students. Students may be referred by school staff or families.

- Restorative Practices**
- Williamson Middle School Supportive Measures**
  - Delphi** - An outside program that works with 6th and 7th grade students on developing pro social skills; conflict resolution; and drug and alcohol prevention.
  - MTSS - (Multi-Tiered Systems and Supports)** This blends the approach of RTI and PBIS to address the behavioral, academic, and social emotional needs of students. Tier 1 learning and interventions are for the whole school community. Tier 2 are for 15% of the school community, and Tier 3 are for 5% of the school community based on team assessment of school data.
  - Individual and Small Group Counseling** - Available through IEP services with guidance office personnel.
  - Student Code of Conduct** - This document is distributed and reviewed with students annually. The document outlines specific school expectations.
  - Building-Level Counseling Services** - non-mandated counseling available through the MTSS process and direct request for services. This includes conflict resolution and peer mediation.
  - Wayne Behavioral Health Network Satellite Office** - There is a licensed social worker from WBHN 2/5 days per week to meet with students. Students may be referred by school staff or families.
  - Student Forums** - Assemblies involving all Middle School stakeholders used to actively discuss and review PRIDE expectations.
- Williamson Elementary School Supportive Measures**
  - Elementary MTSS Team** – This is a team of staff members that work together to support students with academic and social-emotional needs. There are three tiers of support in the MTSS system, with Tier 3 offering the highest level of support.
  - Project Try** – Project Try is an early intervention program, which services students in Grades K-3 who are experiencing behavioral, emotional, or learning difficulties. The intervention offers students 1:1 play therapy to address issues impacting their academic progress or emotional well-being.
  - Delphi Program** – The Delphi Program is a program, which services students in Grades K-4 dealing with conflict resolution and drug and violence intervention.
  - Pride Pals** – Pride Pals are designed to focus the attention of the students on appropriate social behavior. The proponents of the Pride Pals program represent the district PRIDE philosophy, including Perseverance, Responsibility, Integrity, Dignity and Excellence.
  - Caring Community Program** – This program is a research-based strategy that focuses on building a social community in the classroom and school in order to focus on bullying, making friends, social etiquette and a variety of other topics
  - Individual and Small Group Counseling** - Available through IEP services with guidance office personnel.
  - Student Code of Conduct** - This document is distributed and reviewed with students annually. The document outlines specific school expectations.

- Building-Level Counseling Services** - non-mandated counseling available through the MTSS process and direct request for services. This includes conflict resolution and peer mediation.

- Early Detection of Potentially Violent Behaviors**

As part of the District's commitment to proactive prevention and early intervention, a structured process is in place to ensure that students, families, and staff are informed about the warning signs of potentially violent or concerning behaviors.

- For Staff:**

- Annual Required Training:** All staff receive professional development on early warning signs of violent behavior, mental health indicators, and harm prevention strategies (including via the HPTM model).
- Mandatory SAVE Training:** Staff are trained in compliance with SAVE legislation, including recognition of behaviors that may indicate a threat of violence.
- Building-Level Meetings:** Principals or safety designees periodically review safety protocols, reporting mechanisms, and behavioral red flags at faculty meetings.
- Access to Resources:** Digital and print resources (e.g., quick-reference guides, posters, online modules) are made available on the district landing page.

- For Students:**

- Age-Appropriate Instruction:** Curriculum-based programs such as Second Step, Too Good for Drugs, Teen Mental Health First Aid, and character education integrate lessons on empathy, conflict resolution, and recognizing when a peer may be in distress.
- Assemblies & Events:** Guest speakers and safety assemblies reinforce awareness of concerning behaviors, appropriate help-seeking, and peer reporting.
- Student Handbooks:** Include a summary of concerning behaviors and how to report them anonymously or directly to trusted adults.

- For Families:**

- Family Information Sessions:** The district and/or individual buildings may host informational nights or webinars on school safety, mental health supports, and recognizing warning signs.
- Newsletters & Digital Communication:** Safety-focused content is regularly shared through district newsletters, school websites, and parent communication platforms. Information is available for parents and guardians/guardians on the district website regarding how to identify potentially violent behaviors.
- Code of Conduct:** Clearly outlines expectations, reporting mechanisms, and warning signs of concerning behavior, including anonymous reporting tools such as the SafeSchool Hotline or digital tip lines.

- Reporting Channels for All Stakeholders:**

- SafeSchool Hotline
- Williamson Central School District Incident Report
- Direct reporting to school personnel, counselors, or administrators

- Anonymous digital reporting tools (if available)
- In emergencies: Call 911
- Early warning signs may include:**

<ul style="list-style-type: none"> <li><input type="checkbox"/> Depressed mood or chronic crying</li> <li><input type="checkbox"/> Decline in school performance</li> <li><input type="checkbox"/> Verbal expressions about one's own death</li> <li><input type="checkbox"/> Giving away important personal possessions</li> <li><input type="checkbox"/> Use of alcohol or drugs</li> <li><input type="checkbox"/> Sudden lifting of severe depression</li> <li><input type="checkbox"/> Recent withdrawal from therapy or psychological counseling</li> <li><input type="checkbox"/> Purchase of knives, guns, or ropes</li> <li><input type="checkbox"/> Verbal or written communications which appear to be saying "good-bye"</li> <li><input type="checkbox"/> Feelings of guilt</li> <li><input type="checkbox"/> Violent, aggressive behavior</li> <li><input type="checkbox"/> Exaggerated mood swings</li> <li><input type="checkbox"/> Running away</li> <li><input type="checkbox"/> Talking about revenge or getting even with parents and guardians</li> <li><input type="checkbox"/> Confusion and despair resulting from sudden death or suicide of a peer</li> <li><input type="checkbox"/> Any sudden obvious changes in behavior</li> <li><input type="checkbox"/> Eating disorders - changes in eating habits</li> </ul>	<ul style="list-style-type: none"> <li><input type="checkbox"/> Sleeping disorders - insomnia or excessive sleeping</li> <li><input type="checkbox"/> Low energy level, constant fatigue</li> <li><input type="checkbox"/> Decreased productivity or effectiveness</li> <li><input type="checkbox"/> Pessimism about the future or brooding about the past</li> <li><input type="checkbox"/> Loss of interest in formerly pleasurable activity</li> <li><input type="checkbox"/> Inability to show pleasure ☹️ Reactions that seem inappropriate to the situation</li> <li><input type="checkbox"/> Statements of inadequacy or low self-esteem</li> <li><input type="checkbox"/> Social withdrawal - pulls away from friends</li> <li><input type="checkbox"/> Irritability or excessive anger (which may be directed towards parents and guardians, caretakers, or siblings), rebelliousness, and belligerence</li> <li><input type="checkbox"/> Neglect of personal appearance</li> <li><input type="checkbox"/> Physical complaints</li> <li><input type="checkbox"/> Preoccupation with illness, death, or catastrophic events</li> <li><input type="checkbox"/> Decreased attention, concentration, or ability to think clearly</li> </ul>
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- Strategies for improving communication among students, between students, parent/guardians and school personnel:**
  - The District ensures ongoing communication with parents and guardians, including the distribution of materials on how to identify signs of distress or potentially violent behavior in children.
  - Student input sheets are available in each building so that students can report any threatening behavior.
  - Parents are notified annually that they can call any building administrator with concerns on potential issues of violence during business hours. The District Office number is available during non-business hours (315-589-9661) to report such issues.
  - Specialized parent nights may be held during the school year to address violence, drug

or alcohol use/abuse.

### C. Prohibited Items

In New York State (NYS), there are specific laws and school district policies that prohibit certain items on school property to ensure a safe learning environment. These rules apply to students, staff, and visitors, and violations can lead to disciplinary action or criminal charges.

#### Weapons

Under **NYS Penal Law § 265** and **Education Law § 3214**, weapons are strictly prohibited, including but not limited to:

- Firearms (handguns, rifles, shotguns)
- BB guns / Airsoft guns
- Knives (including pocket knives, switchblades, box cutters)
- Explosives / Fireworks
- Stun guns / Tasers
- Brass knuckles
- Imitation weapons (if used to threaten or disrupt)

**Note:** Even if the item is not used, mere possession on school grounds is prohibited.

#### Drugs, Alcohol, and Controlled Substances

- Illegal drugs (including marijuana, even if legal for **adults** recreationally, it is not permitted in schools)
- Controlled substances/prescription medications, if not registered with the school nurse
- Alcohol
- Vapes / e-cigarettes / tobacco products
- Drug paraphernalia (pipes, grinders, rolling papers)

#### Other Prohibited or Disruptive Items

- Laser pointers
- Skateboards, hoverboards
- Chains / spiked jewelry
- Spray paint / tagging materials
- Sexually explicit materials
- Gambling devices
- Gang-related symbols or items (as defined by local law enforcement)

### D. Training, Drills and Exercises

The Williamson Central School District is dedicated to fostering a safe and responsive learning environment through consistent training, preparedness, and collaboration. To ensure readiness in the event of an emergency, the District provides annual training and coordinates a comprehensive schedule of drills and exercises for all students and staff. These activities are aligned with federal and state regulations and reflect best practices in school safety and emergency management.

#### Annual Safety Training for Staff

The District will conduct annual training for all staff on multi-hazard safety protocols, including but not limited to:

- Right-To-Know
- Bloodborne Pathogens
- Violence prevention and intervention
- Emergency response roles and responsibilities
- Cybersecurity awareness
- Early warning signs of potentially violent behaviors
- Harm Prevention Threat Management (HPTM) model
- Workplace Violence Training

Training may be delivered synchronously or asynchronously via multiple modalities, including online platforms, inservice workshops, guest speakers, et al. All employees will receive at least two hours of school safety instruction annually, which may be delivered through in-service training, professional development days, workshops, or conference sessions. Additional training will be offered when procedures are revised or new risks are identified.

**Emergency Drills and Exercises**

The District will coordinate a variety of drills and exercises to test and enhance the effectiveness of the Emergency Response Plan, including but not limited to:

- Evacuation drills
- Lockdown drills
- Lock-out drills
- Shelter-in-place drills
- Bus evacuation drills
- GINNA evacuation drills
- Tabletop exercises
- Early dismissal drills
- Fire drills
- Classroom and assembly safety instruction

**Regulatory Requirements (Education Law §807.1 and §807.2 / Commissioner’s Regulation §155.17):**

- 12 drills total per school year:
  - 8 evacuation drills
  - 4 lockdown drills
- At least 8 drills must be conducted before December 31 of each year. (EL §807.1)
- 4 of the evacuation drills must use fire escapes (if applicable) or secondary means of egress. (EL §807.1)
- Drills must be conducted at varied times during the school day. (EL §807.1)
- Students will be instructed on emergency procedures during lunch and assemblies. (EL §807.1)
- Information regarding drills must be included in the teacher’s manual or handbook. (EL §807.2)
- At least one early dismissal drill will be held each school year:
  - Must be conducted no more than 15 minutes before normal dismissal.
  - Parents/guardians will be notified at least one week in advance.
  - The drill will test the communications and transportation systems (CR §155.17(h)).

A **record of all drills** will be maintained by each building.

**Parent Notification Regarding Required Drills**

The Williamson Central School District is committed to maintaining a safe environment through regular practice of required emergency drills, including fire drills, lockdowns, shelter-in-place, and evacuation exercises. Parents and guardians will be notified at the start of each school year about the schedule and purpose of these drills to ensure transparency and partnership in student safety.

Additionally, prior to drills that may be more sensitive in nature (such as lockdown or active shooter drills), parents will receive advance communication explaining the drill procedures, objectives, and the importance of these safety practices. This communication aims to prepare families and reduce student anxiety while reinforcing the district's commitment to preparedness.

Parents and guardians are encouraged to discuss emergency procedures with their children to support understanding and readiness at home.

**Student Training on Emergency Procedures and Safety Annexes**

The Williamson Central School District is committed to ensuring that all students understand and can effectively respond to various emergency situations through ongoing, developmentally appropriate training. The district's approach includes:

Age-Appropriate Instruction:

Elementary School:

Students may receive basic safety instruction focused on simple, clear actions such as "stop, drop, and roll," evacuation routes, and recognizing alarms. Lessons incorporate storytelling, visuals, and drills designed to build comfort and familiarity with emergency procedures in a reassuring manner.

Middle School:

Training expands to include understanding different types of emergencies (fire, lockdown, shelter-in-place, severe weather), roles during drills, and communication protocols. Instruction integrates interactive activities, scenario-based learning, and opportunities to ask questions to promote engagement and comprehension.

High School:

Students may receive detailed training on multiple emergency annexes, including lockdown procedures, active shooter response, evacuation, and reunification processes. Emphasis is placed on personal responsibility, situational awareness, and cooperation with staff and first responders. Training methods include workshops, simulations, and presentations by school safety personnel and local law enforcement.

Training Delivery Methods:

Regular Drills: Schools conduct scheduled drills for fire, lockdown, shelter-in-place, and evacuation multiple times per year to reinforce procedural

knowledge and readiness.

- Classroom Instruction: Teachers provide direct instruction aligned with district safety protocols, incorporating age-appropriate materials and discussions.
- Assemblies and Guest Speakers: Periodic assemblies include presentations from safety professionals, law enforcement officers, and emergency responders to enhance understanding and student buy-in.
- Digital and Printed Resources: Students receive access to student-friendly guides, videos, and reminders reinforcing key safety procedures.

**Coordination and Collaboration**

- Drill planning and review will be managed by District and Building-level Safety Teams.
- Joint meetings may be utilized to ensure consistent safety messaging and procedures across all buildings.
- The District will coordinate with local, county, and state emergency responders and preparedness officials whenever possible to enhance training authenticity and preparedness.
- Plans will be revised based on post-incident reviews conducted by safety teams to ensure continuous improvement around district and building safety.

**E. School Security and Safety Measures**

The Williamson Central School District is fully committed to providing a safe, secure, and supportive learning environment for all students, staff, and visitors. A layered approach to school safety ensures that physical security, personnel protocols, technology systems, and community partnerships work together to protect the school community.

The District will consider and implement, where prudent, the following recommended school safety actions. Building-specific plans will include more detailed actions tailored to the needs of individual facilities. The following security measures are in place at all times:

**Building Access and Entry Procedures:**

- All exterior doors remain locked during the school day, except at designated secured vestibule points of entry.
- Visitors may only enter through main entrances, where they are screened prior to admittance.
- Raptor Visitor Management System is used by security or building office staff to screen visitors before granting access.
- Doors must not be propped open, and locking mechanisms may not be overridden under any circumstances.
- Every exterior door remains accessible as an exit for emergency egress.

**Classroom and Office Door Security:**

- All classroom doors must be capable of being locked from the inside.
- Faculty are encouraged to keep doors unlocked from the inside but locked from the outside during instruction.
- Office and classroom doors must include unobstructed glass windows that provide

visibility into the hallway for monitoring and safety.

**Surveillance and Monitoring:**

- Security cameras and monitors are strategically placed throughout school facilities and grounds.
- District staff are expected to continuously monitor all areas of campus for safety and suspicious activity.

**Emergency Preparedness:**

- The district maintains a comprehensive Emergency Response Plan aligned with NYSED and state guidelines.
- Buildings maintain comprehensive Emergency Response Plans aligned with NYSED and state guidelines.
- Regular lockdown, evacuation, fire, and shelter-in-place drills are conducted to ensure staff and student preparedness.
- All emergency exits and pathways are kept clear and operational at all times.

**School Resource Officer (SRO) Program:**

The Williamson Central School District partners with local law enforcement to implement a comprehensive **School Resource Officer (SRO) program** designed to enhance school safety, foster positive relationships, and support prevention-focused initiatives. The SRO program enhances the district's capacity to **prevent, identify, and respond to potential threats**, while also fostering a climate of safety, trust, and mutual respect. The presence of an SRO on campus reflects the district's commitment to a collaborative, proactive approach to school safety.

- Williamson Central School District contracts with Wayne County for the service of a School Resource Officer (SRO).
- The SRO program is intended to deter criminal behavior through positive student interaction, education, law enforcement, and counseling.
- The agreement, included as Appendix G to this plan, outlines the:
  - Scope of the Program
  - Rights and Duties of the Sheriff
  - Duties of the School Resource Officer
  - Rights and Responsibilities of the School

**Security Monitors**

The presence of a security monitor strengthens building security, enhances supervision, supports early intervention efforts, and contributes to a safe, respectful school climate. These staff members are essential partners in the district's layered safety strategy.

- Monitor and control access to the building during school hours, ensuring that all visitors follow the check-in protocol and are properly identified using visitor management systems.
- Ensure that exterior doors remain secured and not propped open, in alignment with best practices for building security.
- Communicate regularly with administration, main office, and School Resource Officer (SRO) regarding any safety concerns, unauthorized individuals, or unusual behavior.
- Provide a visible deterrent to unauthorized access and maintain a welcoming yet vigilant

presence for all who enter the building.

### **Parking Considerations for Emergency Response**

Each school within the district maintains clearly designated parking areas to support both daily operations and emergency response coordination. These areas are structured to ensure accessibility, safety, and rapid deployment of emergency services when needed.

#### Standard Parking Designations:

Staff Parking Areas: Reserved for school personnel and are located for convenient building access without impeding emergency vehicle routes.

Visitor Parking: Clearly marked and located near main entrances for easy access to the main office for check-in. Visitors must adhere to district check-in procedures.

Student Parking (High School only): Designated areas for student drivers with permits. Students must register their vehicles with school administration and follow parking guidelines.

Bus Loops/Loading Zones: Restricted areas during arrival and dismissal times. These areas must remain clear for emergency vehicle access at all times.

Emergency Vehicle Access: Fire lanes, service roads, and perimeter access points must be kept unobstructed 24/7. These are critical for first responders during a crisis.

#### Emergency Response Considerations:

During drills or real emergencies, parking lots may be repurposed for staging emergency vehicles, parent/guardian reunification zones, or command post locations.

Traffic control measures (e.g., cones, barriers, signage) may be deployed to restrict access, redirect vehicles, and maintain clear emergency routes.

Staff assigned to safety roles may assist in directing traffic or supporting perimeter security as part of the school's Emergency Response Team.

All parking procedures are reviewed annually in coordination with local law enforcement, fire departments, and emergency planners to ensure compliance with safety regulations and accessibility standards.

### **Collaboration and Communication:**

The district maintains strong partnerships with local law enforcement to ensure coordinated and timely responses to incidents.

Open communication and cooperative relationships with parents, guardians, and the broader community are encouraged to support school safety and student success.

## **F. School Visitation**

The Williamson Central School District values the role of families and community members in supporting student success and encourages appropriate and scheduled visitations to school buildings and classrooms. To ensure the safety and continuity of the educational process, all visits must follow established protocols that minimize disruption and protect the confidentiality and safety of students and staff. Parents, guardians, community members, and other appropriate individuals are welcome to visit schools under the guidance of the building principal, who will oversee scheduling, purpose

clarification, and visitor conduct. All visitors must adhere to school security procedures, including signing in, showing identification, and receiving authorization to be on school grounds. Volunteers must be pre-approved before beginning service.

**Parent/Guardian-Initiated Visits**

- Requests must be made in advance through the building principal.

**Teacher-Initiated Visits:**

Teachers may invite parents/guardians for a classroom visit.

- Time and date arranged mutually with the parent/guardian.
- Principal must be notified prior to the visit.

**Other Visitors:**

- Requests made directly to the building principal.
- Purpose of the visit must be clearly established in advance.

**Visit Conduct:**

- Visits should not disrupt learning or the classroom routine.
- Principal may attend the visit if deemed appropriate.
- Visitors must maintain confidentiality as outlined by the principal.

**Building Entry Procedure:**

- Visitors must ring the intercom and report directly to the office or security area.
- Visitors must state purpose, show ID, sign in, and receive a visitor's pass.
- Visitors must sign out and return the pass upon leaving.

**Child Pick-Up Protocol:**

- Non-school individuals must be recognized as having legal authority.
- Child will be called to the building office/attendance office; visitors may not retrieve the child directly.
- Sign-out is required in the designated log at the building office/attendance office.

**Volunteers:**

- All volunteers must receive approval from both the building principal and superintendent before serving.
- Volunteers must be approved by the Board of Education.

**G. Hazard Identification**

- Each school will identify and locate areas of potential emergencies in and around their building. The facilities team will locate and map out these sites. These sites should include electrical, gas, heating, ventilation and domestic water supply systems locations and shut-off valves. These locations will be listed in each School Safety Plan and noted on building maps supplied to police, fire, emergency management services and appropriate district personnel.
- Potentially dangerous sites will be checked regularly and inspected by safety personnel annually. They include but are not limited to:
  - System Sites
  - Electrical panels/shut-off Gas lines/shut-off
  - Gas appliances
  - Heating plant
  - Sewage system

- Structural failure
- Ventilation/Air conditioning equipment
- Domestic water supply/shut-off
- Environmental Problem Sites
- Chemical storage
- Cleaning supplies areas
- Paper supply storage
- Industrial Arts room
- Science rooms and labs
- Site Considerations
  - Isolated areas near the school
  - Nearby streams and ponds
  - Unprotected exterior gas/electric
  - HVAC equipment
  - Playground equipment

**G.1 The sites listed below were identified by the planning team in consultation with participating school personnel and outside agency representatives:**

**External List:** (examples: hazardous railroad location, airports, industrial sites with potential for chemical spills, dams or waterways with flood potential, nuclear power plants, etc.)

- Route 104 intersection/Route 21
- Ginna
- Water Plant
- Cold Storage
- Exit roads from school
- Airport/plane crash
- Downtown disaster (fire, gas leak, explosion)
- Train crossing
- Student leaving premises
- Local farms- hazardous materials
- Thatcher Chemical
- Parking Lots
- Fuel Storage
- Gas Houses

**Internal List:** (examples: chemical storage locations, swimming pools, boiler rooms, etc.)

- School buildings/bus garage
- School Kitchens
- Labs/Shops
- Boiler Rooms
- Custodial Areas
- Janitorial Closets

- Nurses' Offices
- Art Rooms

### **Section III – District Response to Emergency Situations**

#### **A. Incident Command System Structure**

The Williamson Central School District utilizes the Incident Command System (ICS) model to guide emergency response actions in alignment with state and federal emergency management protocols. ICS provides a standardized, flexible framework that allows for a coordinated and effective response to emergencies of any size or complexity.

- For district-wide emergencies, the Superintendent of Schools or designee will serve as the Incident Commander (IC).
- For building-level emergencies, the building principal or designee will assume the role of Incident Commander and will immediately notify and consult with the Superintendent.
- The Incident Commander has the authority to activate appropriate personnel, resources, and response protocols as outlined in the Building-Level Emergency Response Plan.
- The Incident Commander is empowered to make timely decisions necessary to safeguard students, staff, and visitors, consistent with the emergency response procedures outlined in the district and building-level plans. Members of each building's Emergency Response Team are identified within the building level ERP and are trained in their respective roles to ensure swift and effective implementation of emergency procedures.
- Detailed information regarding the Williamson Central School District's Command Center location, staging areas, transportation coordination, and family reunification procedures can also be found in each Building-Level Emergency Response Plan. These components are reviewed regularly to ensure readiness and alignment with current best practices in school safety and crisis response.

#### **B. Activation of Incident Command Center**

In any emergency or disaster situation that exceeds the scope of a minor event, the activation of a Command Post (Command Center) is essential to ensure coordinated and effective response operations. The Command Post serves as the central hub for decision-making, information dissemination, personnel coordination, and emergency communications. It provides a known and organized location from which district leadership and emergency personnel can manage the situation in real time.

The key functions of the Command Post include:

- Serving as the central location for direction and coordination of response personnel
- Acting as a reporting point for incoming emergency responders and support staff
- Providing timely and accurate information to district personnel and emergency authorities
- Ensuring internal and external communications are established and maintained
- Functioning as a staging point in the event of confusion or disruption

A functional Command Post must be equipped with adequate IN/OUT communications, including

telephone, intercom, fax/email, cellular phones, district radio system, access to the Emergency Alert System (EAS), local media, weather radio, and website access.

- To preserve open lines of communication, a dedicated telephone line must be maintained between the Command Post and the Superintendent's Office. This ensures that incoming calls from parents, guardians, or media do not interrupt essential communications. This can be achieved by placing a call to the Superintendent's Office and keeping the line on HOLD or standby throughout the duration of the event.
- The site must also ensure protection and accessibility for operating personnel, be easily identifiable to internal and external responders, and have sufficient space to accommodate decision-makers and necessary equipment and materials.
- The location of the Command Post will be determined based on the nature and location of the incident and may include the District Office, the main office of a school building, or an alternative site such as the Transportation Building.

### **C. District Incorporation of Panic Alarm System - TapApp**

In accordance with Alyssa's Law, which requires school district safety teams to consider implementation of a silent panic alarm system capable of directly alerting law enforcement during emergencies, Williamson Central School District has implemented TapApp as its district-wide mobile emergency response platform. This application is accessible to trained staff and functions as a panic alert system that provides immediate notification to 911 dispatch, law enforcement, and designated district safety personnel.

- The TapApp is fully integrated into the district's Emergency Response Protocols and is capable of initiating all applicable Functional Annexes outlined in the District-Wide School Safety Plan, including but not limited to: Lockdown, Evacuation, Shelter-in-Place, Hold-in-Place, and Secure Lockout.
- The system supports real-time communication and coordination during emergency situations, enhancing the district's ability to respond efficiently/effectively to a wide range of incidents.
- Staff are trained annually on the use of the TAP App, and its functionality is reviewed regularly as part of the district's ongoing safety training and emergency preparedness efforts.

### **D. Systemized Platform for Communication to Internal Stakeholders - ParentSquare**

The Williamson Central School District utilizes ParentSquare as its primary platform for all communications related to critical incidents and emergency response. In the event of a crisis or safety-related situation, ParentSquare enables the district to disseminate timely, accurate, and consistent information to parents, guardians, and staff across multiple channels, including email, text message, and app notifications.

Note: ***When an incident involves law enforcement, the timing, frequency, and content of communications shared with the school community may be limited based on guidance from, or restrictions imposed by, responding agencies.***

### **E. Activation of Response and Notification**

- The Incident Commander will initiate an emergency response (functional annex) via TapApp for any known threat to the district.

- Functional annexes include:
  - Shelter-in-place,
  - Hold-in-place,
  - Secure Lockout,
  - Lockdown, and/or
  - Evacuation.
- See Appendix A for WCS Emergency Response Protocols.
  - Note: More specific procedures for all functional annexes are located in individual Building Emergency Response Plans.
  - Specific procedures for evacuation of students with disabilities are also located in Building Emergency Response Plans.
- As necessary, the Incident Commander will contact law enforcement officials as described in the Building-Level Emergency Response Plans. Decisions about which agencies to contact will be based upon the “closest response agency” concept to ensure that the response to the incident is as rapid as possible. The Incident Commander will notify local town officials to coordinate community activation and response, as applicable.
- The District will notify any appropriate educational agencies within its boundaries as well as adjacent to its boundaries in the case of a disaster that would affect any of these agencies.
- The Incident Commander will determine the extent of notification, and will delegate its delivery.
- The District will contact appropriate parents and guardians, or persons in parental relation to the students/staff via ParentSquare system, media release, telephone contact, or other appropriate means in the event of an emergency situation.
- The Superintendent will handle all communications with the media and collaborate with the Communication Coordinator (WFL BOCES) to update social media sites.
- The District Clerk will monitor social media and alert the Superintendent about community response/confusion to activation of emergency response.

**F. Sheltering Sites:**

- Plans are ready to use school buildings as shelters for students or outsiders during emergencies.
- An agreement is in place for the American Red Cross to assume on-site responsibility when school buildings are required as emergency shelters for the general public. Plans include provision for meals and overnight accommodations.
- Internal Sheltering Sites (CONFIDENTIAL):

████████████████████  
 ████████████████████  
 ██████████

- External Sheltering Sites (CONFIDENTIAL):

████

**G. Situational Responses**

- Multi-Hazard Response**

Emergencies warranting district level response may include but are not limited to: Anthrax,

Floods, Intrusions, Bomb Threats, Kidnapping, Explosion, Fire, Civil Disturbance, Hazardous Materials, High Winds/Storms, Hostage Taking, School Bus Accidents, Suicide, Suspicious Package, Power Outage, Others, as Deemed Necessary

#### **School Cancellations - Inclement Weather Procedures**

The safety and well-being of our students and staff is the **top priority** of the Williamson Central School District. Decisions regarding school closures, delays, or early dismissals due to snow or other severe weather conditions are made with careful consideration of several critical factors:

- Weather Conditions:** District leadership closely monitors forecasts and real-time weather updates, with particular attention to snow accumulation, freezing temperatures, and wind conditions.
- Road Safety:** The district collaborates with the local highway department to assess road conditions and determine the safety of student transportation, including on secondary and rural routes.
- Building Safety:** The district evaluates school building accessibility and safety, including snow removal, ice accumulation, and other weather-related challenges that may affect entry or operations.
- Transportation Operations:** The ability of buses to safely operate is carefully reviewed, with a focus on the safety of students, bus drivers, and all routes.
- Timing of Decision:** School closing or delay decisions are typically made no later than **6:00 AM** to allow families sufficient time to make necessary arrangements. Every effort is made to communicate decisions as early as possible.

The Superintendent or designee is responsible for making the final determination after consultation with the Transportation Coordinator, local highway department, neighboring school districts, and county emergency management officials.

Once a decision is made, the Superintendent or designee will notify the administrative team via phone or text, and initiate communication with families and staff through ParentSquare (text, email, and/or phone call) and the district website. In addition, the district will coordinate with local radio and television stations to broadcast updates.

#### **Early Dismissal Procedures**

There may be occasions when the Williamson Central School District must dismiss students earlier than the regular dismissal time due to factors such as inclement weather, utility failures, or emergency situations, including threats or acts of violence. The primary goal in such situations is to ensure the safety and well-being of all students and staff while maintaining clear and timely communication with families. All early dismissal procedures are carried out with student safety as the highest priority and in accordance with district policies and emergency protocols. The district's procedure for early dismissal is as follows:

- The Superintendent or designee will make the determination that early dismissal is necessary.
- Once a decision is made, the Superintendent will notify stakeholders through ParentSquare, the district website, and local media outlets (radio and television).
- The Transportation Director will work with bus drivers and school staff to ensure an

organized and safe transportation process to return students home.

- At the beginning of each school year, parents and guardians of elementary students are asked to provide the school with alternate dismissal locations or supervision plans in the event that no one is home during an early dismissal. These plans help ensure that younger students are not left unsupervised.
- In cases involving a threat or act of violence, the district will share information with families as soon as it is practical and legally permissible, in coordination with law enforcement and based on the specific circumstances of the incident.

**Execution of Functional Annexes in Response to Multi-Hazard Incidents**

In the event of a multi-hazard incident, the Williamson Central School District will implement the appropriate Functional Annexes as outlined in the District-Wide School Safety Plan and Building-Level Emergency Response Plans. These annexes are designed to provide a coordinated and effective response to a variety of emergency situations, including but not limited to natural disasters, intruder threats, hazardous materials incidents, and utility failures.

Execution of annexes such as Evacuation, Shelter-in-Place, Lockdown, Secure Lockout, and Off-Site Sheltering is based on the specific nature and scope of the incident. Each school has detailed procedures that are tailored to its unique layout and operational needs. These procedures include:

- Evacuation plans for before, during, and after school hours
- Internal and external evacuation routes and designated sheltering sites
- Provisions for students and staff with medical needs or disabilities
- Transportation and pedestrian evacuation coordination
- Communication protocols for district leadership, staff, and families
- Off-site sheltering procedures include pre-identified locations and written agreements with partnering agencies, reaffirmed annually.

In all situations, the Superintendent or designee is responsible for initiating communication with families using ParentSquare, the district website, and local media outlets (radio and television). Execution of each annex prioritizes the safety, accountability, and well-being of all students and staff and is carried out in close coordination with local emergency responders and law enforcement as necessary.

**Response to Violence: Threats and/or Acts of Violence to Others**

The Williamson Central School District has established comprehensive safety and security procedures to address both implied and direct threats of violence, safeguarding students, staff, and visitors. In accordance with the SAVE (Safe Schools Against Violence in Education) legislation, serious acts or violent offenses will require immediate police involvement. All incidents placing students, staff, or others in imminent danger will result in an immediate call to law enforcement, and such incidents will be reported to the Superintendent. The district may initiate lockdown, evacuation, sheltering-in-place, or early dismissal procedures as necessary in these circumstances.

Upon receipt by district of a threat report, the following Harm Prevention Threat Management

(HPTM) protocol will be activated by the district.

### **Reporting a Concern**

*Anyone—employee, student, parent/guardian, etc.—may report worrisome behaviors, threats, leakage of planning, or signs of violence.* Reporting methods include:

- Calling the SafeSchool Hotline
- Submitting a Williamson Central School District Incident Report
- Filing a Workplace Violence Report
- Relaying information to the Threat Chair (in person, phone, or email)
- Reporting directly to a supervisor

### **See Something, Say Something**

The district recognizes the importance of threat reporting and ensures that all stakeholders—students, staff, parents, guardians, and visitors—are informed and educated on the procedures for reporting any direct or indirect threats to self, others, or property. Students and staff are required to report any concern of threat or leakage to building administration. Parents/guardians/visitors are strongly encouraged to communicate safety concerns to building leadership or the superintendent’s office.

When an individual—whether a student, faculty member, staff member (including bus drivers and monitors), or visitor—makes an implied or direct threat in person, by text message, or on social media - it should be reported immediately.

### **Harm Prevention Threat Management**

The Harm Prevention Threat Management (HPTM) team is a specialized, multidisciplinary team that focuses on identifying, assessing, and managing potential threats or concerning behaviors to prevent violence or harm to individuals or the organization. The HPTM meets on a bimonthly basis and/or on demand as necessitated by circumstances.

### **Function of the HPTM Team**

The main function of the HPTM team is to proactively address safety concerns specific to potential violence. This includes:

- Identifying and assessing threats: Behavioral indicators, communications, or actions that suggest a risk of harm to self or others.
- Intervening early: Engaging with individuals who may pose a risk to reduce that risk.
- Coordinating response: Working with internal staff and external partners (e.g. law enforcement, crisis services).
- Supporting individuals at risk: Both the person of concern and any potential targets.
- Monitoring and follow-up: Ongoing evaluation to ensure threats remain mitigated.

### **Harm Prevention Threat Management (HPTM) Assessment Protocol**

- Immediate Response to Reported Threat:
  - The student of concern must be supervised at all times following a threat report.
  - Administrative team responds first, secures the learning environment, and

ensures the safety of all students, staff, and faculty.

- Initial Threat Assessment – SBTMT Process
  - SBTMT Chair Responsibilities:
    - Leads initial investigation and conducts interviews.
    - Secures/searches student belongings if necessary.
    - Determines if there's a factual basis for the threat.
  - Outcome of Initial Determination:
    - No Factual Basis (Unfounded Threat):
      - Reviewed by alternate building-level threat chair.
      - Case closed.
    - Factual Basis – Threat Type Identified:
      - Threat to Others: Full SBTMT threat case initiated.
      - Threat to Self: Mental Health (MH) team member conducts self-harm risk assessment.
- Threat Level Determination & Response
  - LOW-LEVEL Threat:
    - Reviewed by alternate principal.
    - Admin responds per Code of Conduct.
    - Admin consults MH team and/or SRO to develop a Student Safety Management Plan (SSMP).
    - Parent/guardian of student of concern contacted.
    - Parent/guardian of potential target contacted only with superintendent/legal counsel approval.
    - Instructional staff notified as appropriate.
    - SBTMT monitors student for 90 days.
  - MEDIUM or HIGH-LEVEL Threat:
    - If imminent, SBTMT Chair notifies law enforcement and superintendent immediately.
    - SBTMT meets within 24 hours.
    - Threat assessment forms completed (Forms A–G).
    - MH team conducts required interviews.
    - Threat determination reviewed by alternate principal and superintendent/designee.
    - Parent/guardian of student of concern contacted.
    - Parent/guardian of potential target contacted only with superintendent/legal counsel approval.
    - Instructional staff notified as appropriate.
    - SBTMT monitors student for extended period beyond 90 days.

### **Threat Assessment Threshold Summary**

- Low Level of Concern**
  - A low level designation applies when the threat or behavior appears minimal,

unlikely to be acted upon, and can be easily resolved. Key indicators:

- Communication is vague, unrealistic, or implausible.
- No clear grievance or motivation for violence.
- Threat may be more emotional venting than a credible warning.
- No access to means or proximity to target.
- Threat lacks urgency, specifics, or commitment to action.
- Student is influenced by protective factors (e.g., parental support, counseling).
- Few or no observable warning signs or risk factors.
- Student may actively seek peaceful resolution.
- Medium Level of Concern**
  - A medium level indicates a potential intent to harm, though not necessarily imminent. It requires intervention and ongoing monitoring. Key indicators:
  - Student has a grievance and may be considering violence as an option.
  - No current urgency, but peaceful alternatives may still be considered
  - Ambivalent language: "I don't want to hurt them, but..."
  - Fewer protective factors or emerging warning behaviors.
  - May involve research or planning, such as gathering info on a potential target.
  - Concerns voiced by others about possible violent behavior.
  - Presence of multiple stressors or risk factors (e.g., substance use, instability).
  - Gaps in investigative information prevent clear threat classification.
- High Level of Concern**
  - A high level designation indicates a credible, potentially imminent threat and requires immediate action and protective measures. Key indicators:
  - Threats show increasing severity or multiple modes of delivery (e.g., verbal, written, online).
  - Behavior is goal-directed and planned, not impulsive.
  - Evidence of target-specific research or surveillance.
  - May include delusional or violent ideation driven by mental illness or extreme beliefs.
  - Communication may suggest a "point of no return" or terminal resolution.
  - Preparations underway: weapons acquisition, attack planning, or rehearsal.
  - Exhibits high-risk warning signs: suicidal/homicidal ideation, fixation, obsession.
  - May seek notoriety or believe violence brings justice or personal validation.
  - Stressors in life are escalating, and the student may appear emotionally detached or resolved to act.

### **Management, Intervention, and Closure Protocol**

- Development of a Management Plan:** Following the determination of threat level, the Threat Assessment Team will develop a comprehensive Student Safety Management Plan (SSMP). This plan is tailored to the specific circumstances and needs of the student and may include:
  - Counseling or mental health referrals

- Administrative actions in accordance with the Code of Conduct (e.g., suspension, removal from activities, or leave)
- Supportive measures for those affected by the incident (students, staff, or families)
- Security measures or increased supervision
- Referral or consultation with law enforcement, particularly in cases involving weapons access or legal concerns
- Community-based services, such as FLACRA, SPOA, or CPS
- If applicable, consideration will be given to the Red Flag Law and related legal procedures.
- Intervention and Ongoing Monitoring:** The implementation of the management plan is guided by the level of concern:
  - Low-Level Threats:** Managed at the building level by the School-Based Threat Management Team (SBTMT), with monitoring for up to 90 days.
  - Medium- and High-Level Threats:** Referred to the District-Level Threat Management Team (DLTMT), which includes district administrators, mental health professionals, and relevant community partners (e.g., FLACRA, SPOA, CPS). The team will:
    - Apply risk-reduction strategies and adjust interventions as needed.
    - Monitor the student's behavior and progress regularly (monthly for up to 180 days for medium threats; up to 12 months or longer for high threats).
    - Ensure ongoing collaboration between school, family, and external service providers.
- Parent/Guardian Notification and Emergency Response**
  - The Threat Chair will notify parents/guardians of any student who has made a threat.
  - In cases of imminent risk, the district may:
    - Notify law enforcement.
    - Recommend transport to a hospital emergency department
    - In situations where parents/guardians refuse recommended care, a report to Child Protective Services (CPS) will be made.
- Case Closure**

A threat assessment case is formally closed when:

  - There is no longer a credible risk, and
  - The management plan has been successfully implemented.
  - Notes:
    - All documentation is retained in accordance with district policy.
    - Re-engagement of the threat management process may occur if new concerns arise related to the student or incident.

## Workplace Violence Law

The district is committed to providing a safe and secure working environment for all employees and fully complies with the New York State Workplace Violence Prevention Law (Section 27-b of the NYS Labor Law) and all related regulatory provisions. The district has implemented policies and procedures designed to identify and mitigate potential risks of workplace violence, including:

- Conducting annual risk evaluations,
- Developing and maintaining a written Workplace Violence Prevention Program,
- Providing training to employees, and
- Ensuring clear reporting and response protocols are in place.

### **Red Flag Law**

Red Flag Laws allow certain individuals to petition a court to temporarily remove firearms from someone who is deemed to be a threat to themselves or others. The goal is to prevent violence—especially mass shootings or suicides.

If a credible threat is identified, the school may collaborate with law enforcement to file an Extreme Risk Protection Orders (ERPO) and provide the supporting documentation and evidence to law enforcement. An ERPO is typically filed when:

- A student or staff member has access to firearms
- There is a clear and articulable threat
- There's a history of violent behavior, ideation, or intent

### **Post Incident Response to Threats and/or Active Threat to Others**

Communication with stakeholders, including families, will occur via ParentSquare, the district website, and local media, while respecting confidentiality and legal limitations.

All incidents will be followed by a debriefing with involved staff and students, and ongoing follow-up with families to ensure continued support and risk management.

### **Response to Violence: Armed Person - Confirmed or Suspected Weapon**

**This is a Law Enforcement–Led Incident. School staff must act quickly and decisively.**

#### **Immediate Actions**

- Initiate Lockdown Immediately
  - Use phone or TapApp panic alarm system to initiate lockdown procedures.
  - Ensure all students and staff are secured behind locked doors and out of sight.
- Call 911 and Notify the School Resource Officer (SRO)
  - Provide details regarding the location, identity (if known), and whether a weapon is visible or suspected.
- Notify the Incident Commander Immediately
- Include all known details about the threat: suspect description, weapon type (if known), location, and any movement.

#### **Law Enforcement Coordination**

- The SRO will lead coordination with local law enforcement.
- Law enforcement will secure both the inner and outer perimeter.

- Transportation services (bus fleet) may assist with perimeter control as directed.

### **District-Level Notifications**

- The Superintendent's Office will ensure that the following stakeholders are notified and activated as needed:
  - Operational Divisions:
    - Transportation
    - Facilities
    - Food Service
    - Business Office
    - District Safety Team
    - Williamson Fire Department (if applicable)
    - Community Communications, as advised by law enforcement
    - Media Relations, only as directed by law enforcement

### **Post-Incident Response**

- Once law enforcement has neutralized the threat and cleared the area:
  - Debrief with Law Enforcement
  - Provide all available incident information to aid their investigation and response documentation.
  - Activate Emergency Response & Recovery Teams
  - Prepare mental health and crisis support personnel.
  - Ready response staff for safe operations transition.
  - Initiate Reunification Plan
  - Begin student-family reunification procedures once approved as safe.
  - Communicate clearly with families using pre-established channels. Initiate lockdown by phone or panic alarm system (TapApp).
  - Prepare recovery operations and execute reunification efforts once safe to do so.
- Response to Violence: Implied or Direct Threats of Violence by Student to Self (including Suicide)**

The Williamson Central School District is committed to responding swiftly and effectively to any implied or direct threat of violence by a student against themselves, including threats of self-harm or suicide. The district utilizes a Threat Assessment Team/Student Support Team, which consists of administrators, school-based mental health professionals (e.g., school psychologists, counselors, social workers), and the school resource officer. This multidisciplinary team collaborates to assess risk, provide appropriate interventions, and ensure student safety.

Any staff member, student, or parent/guardian who becomes aware of such a threat is strongly encouraged to report their concern immediately to a member of the Threat Assessment Team. If the student is in school at the time of the report, a team member will either respond directly to the student's location or the student will be escorted to a secure location (e.g., counselor's office). **At no time should the student be left alone.**

If the concern arises outside of school hours or if the student is not present in school, a team member will initiate contact with the student's parent or guardian and, if necessary, notify 911. Follow-up with the student and family will occur on the next school day to assess the situation further and determine support needed.

A formal mental health assessment will be conducted by a qualified member of the mental health team. Based on the findings, a Plan of Action will be developed for all students, regardless of the risk level identified. This plan may include:

- Referral to the Building-Level Threat Management Team (BLTMT)
- Engagement with outside mental health agencies or support services
- Recommend community-based interventions or services
- Creation of a safety plan
- Development of a school-based intervention plan
- Consultation with law enforcement if Red Flag Law may be relevant
- Scheduling of a re-entry conference if the student is returning from an absence related to the incident.

If the student is found to be at imminent risk, the district may:

- Recommend immediate transport to a hospital emergency department, either by parent/guardian or law enforcement
- Notify Child Protective Services (CPS) if a parent/guardian refuses to seek recommended care
- Consultation with law enforcement if Red Flag Law may be relevant
- Ensure appropriate school-based follow-up services

Parents or guardians will be contacted in every instance a threat assessment is conducted. The Threat Assessment Team will conduct ongoing follow-up with parents/guardians within 24 hours, and maintain continued communication with the student and any involved community-based agencies, as appropriate. A debriefing will be offered for staff and students directly involved, based on the nature of the situation.

All documentation related to the assessment and response will be maintained in **confidential, secured files** by the designated school-based mental health professional(s) who conducted the assessment, in accordance with privacy laws and district policy.

## H. Responses for Specific Emergencies

- H.6.a.1: TERRORISTIC THREATS** The Board of Education recognizes that terrorist threats and acts disrupt the effective learning conditions within the school. An individual who makes a terrorist threat is not acting as a responsible student or citizen.
  - Terrorist threat** means to make a threat to commit a terrorist act or to cause evacuation of a building, place of assembly or facility of transportation or otherwise cause serious public inconvenience, or, in reckless disregard of the risk, causing such terror or inconvenience.

- Terrorist act** means to commit any crime of violence with intent to terrorize another or an offense against property or involving danger to another person.

Whenever an individual makes a terrorist threat or act concerning the school district and/or a member of the school community, the Superintendent, or designee, shall promptly:

1. Notify law enforcement officials.
2. Institute suspension and/or expulsion proceedings, as applicable

If a student offender is reasonably believed or found guilty of making terrorist threats or actions, the administration may request that the student undergo psychological evaluation to determine if the student might be a danger or threat to other students, teachers, and other school personnel.

If a student is reasonably believed to have made terrorist threats or actions, the student may be subject to search consistent with law. In the case of exceptional students, the District will take all steps necessary to comply with the Individuals With Disabilities Education Act (20 U.S.C. Section 1400 et. seq.).

#### **H.6.a.2: Student Fight**

##### Staff responsibilities:

- If the student fight involves a physical confrontation, staff members should use their best judgment regarding their own ability to separate the students and proceed accordingly.
- Immediately report the fight to the office by telephone or, if necessary, send a student to report the incident.
- Verbally direct the combatants to “STOP” and direct all others to “CLEAR THE AREA.”
- Notify the Principal's office and/or SRO.
- If needed, call for a “Shelter in Place” to disperse the audience and help with crowd control. Note: The refusal to disperse can result in disciplinary action or criminal charges for those refusing to comply.
- Do not leave the students alone until they are calmed down.
- Escort student participants to the principal's office.

##### Building Administrator's Responsibilities:

- Assess the situation and intervene as necessary.
- Assemble adequate crisis response personnel to secure the situation.
- Call 911/SRO if student(s) refuse to cooperate.
- Call the superintendent, as necessary, who will ensure that operational areas and media are notified, as applicable.
- Assist police in any way requested.
- Take disciplinary action in accordance with Code of Conduct.
- File an incident report.

#### **H.6.b Hostage / Kidnapping**

##### **H.6.b.1: Hostage Taking**

Hostage taking includes a person taken and held, against their will, by means of physical force or threat of harm and held by an individual until certain conditions are met. A hostage situation must be carefully surveyed and evaluated. The safety of the hostage(s), staff, and police is the

most important consideration in any hostage situation. Trained negotiators know that the more time that is gained, the more likely it is the situation will be concluded without violence.

Directions to all staff:

- The first person aware of the situation should call 911 and then immediately notify the building administrator.
- The building administrator or designee will issue an appropriate alert (such as lockdown) if necessary and isolate the area.
- The building administrator will notify the superintendent.
- Building administrator, superintendent, or designee will turn authority over to police upon arrival and assist as requested.

**Sequential Response Actions:**

- Identify intruder or individual posing threat (student, former student, unknown adult). Note clothing, demeanor, voice characteristics (excited, disoriented, angry, lucid, etc.).
- Look for objects that may be weapons and assume they are real and dangerous. School personnel should assess whether or not they should intervene. DO NOT ATTEMPT TO OVERTAKE OR DISARM AN UNKNOWN OR THREATENING INDIVIDUAL.
- Identify any individual who is being accosted or held or spoken about.
- Notify the Building Administrator or Administrator covering the building (ES-ext. 2501, MS-ext. 3500, HS-ext. 5500, District Office-ext. 4105)
- The Building Administrator will notify the Superintendent or his/her designee on the Emergency Management Team who will notify “911” and follow their instructions.
- The Emergency Management Team will announce that staff should implement the Lockdown Response Action using the building codes.
- A lockdown of all rooms, assembly halls and entrances should take place immediately. Get students out of the hall. Lock doors.
- Isolate the area of the incident from all staff and students. Do not allow anyone to enter the area without the advice of law enforcement agencies. Provide law enforcement with a building map and identify areas where emergency is taking place.
- The Superintendent or his/her designee will be responsible for all comments to news media based on advice of law enforcement officials.
- After the situation has been resolved, notification will be made by the public address system to resume normal operations.
- Building administrator will fill out a violent incident report, if appropriate, and/or take further disciplinary actions described under the District Code of Conduct.

**H.6.b.2: Kidnapping**

Kidnapping / Abduction – There are two primary types of abduction:

- Kidnapping: taking of a person by abduction.
- Custodial Interference: a relative of a child less than 16 years who intends to hold such child permanently or for a protracted period of time and, knowing that he/she has no legal right to do so, takes or entices such child from a lawful custodian.
- Directives to all staff:

- Immediately contact the building administrator who will call 911/SRO for the police.
- Initiate “Hold in Place” or “Lockdown.”
- Gather personal information regarding the missing child.
- Identify the last person(s) who was with the child.
- Try to identify any potential witnesses – this is crucial to the success of locating the child quickly and unharmed.

**H.6.c: Severe Weather When School is in Session**

- Execute shelter in place.
- Escort students to safe areas and close all blinds.
- Monitor all National Weather Service severe thunderstorm and tornado watches or warnings on Weather Alert Radio or local radio stations.
- Notify the Building Administrator and Superintendent (ES-ext. 2501, MS-ext. 3500, HS-ext. 5500, DO-ext. 4105).
- Curtail all outside activities. Bring students indoors immediately.
- The Building Administrator will notify the Superintendent or designee on the Emergency Management Team who will assign weather spotters to specific locations.
- If a tornado or high winds are threatening, take shelter in the hallways at the lowest floors in the facility possible, away from windows and out of large rooms such as cafeterias and gymnasiums.
- Continue to monitor outside weather conditions, radio and local radio stations. When “warning” is rescinded or “all clear” is given, organize to resume normal activities if there is no damage to school property.
- Take note of any observed damage to school buildings or nearby structures, including utility poles, etc. Report such damage and/or potential danger to the Emergency Management Team immediately.
- Necessary Resources:
  - TV Stations: 8, 10, 13, 31
  - Mass Communication System

**H.6.c-1 Extreme Temperatures - Heat Mitigation**

- An extreme heat condition day is defined by 82 degrees or greater, not including the kitchen, in a shaded area three feet from floor in the middle of the room.
- Monitoring and Alerts
  - Daily Temperature Checks:
    - Facilities staff monitor classroom temperatures twice daily (morning and midday) in all high-use spaces and areas prone to heat retention.
    - Automated temperature sensors to ensure real-time monitoring.
  - Threshold Alerts:
    - Set up alerts for any space reaching 82°F or higher.
    - Confirm temperatures with infrared thermometer.
    - Communicate rising temperatures to school administrators immediately.
- Immediate Actions (When Temperature Reaches 82°F)

- Cooling and Ventilation Adjustments
  - Increase Airflow:
    - Turn on all existing exhaust fans to improve air circulation.
    - Deploy portable fans to classrooms exceeding thresholds.
    - Open windows strategically to create cross-ventilation (only when outdoor conditions are cooler).
    - Open doors and windows to increase circulation.
  - Reduce Heat Sources:
    - Turn off non-essential overhead lights and electrical equipment to reduce internal heat gain.
    - Ensure blinds or curtains are closed to block sunlight.
  - Optimize Existing HVAC Systems:
    - Verify that functional cooling systems in other buildings are operating efficiently.
    - Adjust building-wide HVAC settings to prioritize cooling in classrooms nearing thresholds.
- Escalation Actions (When Temperature Reaches 88°F or Higher)
  - Classroom Relocation
    - Remove students and staff from occupied spaces where practicable.
  - Identify Cooler Areas:
    - Designate pre-approved, air-conditioned spaces (e.g., libraries, cafeterias, or common areas) as relocation zones.
  - Coordinate With Administration:
    - Notify school administrators to facilitate the relocation of classes to these spaces.
  - Set Up Portable Cooling Stations:
    - Position portable air conditioning units in high-priority areas such as classrooms with sensitive populations (e.g., younger students or those with medical needs).
  - Building-Wide Adjustments
    - Maximize Cooling Zones: Focus portable cooling resources in the hottest and most occupied areas.
- Preventative Maintenance and Preparations
  - Before Heat Events
    - Test all HVAC systems district-wide, ensuring they are fully functional before peak heat seasons.
    - Service and clean ventilation systems, fans, and portable AC units.
    - Resource Inventory: Maintain an inventory of portable fans, cooling units, and extension cords to address immediate needs.
  - During Heat Events
    - Rapid Deployment: Keep portable cooling devices ready for quick setup in affected rooms.

**H.6.d: Civil Disturbance**

- Contact the building administrator providing location of disturbance; what is taking place, number of people involved and intentions of the group if known. The building administrator will contact the district superintendent and police if assistance is needed. The building administrator will notify staff. The staff will move students away from areas where violent confrontations may occur. The building administrator will isolate problematic individuals (Police assistance may be necessary). Schools should not be dismissed unless it can be achieved without risk to students and staff.
- The superintendent will follow up with police, community leaders and other appropriate parties for opening school the next day. The building administrator will update staff before school begins. Counselors may also need to be called in and be available the following day.

**H.6.e: School Bus Accident**

The safety of students during transportation is a top priority of the Williamson Central School District. In the event of a school bus accident or transportation-related emergency, staff will follow a structured and timely response protocol to ensure the safety and well-being of all passengers and provide clear communication to stakeholders.

**Immediate Actions at the Scene**

Upon involvement in a bus accident or any transportation emergency, the bus driver will:

- Briefly assess the bus and surrounding area.
- If there is an immediate threat to safety, take all necessary steps to move students away from danger.
- Contact 911 and the Transportation Supervisor immediately, regardless of the severity of the incident.
- Work with 911 dispatch to determine if ambulance, fire, or additional emergency support is needed.
- Ensure that students are safely evacuated from the bus if conditions warrant.

**District-Level Communication and Support**

- The Transportation Supervisor will:
  - Drive to the accident scene as soon as possible.
  - Notify the District Office and provide updates.
  - Continue communication with the Superintendent regarding status and next steps.
- The District Office will:
  - Notify the building administrator of the students involved.
  - Assist in coordination of communication and support resources.
- If hospital transport is required:
  - The Superintendent will designate a staff member to be present at the hospital to support students and families.
- The Building Administrator and/or Assistant Superintendent of Student and Family Services will:
  - Notify parents/guardians of students who are injured or delayed.

- Use student demographic data (contact information, addresses) provided by the Transportation Department.
- Sequential Response Actions**
  - Notification and Information Gathering:
    - The Bus Driver contacts 911 and the Director of Transportation.
    - The Transportation Supervisor notifies the Superintendent or designee.
    - Collect critical details:
      - Exact location of the incident.
      - Number of injuries (if any).
      - Confirmation that emergency responders have been contacted.
      - Status of law enforcement notification.
      - If any victims are being transported to hospitals—which?
  - Scene Monitoring and Assessment:
    - District and/or Emergency Management Team members coordinate with emergency responders to:
      - Confirm the number and names of injured students/staff.
      - Identify those being transported to hospitals.
      - Ensure a staff member accompanies any injured individuals to the hospital when possible.
  - Parent/Guardian Notification:
    - Under the Superintendent’s direction, parents/legal guardians or spouses of the injured will be notified as soon as possible.
  - Media Communications:
    - Only the Superintendent or their designee may release information to the news media.
  - Ongoing Coordination:
    - Maintain communication with:
      - Emergency responders
      - Hospitals
      - Law enforcement
      - School administrators and support personnel
      - Continue monitoring the status of students and the scene.
  - Mental Health and Counseling Support:
    - The Superintendent or designee will contact building counselors for immediate support.
    - If necessary, additional counselors will be requested from neighboring school districts.
  - Incident Closure:
    - Once emergency responders and law enforcement declare the situation resolved, normal school operations will resume.
    - The District will conduct a post-incident review to assess response effectiveness and update protocols as needed.

**H.6.f: Gas Leak Procedure**

In the event of a suspected or confirmed gas leak, the Williamson Central School District will follow established emergency protocols to ensure the safety of all students, staff, and visitors. Timely communication, controlled evacuation, and coordination with emergency responders are essential components of this response.

**Initial Discovery:**

- Any individual who detects or suspects a gas leak must immediately notify the Building Principal.
- The Principal will contact the Facilities Director.
- The Facilities Director will assess and call 911 and RGE without delay.
- The Facilities Director and/or Building Principal will notify the superintendent.

**Emergency Extensions by Building:**

- Elementary School: ext. 2501
- Middle School: ext. 3500
- High School: ext. 5500

**Emergency Services Activation:**

- The Incident Commander (typically the Principal or Superintendent) will ensure 911 has been contacted if not already done.
- The Fire Department will assume command upon arrival.

**Evacuation Procedures, As Applicable**

- The Building Administrator will initiate a controlled evacuation using the public address (PA) system.
- The fire alarm is NOT to be used, as it may trigger ignition or confusion.

**Evacuation Execution:**

- Teachers will follow designated fire evacuation routes unless directed otherwise.
- Bring rosters and account for all students at designated assembly points. Teachers will maintain supervision and await further instructions.

**Evacuation Verification:**

- The Building Administrator will confirm with staff that the building is fully evacuated and report to the Incident Commander.
- Prepare student release/reunification procedures for parent pickup, if necessary.

**Facilities Response:**

- Shut off the main gas supply to the building.
- Determine the source of the leak.
- Establish a repair and safety plan.
- Provide updates to the Incident Commander.
- Coordinate with agencies such as:
  - RG&E
  - DEC
  - HAZMAT teams, as needed.

**H.6.g: Intruders**

- This would consist of any person entering the school that is not school personnel or a registered student. Staff and faculty should automatically recognize and question the presence of unauthorized persons on school grounds.
- Directives to all staff:
  - Determine whether the person is a legitimate visitor or a threat to school safety.
  - Escort all visitors to “Sign in Desk” at main doors outside the District Office or Elementary Main Office to obtain a “visitor badge.”
  - If a person is suspected of posing a threat:
    - Immediately contact the building administrator who will call 911/SRO for the police.
    - Initiate school “Lock Down.”
    - Do not engage in a violent confrontation. Take every step to ensure your safety and that of students.
    - Identify the person, person’s location, and note if any weapons are visible.
    - Contain the situation and, if possible, remove all innocent persons.

**H.6.h: Bomb Threat and Suspicious Package Guidelines, General**

The Williamson Central School District considers all bomb threats to be serious threats to safety, regardless of their credibility. Each incident is handled with caution in close coordination with law enforcement and emergency responders. The safety of students, staff, and visitors is the highest priority.

- All bomb threats, whether written, verbal, or electronic, are criminal offenses and must be treated seriously until investigated and resolved.
- The decision to evacuate, relocate, dismiss early, or shelter in place will be based on a collaborative threat assessment with law enforcement, the Crisis Response Team, and district administration.
- The threat assessment will consider:
  - Specificity and credibility of the threat
  - Method of delivery (phone, written, etc.)
  - Age of individuals involved
  - Access to materials
  - Prior incidents

**Procedures for Receiving a Bomb Threat**

- Verbal or Telephone Threat**
  - Stay calm and keep the caller on the line as long as possible.
  - Use the **NYSP Bomb Threat Checklist** and **Instruction Card** (kept near all phones).
  - Attempt to gather information such as:
    - Location and appearance of the bomb
    - Detonation time
    - Type of explosive
    - Reason for the bomb
    - Caller identity (ask directly—may catch them off guard)

- Background noises or speech characteristics
- Note the caller ID, phone line used, time, and details of the call.
- Do not hang up until instructed by law enforcement or administration.
- Immediately notify the Building Administrator and report findings.
- Written or Visual Threat**
  - Do not touch or remove the written threat.
  - Notify the Building Administrator immediately.
  - If written on a surface (e.g., wall or stall), do not erase or clean—photograph the message for law enforcement.
  - Limit handling of physical notes to preserve evidence such as fingerprints.

### **Initial Response**

- Incident Commander Responsibilities:
  - Conduct a Threat Assessment with law enforcement and Crisis Response Team.
  - Notify:
    - Director of Facilities
    - Superintendent's Office
  - Review phone system call history (if threat was by phone).
  - Decide whether to:
    - Evacuate
    - Relocate
    - Hold in place (Compartmentalization)
    - Dismiss early
- Activate Crisis Communication Protocol:
  - Announce: "Secure your area and await further instructions."
  - Teachers conduct visual room searches.
  - Students gather personal belongings in case of evacuation.
  - Mark rooms as cleared by placing an indicator on the door after visual inspection.
  - Teachers wait for further instructions from administration or law enforcement.
  - If warranted, call 911 and request law enforcement and emergency support.

### **Evacuation / Relocation Procedures**

- Do not use fire alarms to initiate evacuations during a bomb threat.
- Identify and clear evacuation routes and gathering areas through pre-cleared paths.
- If evacuation is necessary:
  - Use pre-designated building evacuation codes.
  - Move students/staff to a location that has been scanned and cleared by the bomb search team.
  - Shelter indoors at a cleared site if weather prevents outdoor evacuation.
- The Director of Facilities or designated team will:
  - Search exit routes, common areas, and evacuation points for suspicious items.
  - Coordinate with law enforcement and Hazmat/DEC/RG&E if needed.
- The Superintendent or designee will:

- Establish a Command Post at the District Office or Main Office.
- Serve as a point of contact for the media and external communication.
- Determine, with law enforcement and Principal, when the building is safe for re-entry or dismissal.

### **Post-Threat Procedures**

- Conduct a debriefing session for all staff involved.
- Hold a student assembly to provide factual, age-appropriate information and support.
- Notify parents/guardians in writing about the event, actions taken, and any follow-up.
- Update and revise emergency procedures as needed based on outcomes and lessons learned.

### **Suspicious Packages**

- Anyone receiving a suspicious package must immediately notify the school building administrator.
- Mail bombs can be contained in letters, books, and parcels of varying sizes, shapes, and colors. Suspicious packages may present in any of the following ways:
  - Letter bombs may feel rigid, appear uneven or lopsided, or are bulkier than normal.
  - The container is irregularly shaped, asymmetrical, and has soft spots and bulges.
  - There may be oil stains on the wrapper. The wrapper may emit a peculiar odor.
  - The package may be unprofessionally wrapped and be endorsed with phrases such as “fragile – Handle With Care,” “Rush – Do Not Delay,” “To Be Opened in the Privacy of \_\_\_\_\_,” “Prize Enclosed,” or “Your Lucky Day is Here.”
  - There may be cut and paste lettering on the address label.
  - The package may have no postage or non-cancelled postage.
  - The package may exhibit protruding wires, foil, string, or tape.
  - The package may emit a buzzing or ticking noise.
  - A suspect letter or package may arrive immediately before or after a telephone call from an unknown person asking if the item was received.
- In the event a suspicious package is received:
  - Do not** open or squeeze the envelope or package
  - Do not** pull or release any wire, string, or hook.
  - Do not** turn or shake the letter or package.
  - Do not** put the letter or package in water or near heat.
  - Do not** touch the letter or package, thereby compromising fingerprint evidence.
  - Do** move people away from suspected envelopes or packages.
  - Do** contact SRO/911
  - Do** activate the Emergency Response Team.

### **H.6.i: Chemical Spill**

- For chemical spills inside the building, staff members will keep students away from the spill and notify the building administrator immediately. Building evacuation and the assistance of outside agencies may be necessary depending on the nature of the spill.

- For hazardous chemical spills outside, students will be sheltered inside and air intakes will be shut-off and sealed if necessary.
- The facilities department and Chemical Hygiene Officer should be notified, as applicable, dependent upon the type of chemical spill.

**H.6.j: Fire / Explosion**

- Any staff or student who sees smoke or fire is directed to pull the fire alarm to evacuate the building. The building administrator will notify 911 to insure the alarm was received. Staff will assist students from the building following drill procedures, take attendance and supervise students until the emergency is over. The fire department will determine if and when the building is safe for re-entry.

**Sequential Response Actions:**

- If you notice fire, see smoke, or hear an explosion, utilize TapApp to trigger evacuation or sound the fire alarm immediately.
- Ensure that students are evacuating according to posted room instructions. Take attendance roster, Emergency Quick Response Guide and Building Emergency Handbook. Ask nearby staff members to accompany your class outside so you can notify others.
- Notify the Building Administrator or Administrator covering the building who will contact the Superintendent or his/her designee (ES-ext. 2501, MS-ext. 3500, HS-ext. 5500, DO-ext. 4105).
- The school's fire alarm system will call "911" automatically, and the Building Administrator's call will be a back-up and will serve to give more information to fire and police officials who are enroute to the school.
- DO NOT ATTEMPT TO PUT OUT THE FIRE UNLESS:
  - Students are safely out of building;
  - Fire is small and its full extent is known;
  - You are certain of the type of fire and familiar with the appropriate extinguisher and its use. IF IN ANY DOUBT, LEAVE AREA.
- Upon arrival of Emergency Management Team members or fire/police responders, give information on location of emergency. Provide a building map shown in the Emergency Quick Response Guide.
- Take class attendance outdoors or ask another staff member to do it for you. Report missing or injured students to Emergency Management Team members or to responding emergency personnel.
- Follow instructions provided and do not re-enter the building until the "All Clear" bell is rung.

**H.6.k: Biological Threat (i.e. Anthrax)**

- If a biological threat is received via telephone, the recipient will record information on the telephone threat checklist (NYSP Bomb Threat Instruction Card) if possible. If a letter or package is received which threatens a biological exposure the recipient will:
  - a) Immediately re-close the letter or package, cover with a box or larger envelope and avoid further contact.

- b) Immediately prevent persons from leaving or entering the room.
- c) Notify the building administrator outside of the exposure area.
- d) Avoid touching face or mucus membranes until he/she can thoroughly wash with soap and water.
- e) Reduce air movement (shut-off fans, close windows, lock doors).

**The building administrator will:**

- Call 911 for assistance and follow the directions regarding the movement of students and staff.
- Turn off ventilation systems to limit air movement if the threat warrants it.

In the event of a biological threat, the individual receiving the letter/package should do the following:

- Close the package. Do not leave the room/office where the package is opened.
- Do not let any room/office occupants leave after the package is opened. Avoid towelings faces or mucous membranes.
- Do not allow anyone to enter the area. Reduce air movement (i.e. fans)
- Notify the Building Administrator or Administrator covering the building who will contact the Superintendent or his/her designee (ES-ext. 2501, MS-ext. 3500, HS-ext. 5500, DO-ext. 4105).
- The Building Administrator will call “911”, the Superintendent and the Director of Facilities.
- Do not initiate an evacuation or make any announcements of the emergency. However, an announcement should be made to hold all staff and students in their present location until further notice and to disregard all class bells for period changes.
- Isolate/lock down all entrances and exits and post monitors at each point to prevent unauthorized entry/exit.
- If evacuation is necessary, law enforcement and emergency services will determine the need, extent and time frame.
- Upon receipt of an anthrax threat by telephone, listen for identifying speech characteristics; male or female, young or old, etc. If it is an outside phone line, take note of the line that the “bomb threat” person has called in on. After you hang up , call the Superintendent’s office to report the incident and phone history. The Superintendents’ office will take appropriate action.

**H.6.l: Radiological Threat - GINNA Evacuation (see Appendix H)**

- Upon being notified of a radiological threat, inform the building administrator and superintendent of the incident.
- The building administrator will notify staff and follow procedures as advised by the county coordinator and outlined in GINNA Evacuation protocol.

**H.6.m: Epidemic (Ex: COVID, Bird Flu, H1N1)**

Concerns surrounding possible epidemics need to be identified and brought to the attention of the school nurse, school doctor, building administrator, district superintendent and public health officials. The public health officials and the school doctor will provide recommendations for the school to follow.

### Superintendent

- Notify building administrators ASAP and advise of situation / condition
- Notify media of district's plan
- Determine building usage restrictions (i.e. implications for community and extra-curricular use, possible Red Cross site)
- Review and encourage good hygiene with *all* staff members (i.e. wash hands regularly and thoroughly)
- Ensure all staff members are healthy and report any illness to Health Office

### Building Administrators and Assistant Superintendent of Student and Family Services

- Notify staff ASAP and advise of situation / condition
- Notify parents and guardians and families about district's plan for continuity of operations
- Determine building usage restrictions (i.e. implications for community and extra-curricular use, possible Red Cross site)
- Review and encourage good hygiene with *all* students and staff members (i.e. wash hands regularly and thoroughly)
- Ensure all staff and students are healthy and report any illness to Health Office
- Implement early emergency evacuation if necessary
- Ensure teaching staff educates students on infection control (ie – cover nose/mouth, use tissues and dispose properly, wash hands)

### Health Office

- Maintain constant communication with superintendent and all building administrators
- Maintain constant communication with Public Health and school physician
- Document symptoms of students and employees
- Contact parents and guardians to share information; send sick students home
- Ensure all staff members are healthy and report any illness
- Maintain adequate supply of tissue

### Facilities Director

- Disinfect **all** public areas on a daily basis (including but not limited to door knobs, bathrooms, drinking fountains, etc.)
- Disinfect contaminated areas immediately (i.e. student desks, tables, lockers, etc.)
- Maintain adequate levels of cleaning supplies for immediate use
- Review and encourage good hygiene with *all* staff members (i.e. wash hands regularly and thoroughly)
- Ensure all staff members are healthy and report any illness
- Maintain an adequate number of receptacles/garbage bins for proper disposal of tissues, etc.

### Director of Transportation

- Disinfect **all** student seats and step-railing on a daily basis
- Review early emergency evacuation procedures with bus drivers and substitutes
- Review and encourage good hygiene with *all* staff members (i.e. wash hands regularly and thoroughly)
- Ensure all staff members are healthy and report any illness

### Director of Food Service

- Disinfect **all** serving areas and cooking utensils on a daily basis
- Review procedures for building used as community emergency shelter
- Review and encourage good hygiene with *all* staff members (i.e. wash hands regularly and thoroughly)
- Ensure all staff members are healthy and report any illness

### **H.6.m: Cardiac Emergency Response Protocol**

*As required under Education Law §§ 917 & 2801-a*

**Purpose:** This section outlines the district’s plan to respond effectively to cardiac emergencies, including sudden cardiac arrest (SCA), occurring on school property or at school-sponsored events, as mandated by state law.

**AED Availability and Access:** An automated external defibrillator (AED) is available and clearly marked in all school buildings. AEDs are located in high-traffic and athletic areas and are maintained in accordance with guidelines established by the American Heart Association (AHA) or another nationally recognized standard. AEDs shall remain unlocked and unobstructed, or if housed in locked cabinets, keys must be immediately accessible to designated personnel.

**Personnel and Response:** Each school site and each school-sponsored event—including athletic practices and competitions—must have at least one staff member present who is trained in AED use. The school shall maintain a list of designated cardiac responders (e.g., nurse, coach, administrator, or trained staff) who are expected to initiate emergency response steps.

Note: All athletic Coaches and BOE approved volunteers are required to have First Aid and AED training prior to BOE appointment.

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### **Response Procedures**

In the event of a suspected cardiac emergency:

- Call 911 immediately.
- Initiate CPR and apply AED as soon as available.
- Activate building emergency protocols to:
  - Direct EMS to the individual’s location
  - Alert the school nurse or designated responder
  - Clear the area, as appropriate
  - Complete an incident report following the event.

These procedures apply to students, staff, visitors, and community members on-site or attending a school-sponsored activity.

### **Inside School Building**

- When an AED emergency occurs, call 911, the School Nurse and Building Main Office.
- The School Nurse will immediately report to the individual.

- Main Office will initiate a “hold in place” annex.
- Once a responder has arrived at the scene with the AED, they will assess the patient’s condition and follow the procedures that have been established. These procedures are located inside of each AED unit.
- Notify the Building Administrator or his/her designee, Superintendent or his/her designee, and School Nurse and District AED Program Coordinator as soon as the ambulance crew has taken the patient from the scene.
- Notify the AED program director within twenty-four (24) hours after an event.
  - Follow up with appropriate documentation to District AED coordinator, Rachel Liberatore.

**Outside School Building**

- The portable unit will be on site and in a location known to all coaches and/or AED trained responders.
- If the event of a cardiac emergency, a trained responder will call 911, retrieve the AED and immediately assess the patient’s condition. The responder will follow the procedures that have been established. These procedures are located inside of each AED unit.
- In each portable unit, a cell phone is included. Use this phone to contact “911”. If possible, have someone else at the scene meet the ambulance.
- Notify the AED program director within twenty-four (24) hours after an event.
  - Follow up with appropriate documentation to District AED coordinator, Rachel Liberatore.

**AED Trained Staff**

Tausha Ahern	Kristin Campbell	Lindsay Klemmer	Ric Schmeelk
Joanna Alexander	Carl Comstock	Andrew Kritall	Tiffany Skerrett
Christy Baglio	Cindy Ferland	Tracy Lessord	Ian Thomas
Alan Baker	Al Ferland	Jack Matthys	Pat Tyler
Michelle Bliet	Emily Hewitt	Michelle Milton	Jeff VanHoover
Emily Boulet	Gary Holowka	Hayley Musclow	John Vitalone
Richard Bouwens	Joshua Karasinski	Rebecca Oliver	Michelle Whipple
Elizabeth Brennan	Patti Kiesinger	Katherine Quinlisk	Bruce White
	Sarah Klejment	Rich Rozzi	Kayla Yarrow
		Olivia Schauf	Sandra Yaskow

**I.Coordination of District Resources in Critical Incident**

In the event of a critical incident, the Incident Commander—the Superintendent or their designee—has the authority and responsibility to coordinate all district resources to support an effective response. This includes mobilizing human resources such as staff, safety personnel, and emergency teams, as well as material resources including transportation, facilities, communication systems, and supplies.

The Incident Commander ensures that operational areas—such as Transportation, Facilities, Food Service, and Business Offices—work collaboratively to meet the needs of the incident response and recovery efforts. This coordinated approach facilitates efficient resource allocation, maintains safety, and supports continuity of district operations throughout the incident.

## J. Available District Resources In An Emergency

### Facility Inventory

Building	Phone	Location	Capacity
<b>Williamson Central School</b>	315-589-9661	4184 Miller Street Williamson, NY 14589	N/A
<b>District Office</b>	315-589-9661	4184 Miller Street Williamson, NY 14589	N/A
<b>Superintendent Office</b>	315-589-9661 x4109	4184 Miller Street Williamson, NY 14589	N/A
<b>WCS High School</b>	315-589-9621	5891 State Rte 21, Williamson, NY 14589	Auditorium: 730 Cafeteria: 250 Gym: 545
<b>WCS Middle School</b>	315-589-9665	4184 Miller Street Williamson, NY 14589	Auditorium: 450 Cafeteria: 254 Gym: 250
<b>WCS Elementary School</b>	315-589-9668	6036 Highland Avenue PO Box 900 Williamson NY 14589	Cafeteria: 840 Gym: 400
<b>Bus Garage</b>	315-589-6901	4388 Ridge Road Williamson, NY 14589	N/A
<b>Barn</b>	315-589-6901x 6203	4388 Ridge Road Williamson, NY 14589	N/A

#### Cafeteria Maximum Capacities

- High School – not to exceed 469
- Middle School – not to exceed 502
- Elementary School – not to exceed 400

#### Cafeteria Meal Distribution Inventory Summary

- 200 meals per week during summer months
- 500 meals per week while school is in session

## Heavy Equipment Inventory

- Dump Truck

## Bus and Vehicle Inventory

Type of Bus	No. of Buses	Seating Capacity	Standing Capacity	Total Legal Capacity
Full-size	19	65	0	1235
H/C - Bus	1	16 / 2 WC	0	18
Small Bus	2	25	0	50
Small Bus	1	24	0	24
Small Bus	1	15	0	15
Small Bus	2	28	0	56
<b>TOTALS</b>	<b>25</b>			<b>1398</b>

## Fuel Inventory

- Diesel – 6,000 gallon tank – average 4,000 gallons
- Gas – 500 gallon tank – average 400 gallons

## Location of other emergency equipment

1. Cell Phones: District Office
2. Portable Loudspeakers (BULLHORNS): Middle School
3. PA's: Buses
3. Flashlights: Maintenance Dept
4. Portable Radios: District Office (walkie-talkies use Admin Channel)  
Main Offices (ES, MS, HS)  
Bus Garage
5. Emergency Broadcast System Radio:  
District Office  
Main Offices (ES, MS, HS)  
Bus Garage

## The following information is provided for dissemination to emergency personnel:

Note: Please do not try to operate the following equipment yourself. Call the Director of Facilities, (315) 573-9400.

1. Emergency Generators:  
Elementary School Rear of Building  
Middle School Courtyard  
High School Rear Parking Lot
2. Fire Alarm Panels:  
Main Office (ES, MS, HS)  
Power supplies in Boiler Rooms  
District Office Air Handler Room

3. Telephone Panels:  
Mains Located in Building Boiler Rooms  
Internal Phone Panels located in Main Office (MS, HS)  
Internal Phone Panel located in room off Main Office (ES)
4. Security System Panels:  
Copy Rooms (ES, MS, HS)  
Break Room (District Office)

**Section IV: District Communications in Emergency**

- Procedures to Coordinate Use of School District Resources during Emergencies**
  - The District uses the Incident Command system model for emergency actions.
  - The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions identified in Emergency Response Plans.
  - The Incident Commander is authorized to activate resources and personnel.
  - For district level emergencies, the Incident Commander is Superintendent or designee.
  - For building-level emergencies, the Incident Commander is the principal or designee.
- EMERGENCY COMMUNICATIONS – FAMILY NOTIFICATION**
  - Notification of parents is essential in any emergency. In any case when the emergency plan has been activated parents/guardians should be notified via ParentSquare call, text, or email the day of the event.
    - In case of early dismissal, families of students should be notified by phone as feasible.
    - All homeroom teachers must have student information available on a to-go basis.
- EMERGENCY CONTACT INFORMATION - INTERNAL**

**District Emergency Management Team**

- Incident Commander: E. BRIDGET ASHTON
  - SUPERINTENDENT
  - [bashton@williamsoncentral.org](mailto:bashton@williamsoncentral.org)
  - 315-589-9661
  - Cell: 585-703-3569
- Alternate 1: RACHEL LIBERATORE
  - ASSISTANT SUPERINTENDENT
  - [rliberatore@williamsoncentral.org](mailto:rliberatore@williamsoncentral.org)
  - 315-589-9661
- Alternate 2: ROB SNYDER
  - SECONDARY PRINCIPAL
  - [rsnyder@williamsoncentral.org](mailto:rsnyder@williamsoncentral.org)
  - 315-589-9661
- Alternate 3: KATHRYN TAYLOR
  - MIDDLE SCHOOL PRINCIPAL
  - [ktaylor@williamsoncentral.org](mailto:ktaylor@williamsoncentral.org)
  - 315-589-9661
- Alternate 4: PENNY JOHNSTON
  - BUSINESS OFFICIAL
  - Office: 589-9661
  - Cell: (585) 281-9095

### Building Leadership

In the case of a building emergency, the building principal serves as Incident Commander. If he/she is unavailable, please contact the assistant principal.

Elementary School	Middle School	High School
Scott Drechsler, Principal 6036 Highland Avenue Office: 589-9668 Cell: (585)	Kathryn Taylor, Principal 4184 Miller Street Office: 589-9665 Cell: (585) 694-8392	Robert Snyder, Principal 5891 Route 21 Office: 589-9621 Cell: (585) 727-8300
Assistant Principal (ES) Jessica Craft Office: 589-9668 Cell: (315) 576-0553	Assistant Principal (MS) Bryon Rockow Office: 589-9665 Cell: (585) 301-2506	Assistant Principal (HS) Chelsea Northrop Office: 589-9621 Cell:
Elementary Nurse Hayley Musclow Office: 589-9668 Cell: (585) 314-2400	Middle School Nurse Nick Weiss Office: 589-9665 Cell: (585)	High School Nurse TBD Office: 589-9625 Cell: (585)

### Operational Supervisors

Director of Transportation Vicky Pascarella Office: 589-6901 Cell: (315) 573-2538	Director of Food Service Tina VanStrien Office: 589-9621 Cell: (585) 953-5712	Director of Facilities Patrick Poirier Office: Cell: (315) 573-9400  Andy Cantwell (alternate) Cell: (585)545-8613
Technology Integration Specialist      Mikala Smolinski Office: 589-9621      Cell: (315) 921-8512		

**EMERGENCY PHONE NUMBERS – EXTERNAL AGENCIES**

**FIRE, POLICE, AMBULANCE: CALL 911**

Coordination of assistance from both county and local agencies is activated via 911.

<u>Medical/Hospital</u>		<u>Newark Central School District</u>	
Newark-Wayne Hospital	315-332-2022	Newark Superintendent	315-332-3217
Poison Control	1-800-222-1222	Newark Asst. Supt.	315-332-3202
School Physician	315-483-3280	Newark High School	315-332-3240
<u>Town of Williamson</u>		<u>New York State</u>	
Water Treatment Plant	315-589-3781	Dept. of Environmental Conservation	585-226-2466
Waste Treatment Plant	315-589-9371	Dept. of Transportation	315-332-4000
Highway Department	315-589-2874	NYS Police (Williamson)	315-589-2046
		NYS Police (Lyons)	315-946-3040
		NYS Police (Wolcott)	315-594-2550
		NYS Police (Canandaigua – 24 hr dispatch)	585-398-4100
<u>Wayne County</u>		<u>Other Agencies</u>	
Emergency Mgmt. Coord.	315-946-5663	American Red Cross	800-733-2767
Highway Department	315-946-5600	Lifeline	<b>211 or</b> 1-877-356-9211
Fire Coordinator	315-946-5640	RG & E	1-800-743-1701
Sheriff’s Department	315-946-9711	BOCES Risk Mgt.	585-383-2289
Public Health Dept	315-946-5749 X5680	Verizon	518-890-6611
Behavioral Health	315-946-5722	National Response Center	1-800-424-8802

**Other Educational Agencies – to be updated as necessary**

The following educational agencies lie within the boundaries of Williamson Central School and will need to be contacted by the Superintendent or his/her designee.

School Name & Address	Population	# Staff	# Buses Needed	Business Phone	Home Phone
Lake Ontario Day Care 6395 Tuckahoe Road Williamson	50	20	2	589-7421	986-4280
Anna’s Little Bananas Daycare 4425 Old Ridge Road Williamson	45	12	1	315-904-4126	315-576-6555

**Procedures for Obtaining Emergency Assistance from Local Government**

- The Superintendent or District Emergency Coordinator will contact 911/SRO, thus activating the delivery of assistance from both the county and local agencies. After each drill or event, county and local agencies are contacted for constructive feedback.
- WCS contracts with the Wayne County Sheriff’s Department to secure a full time SRO. The SRO will serve as a consistent member on the District Safety Committee and support the review, revision and development of emergency response plans.
- During emergencies local government agencies and emergency services can be contacted through the County Directors of Emergency Management. The Incident Commander will authorize the request for assistance and/or advice from these agencies.
  - County of Wayne 315-946-5480
  - Williamson Town Offices
    - Town Supervisor 315-589-2038
    - Town Clerk 315-589-8100
  - Wayne Water & Sewage Authority 315-986-1929
  - RGE 1 (800) 743-2110
  - Poison Control 800-222-1222
  - GV BOCES Health Safety & Risk Management Services 585-346-4105
  - State Emergency Management Office 585-371-9013
  - Wayne County Emergency Management 315-946-5663
  - NYS Department of Environmental Conservation 518-402-8044
  - NYS Department of Transportation 315-428-4351
  - American Red Cross 585-241-4400

**Notification to Neighboring LEAs**

- The Superintendent or his/her designee will notify all educational agencies with district boundaries of any emergency situation that may affect their operation. These include: Marion, Wayne, Sodus, Gananda, Pal Mac, Newark and WTCC (BOCES).
- The Superintendent or his/her designee will notify all educational agencies who currently serve WCS students with out of district placements.

**District Level Approach to Reunification**

**Purpose:** In the event of an emergency requiring evacuation or early dismissal of students from a school building, the Williamson Central School District will implement a Reunification Plan to safely and efficiently reunite students with their parents or guardians.

**Definition – What is Reunification?**

Reunification is the controlled and systematic process of reuniting students with their parents, guardians, or approved emergency contacts following an incident that prevents normal dismissal from taking place. This may be necessary after events such as natural disasters, fire, hazardous materials incidents, threats to school safety, or utility failures.

**Key Elements of a Building Level Reunification Plan:**

**1. Designated Reunification Sites:** Each building will identify at least one primary reunification site and one alternate site. These sites may be located off-campus and must be secured, accessible, and large enough to accommodate staff, students, and families.

**2. Student Accounting:** Staff will maintain accurate attendance records and use rosters to track the location and status of each student throughout the evacuation and reunification process. A system will be in place to ensure students are only released to authorized individuals.

**3. Identification Procedures:** Parents or guardians will be required to present photo identification. Individuals not listed on a student’s emergency contact list will not be permitted to pick up the student unless otherwise authorized by district administration or emergency responders.

**4. Staff Roles and Training:** All staff will receive annual training on their roles in the reunification process, including how to manage student groups, verify identification, and assist with communication.

**5. Communication with Families:** Timely, accurate communication will be provided to families through the district’s emergency notification system (SchoolMessenger or equivalent), website, and social media. Information will include:

- The nature of the emergency (as appropriate)
- Confirmation that students are safe
- Reunification location(s) and procedures
- What parents/guardians need to bring
- Instructions for traffic and parking

**Building-Level Emergency Response Plan Requirements:**

- Identification of primary and secondary reunification sites
- Site-specific procedures for accounting for all students and staff
- A checklist of staff assignments and responsibilities during reunification
- A communication plan for coordinating with district administration and emergency responders
- Procedures for managing students with special needs during evacuation and reunification

- Copies of parent notification templates
- Traffic flow and crowd control plans
- Family Preparedness:**
  - The district will remind families at the start of each school year to:
  - Update emergency contact information in school records
  - Know the district's communication methods
  - Be prepared to follow directions during an emergency without calling or coming directly to the school unless instructed

**Section V: Building Response**

Each Building Level Emergency Response Plan will include the below information, as required by regulation. The Building-Level School Safety Teams will ensure that information is updated routinely and accurately.

**A. Identification of School Teams:** The district has created distinct teams for proactive and responsive measures specific to campus safety.:

- District Safety Team - The District Safety Team will meet regularly to discuss, identify and develop solutions to district level and/or district wide safety concerns.
- Building Safety Team – The Building Safety Team will meet regularly to discuss, identify and solve issues concerning safety at the building level.
- Building Emergency Response Team – The Building Emergency Response Team will meet as often as necessary and conduct training to be prepared for activation in the event of an emergency at the building level.
- District Level Threat Management Team - The Williamson DLTMT serves as a resource for the Williamson Central School District in order to improve targeted violence threat response protocols and threat mitigation strategies by providing multidisciplinary expert advice and seamless sharing of threat information across systems. The team’s philosophy is based on a multidisciplinary restorative approach to prevent acts of targeted violence, which balances the safety needs of the school community with the health and wellness needs of the person at-risk for committing an act of targeted violence.
- TIG (Trauma, Illness, Grief) Crisis Intervention Team/Post-Incident Response Team – This team will meet in response to an emergency, crisis or death, to provide a coordinated response of school services for the mental and social well being of our faculty, staff, students and community.

**B. Trained Building Personnel to Assist in Emergency**

The following employees completed acceptable first-aid training or are licensed providers for Health Care:

<b><u>Bus Garage</u></b>	<b><u>High School</u></b>	<b><u>Middle School</u></b>	<b><u>Elementary School</u></b>
Fran Casanzio	Alicia Sonnevile	Nancy DeFranco	Lauren Szklany
Joy Secor	Mary Weil	Joan Frank	Katie Sensenbach
Scott Converse	Patrick Verbridge	Kristen Collins	Christi Byron
Vicky Pascarella	Matt Coon	Christian DeGrave	Kayla Yarrow

	Amy Prater	Amy Hanna	Anne Governor
		Bryon Rockow	Rebecca Frechette
		Kate Taylor	Kari Hopkins
			Ingrid Wander
			Meghan France
			Joslyn Steurrys
			Rebecca Dennie
	School Nurse:	School Nurse: Nick Weiss	School Nurse: Hayley Musclow

**C. Continuity of Operation**

- In the event of an emergency, the Building Principal or designee will serve as Incident Commander. A member of a local emergency response agency may assume control of a critical incident and serve as Incident Commander. The school will establish a chain of command to ensure continuity of operations.

**D. Proactive Security Measures**

- Student Code of Conduct - This document is distributed and reviewed with students annually. The document outlines specific school expectations.
- Williamson Central Schools will develop and operate reporting, referral and counseling procedures designed to identify and work with potentially aggressive and violent students.
- The Williamson Central School District District Level Threat Management Team serves as a resource for the district in order to improve targeted violence threat response protocols and threat mitigation strategies by providing multidisciplinary expert advice and seamless sharing of threat information across systems.

**E. Reporting Incidents**

- School administrators must keep a record of serious threats and acts of violence and report them annually to the state, as outlined in SSEC Regulatory language.
- Incidents of violence, serious threats, intimidation, etc. may require involvement of the police. District and building administrators are authorized to call the police to respond to the threat or acts of violence.

**F. Removing Violent Individuals**

- Police will be called to remove aggressively dangerous and violent students at the discretion of the building principal.
- Violent adults are to be reported to the authorities immediately and should only be removed by police.
- Students and staff will be directed to lockdown or lockout mode in the event that violent individuals are determined to be in/around the school.
- The procedure for reporting violent incidents to police is for the building principal or designee to call the police agency assigned to the school. The police agencies that serve the Williamson Central School District are as follows:
  - New York State Police: 315-509-2046
  - Wayne County Sheriff’s Office: 315-946-9711

- NOTE: In an immediate emergency, law enforcement should be contacted by dialing 911.

## **G. Response Protocols**

- The District recognizes that appropriate response to emergencies varies greatly depending on the situation. The Building Level Emergency Response Plans detail the appropriate response to different emergencies utilizing the following protocols:
  - Identification of decision makers
  - Plans to safeguard students and staff
  - Functional annexes
  - Reunification plan
  - Procedures to provide transportation, if necessary
  - Procedures to notify parents and guardians
  - Procedures to notify media
  - Debriefing procedures
- The list of district personnel who would be available in emergency situations will be developed by each Building Safety Team. A copy will be maintained at the Central Administration Office, the office of the Director of Buildings and Grounds, and the SRO. The list will include the names of the staff members, with the school/office and home telephone numbers. Lists will be updated annually.
- Staff members designated for medical responsibilities shall have First Aid, CPR and AED certification and training in triage.

## **H. Protective Security Measures**

- The superintendent, building principals, and buildings and grounds supervisor are responsible for monitoring the conditions of school facilities and noting conditions which may affect the welfare of students and staff.
- In the event that the safety of students and staff is compromised within the building, appropriate evacuation procedures must be initiated.
- Should an evacuation be necessary, one of the three plans should be employed. Each plan is designed to meet a specific set of circumstances and time frame and is to be coordinated by the Incident Commander. The Incident Commander or designee may utilize the TapApp rapid alarm system to activate the plan and then provide additional information about the incident.
  - Early Dismissal/School Cancellation - This plan presumes no immediate crisis and sufficient time to secure bus drivers, to prepare students and staff for dismissal and to close the district in an orderly manner. The Incident Commander will coordinate communication to all stakeholders regarding the school closing or early dismissal. Note: The most likely use of early dismissal is deteriorating weather conditions.
  - Sheltering/Early Dismissal - This plan presumes a developing situation or crisis in which there is minimal time to prepare for adverse weather and/or climate conditions prior to dismissal. It also presumes that there is insufficient time for normal dismissal procedure to take place so students and personnel must be evacuated to an intermediate shelter prior to early dismissal. The Incident Commander will coordinate communication to all stakeholders regarding the sheltering and early dismissal. Note: The most likely use of sheltering/early dismissal is bomb threat, chemical spill, etc.

- ❑ Evacuation/Sheltering - This plan presumes there is an immediate crisis and the facility must be evacuated as rapidly as possible. The building must be cleared in accordance with fire drill procedure. The Incident Commander will coordinate communication to all stakeholders regarding the evacuation.
- ❑ Both the District Emergency Response Team and Building Emergency Response Team may be called to respond/assist in the event of an emergency or disaster.
- ❑ The District will contact parents and guardians and guardians via Parentsquare, media, telephone or other appropriate means in the event of a violent incident or early dismissal.

## **Section VI: Recovery**

### **A. District Support for Buildings: TIG**

- ❑ After a critical incident has occurred, the Williamson Central School District is committed to a thorough and comprehensive recovery for students, staff, and families.
- ❑ The TIG Crisis Response/ Post-Incident Team will institute the TIG Crisis Response Plan. See Appendix F.
- ❑ To achieve this goal, the TIG Crisis Response/Post Incident Response Team will consider the following steps:
  - ❑ Step 1: Consult with administrators and others to:
    - ❑ Inform Superintendent of nature of the incident
    - ❑ Determine advisability of team involvement
    - ❑ Determine nature of team involvement
    - ❑ Acquire release from currently assigned responsibility if the team is needed.
  - ❑ Step 2: Acquire facts and circumstances as to the nature of the trauma/loss.
  - ❑ Step 3: Determine those groups and/or individuals most affected by the trauma (target population.)
  - ❑ Step 4: Assist building administrators in the following areas:
    - ❑ Arrange staff meeting
    - ❑ Formulate staff meeting agenda
    - ❑ Disseminate information to staff, parents and guardians, students, media, etc. (e.g., letters, etc.)
    - ❑ Determine logistical needs (e.g., work space, crisis center, counseling rooms, class schedules, parent reunion/student release, etc.)
  - ❑ Step 5: Assign team members and other staff to individual tasks.
  - ❑ Step 6: Provide Crisis Team Services/Diffusing
    - ❑ Conduct faculty meeting with all building staff
    - ❑ Provide educational information to teachers to be used in class
    - ❑ Conduct classroom meetings with team member and teacher in seriously affected classes
    - ❑ Assess needs and arrange for follow-up meetings with individuals and small groups
    - ❑ Provide updates at end of day in preparation for next day
    - ❑ Provide a Crisis Team “debriefing” at the end of day
    - ❑ Provide substitutes and aides as back-up staff for teachers

- Offer a separate room for parent contact, if necessary
- Respond to parents and guardians' telephone calls and questions
- Empower staff to engage in developmentally appropriate discussions with students following a TIG incident, as necessary and proper to do so
- Step 7: As appropriate and in accordance with BOE Policy, assist in creating a committee that can coordinate and plan for memorial contributions, expressions of sympathy, scholarship funds, etc. This committee should be composed of staff, students, and parents and guardians.
- Step 8: Follow-up with plans for ending Crisis Team involvement.
  - Offer additional diffusing, as warranted
  - Conduct staff meeting
  - Alert staff to important aspects of responses to grief and loss
  - Respond to individual staff questions and needs
  - Provide feedback to teachers regarding individual student needs
  - Suggest helpful literature
  - Refer students and others to appropriate building personnel or other helping resources in the community
  - Arrange for a debriefing meeting with the Crisis Response Team to determine the effectiveness of the Crisis Response Plan in addressing the needs in this particular incident.
- The Emergency Response Team/TIG Crisis Team will implement the following procedures for dealing with post-incident response (see TIG Crisis Plan in appendix):
- Short term
  - Mental health counseling (students and staff)
  - Building, personnel and student security
  - Facility restoration
  - Post-incident response critique
  - Other
- Long term
  - Mental health counseling (monitor for post-traumatic stress behavior)
  - Building security
  - Mitigation (to reduce the likelihood of occurrence and impact if it does occur again)

## **B. Critical Incident Mental Health Services**

- The Williamson Central School District will work closely with local community partners to provide services to children, families, and staff members that are appropriate for the type of emergency/disaster and to assess condition and immediate needs of individuals including food, shelter, clothing, and/or medical treatment.
- WCS will refer children, families, and staff members to agencies and organizations that provide needed services and follow-up on referrals.
- WCS will provide opportunities for children, families, and staff members to verbalize their feelings and provide emotional support to aid recovery.
- WCS will guide families and staff members through the emergency/disaster and provide tools

and techniques for the family to help themselves to recover.

## **Section VII – Annual Building Plan Review**

A. Principals are responsible for annual completion of the following:

- Be familiar with all duties and responsibilities of the principal or designee.
- Update the Building Emergency Plan by the last day of September of each year and submit a copy of the plan to the Superintendent.
- Assign employees to roles and responsibilities of members and alternates taking into consideration the skills and abilities and normal functions of employees.
- Ensure that all employees are familiar with the Building Emergency Plan and are trained in emergency response and preparedness roles and responsibilities.
- Establish a schedule for fire and evacuation drills and provide a copy to the Superintendent.
- Update the list of employees who are trained in first aid, CPR, AED, the use of fire extinguishers and search and rescue. Arrange for updated training as necessary.
- Update as necessary the site floor plan showing evacuation routes and locations of assembly areas, emergency supplies and equipment, fire extinguishers, fire alarm pull stations, master electrical panels and main water and gas shut-off valves.
- Ensure that emergency procedures are posted in each classroom and in cafeterias and employee lounges.
- Update the list of any students or employees with a disability or those who may need evacuation assistance or other special assistance.
- Test the site warning (PA) system and ensure that the systems' signal(s) is audible to employees and students.
- Conduct an inventory of all emergency supplies and equipment and coordinate replacement of used or outdated supplies and equipment.
- Maintain a list of emergency phone numbers in a readily accessible location.

## **APPENDIX A: Emergency Response Protocols**

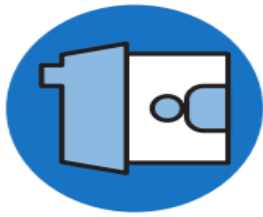
# WCS Emergency Response Protocols

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

SCHOOL NAME: Williamson Central School District

911 ADDRESS:

4164 Miller Street, Williamson, NY 14889



## SHELTER-IN-PLACE/SHELTER

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

### SHELTER IN PLACE PROTOCOL

- Shelter in place announced - move quickly!
- Students and staff remain in current locations until further notice.
- Move away from windows if situation warrants.
- Students in hallways should return to assigned classroom, if possible.
- Once secure, all outdoor activities are terminated.
- Take attendance.
- Enter and exit through front monitored door only.
- Listen for updates.



## HOLD-IN-PLACE/HOLD

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

### HOLD IN PLACE PROTOCOL

- Hold in place announced - move quickly!
- Students and staff remain in current locations until further notice.
- Students in hallways should return to assigned classroom, if possible.
- Enter and exit through front monitored door only.
- Take attendance.
- Listen for updates.



## EVACUATE

EVACUATE STUDENTS AND STAFF FROM THE BUILDING.

### EVACUATION PROTOCOL

- Evacuation announced - move quickly!
- Evacuate immediately to designated outside location. Use secondary route, if necessary.
- Students in hallways should evacuate through the nearest exit.
- Bring attendance list and class roster.
- Close the classroom door after exiting.
- Take attendance when safe to do so.
- If evacuating off site, take attendance before moving from and upon arrival at off-site location.
- Listen for updates.



## SECURE LOCKOUT

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

### SECURE LOCKOUT PROTOCOL

- Secure lockout announced - move quickly!
- Lock all exterior doors and windows.
- All outdoor activities are terminated.
- Once secure, no entrance or exit from building.
- Classroom instruction continues as normal.
- Take attendance.
- **Only respond to P.A. or alarms when there is an immediate life safety hazard based on observed conditions (smoke, fire, heat).**
- Listen for for updates.



## LOCKDOWN

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

### LOCKDOWN PROTOCOL

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

## APPENDIX B: Bomb Threat

**Note: A copy of the script for how to respond to a bomb threat will be provided to each classroom and office for placement by the phones.**

SCENARIO 1: The caller's phone number appears on the LCD display panel of the telephone.

- Write down the caller's phone number as it appears on the LCD display panel immediately.
- Hit the record button to record the entire phone call.
- As possible**, alert another administrator or secretary closest to you while the caller is still on the phone line.
- Give the caller's phone number to the administrator or secretary immediately.
- The administrator or secretary (notified) should immediately contact 911 and inform them of the nature of the call (bomb threat) and give the 911 operator the caller's phone number as it appeared on the LCD display panel of the receiver's phone.
- The individual that initially received the phone threat should try to engage the caller in conversation utilizing the New York State Police Bomb Threat form (as provided by the police department).

SCENARIO 2: The individual receiving the call is alone and cannot alert another staff member.

- Hit the record button to record the entire phone call.
- The individual that initially received the phone threat should try to engage the caller in conversation utilizing the New York State Police Bomb Threat form (as provided by the police department) and call 911.

<b>Bomb Threat Checklist</b>	Place under your phone or save to your computer desktop
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Exact wording of threat	Questions to ask
<div style="border: 1px solid black; height: 100%; width: 100%;"></div>	Where is the bomb located?
	When will it go off?
	What does it look like?
	What kind of bomb is it?
	What will make it explode
	Did you place the bomb? Why?
	Where are you calling from?
What is your name?	

**Observations about the call**

Estimated age:		Voice familiar? If so, who does it sound like:	
Voice computer generated?	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Threat read from script?	Yes <input type="checkbox"/> No <input type="checkbox"/>		
Threat played from recording?	Yes <input type="checkbox"/> No <input type="checkbox"/>		

Phone number displayed on caller ID:

Caller's Voice		Background Noises		Threat language			
Female	<input type="checkbox"/>	Excited	<input type="checkbox"/>	Airplane	<input type="checkbox"/>	Incoherent	<input type="checkbox"/>
Male	<input type="checkbox"/>	Laughter	<input type="checkbox"/>	Animal	<input type="checkbox"/>	Irrational	<input type="checkbox"/>
Accent	<input type="checkbox"/>	Lisp	<input type="checkbox"/>	Factory machinery	<input type="checkbox"/>	Profane	<input type="checkbox"/>
Angry	<input type="checkbox"/>	Loud	<input type="checkbox"/>	Household	<input type="checkbox"/>	Well-spoken	<input type="checkbox"/>
Calm	<input type="checkbox"/>	Nasal	<input type="checkbox"/>	Kitchen	<input type="checkbox"/>		
Clearing throat	<input type="checkbox"/>	Normal	<input type="checkbox"/>	Music	<input type="checkbox"/>		
Coughing	<input type="checkbox"/>	Ragged	<input type="checkbox"/>	Office machinery	<input type="checkbox"/>		
Cracking voice	<input type="checkbox"/>	Rapid	<input type="checkbox"/>	PA system	<input type="checkbox"/>		
Crying	<input type="checkbox"/>	Raspy	<input type="checkbox"/>	Quiet	<input type="checkbox"/>		
Deep	<input type="checkbox"/>	Slow	<input type="checkbox"/>	Street	<input type="checkbox"/>		
Deep breathing	<input type="checkbox"/>	Slurred	<input type="checkbox"/>	Train	<input type="checkbox"/>		
Disguised	<input type="checkbox"/>	Soft	<input type="checkbox"/>	Voices	<input type="checkbox"/>		
Distinct	<input type="checkbox"/>	Stutter	<input type="checkbox"/>				

**Other Information**

Date of call:	Notes:
Time call started:	
Time call ended:	
Name of call taker :	
Number call received at:	
Call Reported to:	
Phone number:	

<b>Bomb Threat Checklist</b>	Place under your phone or save to your computer desktop
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*This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with first responders and other stakeholders.*

*Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist.*

**If a bomb threat is received by phone**

- Keep the caller on the line for as long as possible.
- Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities with information and await instructions.
- If possible, write a note to a colleague to call the authorities.
- Listen carefully. Be polite and show interest.
- Try to keep the caller talking to learn more information.
- If your phone has a display, copy the number and/or letters on the window display.
- Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
- DO NOT HANG UP, even if the caller does.

<b>If a bomb threat is received by written note</b>	<b>If a bomb threat is received by e-mail/social media</b>
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- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Call 911</li> <li>• Notify building administrator</li> <li>• Handle note as minimally as possible</li> <li>• Do not remove threats from walls, mirrors, or other locations</li> </ul> | <ul style="list-style-type: none"> <li>• Call 911</li> <li>• Notify building administrator</li> <li>• Do not delete the message</li> </ul> |
|--|--|

**Signs of a suspicious package**

- |  |  |
|--|--|
| <ul style="list-style-type: none"> <li>• Excessive/Foreign/No/Non-cancelled postage</li> <li>• Incorrect titles</li> <li>• Misspelled words</li> <li>• No return address</li> <li>• Poorly handwritten or cut and paste lettering</li> <li>• Endorsements such as: "Fragile – Handle with Care," "Rush – Do not delay," "To be opened in the privacy of ___."</li> </ul> | <ul style="list-style-type: none"> <li>• Protruding wires, foil, string, or tape</li> <li>• Stains</li> <li>• Strange odor</li> <li>• Strange sounds</li> <li>• Unexpected delivery</li> </ul> |
|--|--|

**Do not touch suspicious packages**  
**Do not use two-way radios or cell phones**

[https://troopers.ny.gov/Publications/Crime\\_Prevention/bombcard.pdf](https://troopers.ny.gov/Publications/Crime_Prevention/bombcard.pdf)

## APPENDIX C: INCIDENT COMMAND SYSTEM

- ❑ Incident Commander and Logistics (Superintendent or Designee)
  - ❑ Responsible for providing all resources (personnel, equipment, facilities, and services) required for incident resolution and carrying out decisions of the Incident Commander.
- ❑ Deputy Incident Commander (Assistant Superintendent or Building Admin or Designee)
  - ❑ Assist the Incident Commander and Logistics Coordinator. In the event that the Incident Commander and Logistics Coordinator are not available or able to assume his/her duties, the Deputy Incident Commander will take command.
- ❑ School Resource Officer
  - ❑ 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.
- ❑ Liaison (Superintendent)
  - ❑ Represents the District by working with responding agencies (law enforcement, fire EMS, utilities, etc.) and other school districts that may be involved in the incident.
- ❑ Incident Log (Secretary to Supt.)
  - ❑ Keeps a written log of all incident events and updates appropriate command post personnel on significant resolution.
- ❑ Operations (District or Building Safety Team Members, Facilities, Healthcare)
  - ❑ Responsible for directing the implementation of action plans and strategies for incident resolution.
  - ❑ Responsible for collecting, evaluating, and disseminating the information needed to measure the size, scope, and seriousness of an incident and to plan a response.
- ❑ Administration/Finance (Business Manager)
  - ❑ Responsible for all cost and financial matters related to the incident.

## **APPENDIX D: Risk and Protective Factors – From the Centers for Disease Control & Prevention**

<https://www.cdc.gov/violenceprevention/youthviolence/riskprotectivefactors.html>

### **Risk Factors for Perpetration**

Risk factors are characteristics linked with youth violence, but they are not direct causes of youth violence. A combination of individual, relationship, community, and societal factors contribute to the risk of youth violence. Research on youth violence has increased our understanding of factors that make some populations more vulnerable to victimization and perpetration.

#### **Individual Risk Factors may include:**

- History of violent victimization
- Attention deficits, hyperactivity, or learning disorders
- History of early aggressive behavior
- Involvement with drugs, alcohol, or tobacco
- Low IQ
- Poor behavioral control
- Deficits in social cognitive or information-processing abilities
- High emotional distress
- History of treatment for emotional problems
- Antisocial beliefs and attitudes
- Exposure to violence and conflict in the family

#### **Family Risk Factors may include:**

- Authoritarian child rearing attitudes
- Harsh, lax, or inconsistent disciplinary practices
- Low parental involvement
- Low emotional attachment to parents and guardians or caregivers
- Low parental education and income
- Parental substance abuse or criminality
- Poor family functioning
- Poor monitoring and supervision of children

#### **Peer and Social Risk Factors may include:**

- Association with delinquent peers
- Involvement in gangs
- Social rejection by peers
- Lack of involvement in conventional activities
- Poor academic performance
- Low commitment to school and school failure

#### **Community Risk Factors may include:**

- Diminished economic opportunities
- High concentrations of poor residents
- High level of transiency
- High level of family disruption
- Low levels of community participation

- Socially disorganized neighborhoods

### **Protective Factors for Perpetration**

Protective factors may lessen the likelihood of youth violence victimization or perpetration. Identifying and understanding protective factors are equally as important as researching risk factors.

#### **Individual Protective Factors:**

- Intolerant attitude toward deviance
- High IQ
- High grade point average (as an indicator of high academic achievement)
- High educational aspirations
- Positive social orientation
- Popularity acknowledged by peers
- Highly developed social skills/competencies
- Highly developed skills for realistic planning
- Religious beliefs

#### **Family Protective Factors:**

- Connectedness to family or adults outside the family
- Ability to discuss problems with parents and guardians
- Perceived parental expectations about school performance are high
- Frequent shared activities with parents and guardians
- Consistent presence of parent during at least one of the following: when awakening, when arriving home from school, at evening mealtime, or when going to bed
- Involvement in social activities
- Parental/family use of constructive strategies for coping with problems (provision of models of constructive coping)

#### **Peer and Social Protective Factors:**

- Possession of affective relationships with those at school that are strong, close, and prosocially oriented
- Commitment to school (an investment in school and in doing well at school)
- Close relationships with non-deviant peers
- Membership in peer groups that do not condone antisocial behavior
- Involvement in prosocial activities
- Exposure to school climates with the following characteristics:
  - Intensive supervision
  - Clear behavior rules
  - Firm disciplinary methods
  - Engagement of parents and guardians and teachers

APPENDIX E

INCIDENT REPORT FORM

Emergency Incident Log for use during an emergency, and as a post-emergency written report.

Type of Incident: \_\_\_\_\_

Location: \_\_\_\_\_

Date: \_\_\_\_\_ Time: \_\_\_\_\_ AM \_\_\_ PM \_\_\_

Person Reporting Incident: \_\_\_\_\_

Command Post Manned By: \_\_\_\_\_

Type of response:	Shelter in Place	yes___	no___
	Hold in Place	Yes___	no___
	Lock Out	yes___	no___
	Lock Down	yes___	no___
	Early Dismissal	yes___	no___
	Evacuation	yes___	no___
	School Cancellation	yes___	no___

NOTIFICATIONS, AS APPLICABLE: TELEPHONE # YES NO TIME

Superintendent of Schools	229-5171	___	___	___
District Superintendent of BOCES	(315) 332-7284	___	___	___
Williamson Town Supervisor	(315) 589-2038			
Williamson Fire Department	911 (315) 589-6741	___	___	___
Wayne County Sheriff	911 (315) 946-9711	___	___	___
New York State Police	911 (315)589-2046	___	___	___
Emergency Mgmt Coordinator	(315) 946-5663 ___	___	___	
Public Health Department	(315) 946-5749 X5680	___	___	___
American Red Cross	(800) 733-2767	___	___	___
Newark Hospital	(315) 332-2022 ___	___	___	
Director of Transportation	(315)589-6901 Cell (315)573-2538 ___	___	___	___
Director of Facilities	Cell (315)573-9400 (585)545-8613 ___	___	___	___
Television/Radio Stations	454-4884	___	___	___

District Emergency Coordinator: \_\_\_\_\_

## APPENDIX F: CRISIS INTERVENTION PLAN

### A. TIG CRISIS INTERVENTION TEAM

Purpose: To develop, review, and implement a plan of action to prevent, intervene, and respond to many kinds of crises including, but not limited to, suicide, accidental deaths, drowning, shootings, terrorist threats, and drug-related incidents.

**District TIG Coordinator:** Rachel Liberatore

#### Crisis Intervention Team Members

Members	Elementary	Middle School	High School
District Level Administration	E. Bridget Ashton, Superintendent Rachel Liberatore, Assistant Superintendent for Student & Family Services Karen Hoody, Instruction, Innovation and Intervention Coordinator		
Building Principals & APs	TBD Jessica Craft	Kate Taylor Bryon Rockow	Rob Snyder Chelsea Northrop
Counselors, Psychologists	Alaina Palmer Sean Spooner	Kristen Collins Steve Parshall Rachel Federman	Mary Weil Shayla Pasker Rachel Federman
Social Worker	Ingrid Wander ~ Amy Hanna		
School Nurses	Bethnay Moore ~ Nick Weiss ~ Hayley Musclow		
SRO	Deputy Ruffell		
Teachers	TBD, situation dependent		
School Secretaries	Kelly VanDeWalle Kari Hopkins	Kelly Slater Dennen Hill	Michelle Bliet Tiffany Skerrett
Support Staff	TBD, situation dependent		

### CRISIS INTERVENTION FRAMEWORK

#### Primary Prevention:

1. Ongoing education of every staff member about warning signals and early identification of possible suicides, violence prevention, appropriate referral procedures and crisis postvention plan in the event of a death.
2. Teaching students the signs of possible suicide and alternatives for guiding self and peers to sources of help. Ongoing education and reinforcement of safe practices and healthy lifestyle choices.
3. Teen Mental Health First Aid, which teaches youth to understand and respond to warning signs of mental health challenges, taught to all 10th graders
4. Youth Mental Health First Aid, which teaches adults who support you to understand and respond to warning signs of mental health challenges, offered as a professional development opportunity for staff.

#### Intervention:

1. Any district employee identifying a student at immediate risk will link the student to appropriate crisis intervention staff.

2. Crisis intervention staff (mental health team, administrators, nurses) will respond to referrals involving possible suicidal ideation, including responding to students in crisis/at risk, contacting parents and guardians and making appropriate referrals.

Postvention:

1. The Initial (48 hours) Response to a student suicide or death, or death of an immediate family relation, will be initiated by the principal with support and direction from the Crisis Intervention Team. The superintendent will assume responsibility for communicating with the media.
2. The District Trauma, Illness, and Grief Team (TIG) will assemble to initiate further response and support services.

## **CRISIS INTERVENTION PROCEDURES**

Primary Prevention:

1. Staff Training:
  - a. Orientation: All staff will receive a review of WCS Safety Plan updates.
  - b. Conference Day: When feasible, the administrators and/or members of the mental health team will provide workshops for faculty/staff on the topics of violence and suicide prevention and crisis intervention.
2. Student Education:
  - a. Suicide, safety reinforcement and violence prevention elements will be incorporated in the elementary, middle and high school Health Education curriculum.
  - b. On-going education will be facilitated and delivered through multiple avenues including assemblies, character education programs, Prevention Specialist explicit instruction, Wellness Day programs and Youth-to-Youth and student-directed activities.

Intervention:

1. Immediate Notification: Any staff member suspecting that a student is planning suicide or violent behavior will immediately notify a crisis intervention staff (mental health team, administrators, nurses) and provide all relevant and factual information supporting the suspicion. The staff member should not leave the student alone, and should attempt to escort the student to the crisis intervention staff.
2. Preliminary Risk Assessment: A crisis intervention staff member (preferably the person who is most familiar with the student) will be responsible for determining the seriousness of the threat through an immediate risk assessment interview with the student about his/her feelings, thoughts, intent, and/or plan related to suicide or violent behavior. NOTE: In the case of life threatening situations, **confidentiality will not apply**. WCS utilizes the Columbia Suicide Severity Rating Scale (C-SSRS) in self-harm assessments, and the Harm Prevention Threat Management (HPTM) model to assess threat to others.
3. Risk Level & Action Plan: After interviewing the student, the crisis intervention staff will determine the level of imminent suicidal risk and implement appropriate action plans.
  - a. Assessment of **HIGH RISK** for suicide - Indicators (one or more present)
    - Suicidal Thoughts and Plan with Intention to Act
    - Active Suicide Plan, and means to carry it out.
    - Suicide Preparation or Intent to Act in the Past 3 Months

- Action Plan:
  - Contact Building Administration and/or SRO
    1. Do not let the student out of your sight.
    2. Notify the parents and guardians and administrator immediately.
    3. Initiate outside evaluation (mobile crisis, iPad evaluation, transport to CPEP)
    4. Release the student only to a parent, guardian, administrator or SRO.
    5. Document the threat assessment process, and ensure parents and guardians are aware of sources of emergency help.
    6. Send notification to the teaching staff of the student's status and needs, on an as needed basis.
    7. Create a safety plan for the student, and a reentry plan, as needed
    8. Refer students to the Student Support Team for follow up.
    9. Monitor/assess parent's response to imminent threat of suicide and contact CPS or local police if there is suspicion of neglect.
- b. Assessment of **MEDIUM RISK** - Indicators (one or more present)
  - Suicidal Thoughts and Plan with Intention to Act
  - Suicide Preparation or Intent to Act at some point in lifetime
  - Action Plan: Contact Building Administration and/or SRO
    - Notify the parent at the earliest possibility.
    - Provide support on a regular basis.
    - Make students and parents and guardians aware of emergency assistance in event of imminent risk.
    - Make parents and guardians aware of a referral source.
    - As appropriate, send notification to the teaching staff of the student's status and needs, on an as needed basis.
    - Refer to the Student Support Team for follow up.
- c. Assessment of **LOW RISK** - Indicators (one or more present)
  - Wishing to be dead, or go to sleep and never wake up
  - Suicidal thoughts, with no plan, or intention to act
  - Action Plan:
    1. Refer to the Student Support Team for review.
    2. Notify the parent within 24 hours. Provide information about danger signs and means of getting help.
    3. Refer students and parents and guardians to counseling resources.
    4. As appropriate, send notification to the teaching staff of the student's status and needs, on an as needed basis.

**APPENDIX G: SRO Contract with Wayne County, 2024-25**

**SCHOOL RESOURCES OFFICER AGREEMENT  
BETWEEN  
WAYNE COUNTY SHERIFF'S OFFICE AND WILLIAMSON CENTRAL SCHOOL  
DISTRICT**

**January 1, 2025 to December 31, 2025**

**THIS AGREEMENT is entered into between Williamson Central School District [the District] 4184 Miller Street, Williamson, New York 14589 and the Wayne County Sheriff's Office [WCSO] 7376 Suite 1000, Route 31, Lyons, New York 14489.**

WHEREAS, Article 5-G of the New York State's General Municipal Law ("GML"), provides the authority for "municipal corporations" to enter into agreements for the performance between themselves, or one for the other, of their respective functions, powers and duties on a cooperative contract basis; and

WHEREAS, the School District and Wayne County are both "municipal corporations" as that term is defined by GML §119-n (a); and

WHEREAS, the School District and Wayne County have determined that it is in their mutual best interests to enter into this Agreement to provide for the assignment of an officer of the Wayne County Sheriff's Office to serve as School Resource Officer in the School District;

NOW, THEREFORE, the parties hereto hereby agree as follows:

**1. General Terms and Conditions**

The County and School District enter into this School Resource Officer Agreement for the purpose of placing a Wayne County Deputy Sheriff on site at the School District to serve as School Resource Officer ("SRO").

The SRO assignment is primarily a daytime assignment, Monday through Friday, eight (8) hours per day; however the SRO's hours may "flex" depending on activities at the schools. The County will assign the SRO to the School District according to a mutually agreeable schedule, in accordance with the terms set forth herein, for a period not to exceed forty (40) hours per week.

The work site to which an SRO is assigned shall include the grounds and any associated buildings on the district properties.

The County agrees that services rendered under this Agreement will be in compliance with applicable federal, state, or local laws, rules, regulations, including but not limited to, applicable regulations of the Commissioner of Education

## 2. **Mission Statement**

It is essential that the Wayne County Sheriff's Office members, the Deputy Sheriff School Resource Officer and the **Williamson Central** School District employees and students remember that in the execution of their tasks, duties and functions act for the good of the school, the community and public. They shall respect and protect the rights of individuals and perform their work and services with honesty, zeal, courage, discretion, fidelity and sound judgment.

## 3. **Description of General Duties**

### **A. Duties of the School Resource Officer**

Duties of the SRO, described with more specificity in Section 6, below, will include, but not be limited to:

- Instruct students in grades 6 and 8 health classes in conflict resolution, crime awareness, and anger management;
- Present a minimum of five educational programs (i.e. technology and crime, drug related behaviors, crime awareness) annually to school employees, parents, and school board members; Provide a police presence in the School District in order to promote and provide an atmosphere of enhanced school safety for faculty, staff, students and school visitors
- Provide a Law Enforcement resource to students, teachers, school administrators and parents, so as to:
  - Increase student awareness about personal safety, crime prevention, internet safety, conflict resolution, violence prevention, restorative justice, peer mediation, other related topics through formal and informal instructional strategies.
  - Increase school faculty and staff awareness about policies and procedures for preventing/responding to incidents of violence and other threats to school safety.
- Build relationships by being a liaison between the WCSO and the District and act as liaison with police and other emergency personnel;
- Present evaluations regarding crime and disorder problems and gang and drug activities occurring in and around the school
- Advise the District's administration of any circumstances or situation that may create any potential harm to persons, or damage to, or loss of property
- Assist the schools with security concerns and recommend changes to enhance security;
- Assist in preparation of response plans and respond to criminal activity in and around the school (as per the Safe Schools Against Violence in Education Act);
- Assist the District in meeting requirements mandated by New York State Law;
- Attend monthly management team meetings.
- When feasible and requested to do so by District's officials, and in a manner which does not infringe upon individuals' Constitutional rights, screen persons entering the building or school grounds;
- Question any individual not having appropriate identification to ascertain his/her status;
- The SRO shall not enforce school rules or policies or act as a school disciplinarian. Matters of school discipline shall be referred to the appropriate building principal.
- The SRO shall not detain or question students about their immigration status.

## **B. Duties of the WCSO**

The WCSO will:

- Ensure that the SRO spends an adequate period of time at the District in order to accomplish all assigned duties. However, said work week of the SRO shall not exceed 40 hours per week;
- Maintain open lines of communication with the assigned staff member designated as the School Representative for the School Resource Officer Program to facilitate coordination of services;
- Attend monthly meetings with the Superintendent of the **Williamson Central** School to monitor the efficacy of the SRO Program;
- Cooperate with the District to implement and run the SRO Program with the least possible disruption to the educational process.

WCSO will comply with all applicable requirements regarding the confidentiality of student records, including the Family Educational Rights and Privacy Act and the regulations of the United States Department of Education.

The Wayne County Sheriff's Office SRO will share relevant information about school safety issues with the District, including but not limited to:

- The SRO monthly activity log;
- The completed **Williamson Central** School District CSD SS/HS Program Documentation System – a monthly electronic log form to chronicle the types, frequency, staffing, and participants in prevention and intervention evidence-based programs;
- Any necessary interventions/referrals to service providers arising from incidents/reports received on school property, e.g., suicide prevention, drug or alcohol abuse, reports of sexual abuse;
- Any information pertinent to school safety and/or safety of individuals on school property.

## **C. Duties of the School District**

The **Williamson Central** School District will:

- Assign a staff designee as the School Representative for the School Resource Officer Program;
- To the extent permitted by law and/or School District policy, provide the SRO with full access to the school facilities, personnel, and students;
- Ensure that school personnel, school board members, students, and parents are informed of the duties and presence of the SRO in the District;
- Provide time and appropriate space for the SRO to conduct approved staff, student, and parent training;
- Provide office space for the SRO and adequate space to store instructional materials and perform necessary tasks directly related to the SRO program;
- Provide the SRO with the District-wide safety plan, all building-level safety plans, and the District Code of Conduct.
- The School District acknowledges that the SRO may be required to attend during the school day, at the direction of the WCSO, emergencies, special needs and training functions deemed necessary by the WCSO

The District will share relevant information about school safety issues with the SRO including, but not limited to:

- Disciplinary policies including suspension/expulsion procedures; and
- Uniform violent incident reports in accordance with New York State Education Law, Safe Schools Against Violence in Education Act
- Any information pertinent to school safety and/or safety of individuals on school property.

#### **D. Desired Outcomes**

Desired outcomes of this program include:

- Providing a police presence in partner schools to enhance school safety;
- Increasing the level of comfort students feel around law enforcement officers so they are willing to report incidents of sexual abuse, substance abuse, and acts/threats that endanger district students, employees, or property;
- Increase students awareness about crime prevention, Internet safety, conflict resolution, violence prevention, restorative justice, and peer mediation;
- Increase staff awareness about policies and procedures for preventing/responding to incidents of violence and other threats to school safety;
- Reduction of substance abuse through education programs.
- Overall school safety for school staff, students and individuals on school property.

#### **4. County and Sheriff's Office as Independent Contractor**

The County shall be providing services to the School District as an independent contractor, and any and all services performed by the County and its employees or agents under this Agreement shall be performed in such capacity. None of the County's employees, consultants, or agents shall hold him/herself out as, nor claim to be, an officer or employee of the School District, nor make any claim, demand, or application to or for any right or privilege applicable to an officer or employee of the School District, including, but not limited to, workers' compensation coverage, unemployment insurance benefits, social security coverage, disability benefits, or retirement membership or credit. The County shall not have, or hold itself out as having the authority or power to bind or create liability for the School District by the County's acts or omissions.

It is agreed by the County and the School District that neither federal, state nor local income taxes of any kind, including, but not limited to F.I.C.A. or F.U.T.A., will be withheld or paid by the School District on behalf of any County employee, consultant, or agent. Said withholding and/or payments are to be made by the County in compliance with all federal, state, and local laws, rules or regulations. The County agrees to pay all applicable taxes, including income taxes, workers' compensation insurance, unemployment insurance payment, disability insurance payment, and/or any other payments that may be required under the laws, rules, or regulations of any government agency having jurisdiction over the County or its relationship with the School District. The County further agrees to indemnify and hold the School District harmless against any claim, cost, penalty, damage, or expense (including reasonable attorneys' fees) related to either parties nonpayment and/or underpayment of any such taxes or payments.

The School District acknowledges that it shall have no ability to control the manner, means, details or methods by which the County or its agents perform services under this Agreement except as provided herein and as required by federal, state; or local laws, rules, and regulations.

These provisions shall survive any expiration, termination, or non-renewal of this Agreement.

## **5. Supervision Responsibility and Chain of Command**

A. The SRO assigned to the School District is under the direct supervision of the command officers of the Wayne County Sheriff's Office, generally a lieutenant of the WCSO and will be accountable for his/her actions to the WCSO. The SRO will coordinate his/her activities with the District Superintendent or his/her designee.

B. The SRO assigned to the School District shall comply with Written Directives for School Resources Officers issued by the Wayne County Sheriff's Office. as such Directives may be in force or implemented during the term of this Agreement. A copy any such Written Directives shall be furnished by the Wayne County Sheriff's Office to the SRO assigned to the School District.

C. The SRO will be armed and in uniform.

## **6. Specific Duties of School Resource Officer (SRO)**

In addition to any other duties set forth in this Agreement, the SRO assigned to the School District shall provide services that meet the program objectives, including, but necessarily limited to the following:

- Patrol and observe all areas of the school building(s) and grounds;
- Be visible and available to the students, faculty, and administration;
- Keep the peace and help maintain a safe and orderly school community;
- Develop and maintain a positive and open relationship with students, administrators, faculty and parents;
- Present timely and relevant educational programs to students;
- Present educational programs to school employees, parents and school board members;
- Build relationships by being a liaison between the Wayne County Sheriff's Office and the School District;
- Survey the needs of schools and address crime and disorder problems and drug activities affecting or occurring in or around the School District's school(s);
- Assist schools with security concerns and identify physical changes in the environment that may reduce crime in or around the school;
- Develop or expand crime prevention efforts for students;
- Educate potential school-age victims in crime prevention and safety;
- Develop or expand community justice initiatives for students;
- Investigate reports of crimes, offenses, and infractions of law and issues of safety for students, staff, and the public in a manner which does not infringe upon any constitutional rights or protections;
- Abide by School District policies except to the extent such policies conflict with the Officer's responsibilities as a law enforcement officer or in a situation where life or property is in danger;

- At the request of the Superintendent of Schools or his/her designee, observe any administrative searches on school grounds which could affect the safety of students or staff involved;
- Should it become necessary to conduct formal law enforcement interviews with the students, the SRO shall adhere to County Sheriff's policy, School District policy, and legal requirements with regard to such interviews;
- Seize and store/dispose of any illegal substance or contraband seized by school officials as required/not required for evidence in prosecution;
- Maintain confidentiality of any personal information or records obtained, and shall not disclose the information except as provided by law or court order;
- Assist in developing school policy that addresses crime, safety issues and recommend procedural change where appropriate;
- Assist schools in meeting requirements mandated by New York State Law and school safety plan;
- Take appropriate law enforcement action with regard to any criminal activities that he/she observes or that are reported directly to him/her in accordance with New York State Law and Regulations and WCSO rules and policies he/she observes or are reported directly to him/her.
- Investigate other emergency situations and summon aid and assistance as needed (e.g., fire department, ambulance, etc.);
- Attend after school activities that are open to all students such as sports games, dances, etc., if requested by the School Principal or Superintendent, as may be agreed by the WCSO. This applies only to activities held on the assigned campus with the exception of offsite school sponsored events;
- Comply with all Federal, State, and local civil rights statutes prohibiting discrimination based upon any protected class, including but not limited to race, color, national origin, language status, disability, religion, and sex discrimination;
- Comply with all other Written Directives for School Resource Officers prepared by the Wayne County Sheriff's Office which shall be furnished by the WCSO to the SRO assigned to the School District; and
- Perform other duties which will promote the goals of the Program and which are mutually agreed upon by the School District and the County.

## **7. Searches and Seizure Procedures.**

a. The SRO will follow the rules of probable cause in conducting searches on school grounds, and a search warrant may be obtained if necessary. The SRO reserves the right to search in cases where the SRO has sufficient legal cause to believe that a student or staff member is armed. The SRO will not be considered an agent of the School District when conducting searches in which evidence for prosecution may be obtained.

b. The procedural safeguards set forth in paragraph above shall not be applicable to administrative searches or seizures. Where reasonable suspicion exists that a student is in possession of an article that violates school rules, the Superintendent of Schools or a building administrator may conduct an administrative search and the SRO may observe on the School District's behalf.

## **8. Compliance with Law and Access to Records**

Notwithstanding any other provision of this Agreement, any assigned officers shall comply with all applicable federal, state and local law, rule and regulation, including, without limitation, those relating to the confidentiality of student records; and shall comply with all applicable District policies, rules and regulations.

The WCSO will comply with all applicable provisions of state and federal law pertaining to the storage, maintenance, dissemination and administration of information governed by this Agreement, including but not limited to the requirements regarding the confidentiality of student/teacher/principal data/records (hereinafter such data and records are referred to as, "Confidential Educational Information") that may be received from the District. The WCSO agrees to comply with any applicable provisions of Sections 2-c and 2-d of the New York State Education Law (hereinafter, "2-d") any rules and regulations of the New York State Education Department issued thereunder, and the District's parents' bill of rights including any amendments to any of these, the terms of which are incorporated herein by reference to the extent required by law. The WCSO will use, store, and disseminate Confidential Educational Information only as authorized herein, and will ensure that any third party that receives Confidential Educational Information from the WCSO will comply with all restrictions pertaining to the use, storage, and dissemination of Confidential Educational Information that apply to the WCSO pursuant to this agreement. Challenges to the accuracy of Confidential Educational Information applicable to such information in the possession of an "Educational Agency," as defined in the 2-d, as may otherwise be provided for by FERPA and/or 2-d, shall not be applicable to Confidential Educational Information provided to the WCSO by the District, unless otherwise required by law. The WCSO shall provide all notifications required by 2-d in accordance with 2-d in the event of an unauthorized release of Confidential Educational Information. The WCSO shall ensure that staff provided access to Confidential Educational Information are appropriately trained and qualified to facilitate compliance with 2-d in regard to Confidential Educational Information. Any changes or amendments to the agreement herein shall comply with the requirements of 2-d. Upon the expiration or termination of the agreement herein between the District and the WCSO, Confidential Educational Information will be retained, returned to the District, and/or shall be disposed of, in accordance with 2-d.

## **9 Qualifications, Fingerprinting & Reassignment of School Resource Officer(s).**

A. Qualifications. All individuals performing services under this Agreement shall be and remain at all times properly licensed and/or credentialed in accordance with applicable law to perform services in accordance with this Agreement. The SRO shall meet the following qualifications:

- Be a certified law enforcement officer by the State of New York.
- Have excellent communication skills.
- Be able to relate well to children of all ages.
- Possess good coordinating and planning skills.
- Be trained in compliance with the terms of this Agreement.

B. Fingerprinting. The County agrees to cooperate with the School District to have any individuals providing services who will have a direct contact with students on School District premises to furnish fingerprints and submit to a criminal background check and clearance by the State

Education Department's Office of School Personnel Review and Accountability (OSPRA) prior to performing services. This may include, but is not limited, to completing paperwork and filing such paperwork with an appropriate agency, *e.g.*, BOCES, for the purpose of submitting fingerprints for criminal clearance. The School District shall be solely responsible for any costs associated with the required fingerprinting and criminal clearance. The County shall provide a complete roster of all persons who will and/or may be providing services under this Agreement and shall further be responsible for providing updated lists as necessary.

### C. Reassignment or Replacement of School Resource Officer

- a. In the event that the Superintendent of Schools and/or the Sheriff determine that the work of the SRO is unsatisfactory to either or both, then in that event the Superintendent and the Sheriff shall meet to seek agreement or corrective action.
- b. The SRO is the employee of, and subject to the supervision of the Wayne County Sheriff's Office, but the parties recognize the right of the Board of Education or the Superintendent of Schools to manage and control school premises. If the Superintendent of Schools and the Sheriff are unable to agree upon corrective action, then either upon written notice to the other may terminate the SRO's assignment at the school district.
- c. The Superintendent of Schools and the Sheriff shall thereafter meet to determine if a replacement SRO can be assigned to the school district together with modification of the terms of employment and supervision if appropriate.
- d. Irrespective of the above provisions, the **Williamson** Central School District and Wayne County Sheriff's Office pursuant to their respective policies, rules and regulations, may terminate the SRO's assignment to the District when either or both Boards believe the same is in the best interest of the Williamson Central School District and Wayne County Sheriff's Office.
- e. In the event of the resignation, dismissal or reassignment of the SRO, or in case of long-term absences by the SRO, the Wayne County Sheriff's Office with agreement from the Superintendent of Schools, shall provide a temporary replacement for the SRO within thirty (30) days of receiving notice of such absence, dismissal, resignation or reassignment. As soon as practicable, the Wayne County Sheriff's Office and the School District shall find a suitable, permanent replacement for the School Resource Officer.

## **10. Evaluation of the Program**

The District and the Wayne County Sheriff's Office will jointly provide evaluations of the SRO in an efficient and timely manner. Evaluation by students, school staff, school administrators, community members, the Deputy SRO and Sheriff's Office administration will develop a Local Evaluation Team to ensure that objective evaluation criteria are used.

## **11. Term**

The initial term of this Contract begins on January 1, 2025 through December 31, 2025, unless terminated earlier by the parties as provided in Section 15. TERMINATION. The Contract may be extended annually by mutual written consent of the parties. Any such extension shall include a listing of costs for the subsequent year of the Agreement.

**12. Payment for Said Services**

Upon receipt for services, Williamson Central School District will compensate the Wayne County Sheriff's Office for costs, intended by the parties to permit recovery of the following categories of expense as detailed:

Budget – School Resource Officer	Budget
Salary – 1.0 FTE (40 hours/week for 20 Days/Month)	\$60,929
Benefits for 1.0 FTE	\$23,186
Overtime-1.0 FTE	\$8,333
Vehicle, Uniform and Equipment	\$8,583
Administrative Costs	\$3,750
<b>Total Budget for (1) 10 Month SRO</b>	<b>\$104,781</b>
School Resource Officer Summer Option – Additional 8 Weeks	Budget
Salary – 1.0 FTE (40 hours/Week for 20 Days/Month)	\$12,186
Benefits for 1.0 FTE	\$4,637
Overtime-1.0 FTE	\$1,667
Vehicle, Uniform and Equipment	\$1,717
Administrative Costs	\$750
<b>Total Budget for 2 Month Summer SRO</b>	<b>\$20,957</b>

<b>Budget – School Resource Officer</b>	<b>Budget</b>
Salary – 1.0 FTE (40 hours/week for 12 months)	\$73,115
Benefits for SRO	\$27,823
Overtime-1.0 FTE	\$10,000
Vehicle, Uniforms and Equipment	\$10,300
Administrative Costs	\$4,500
<b>Total Budget for 10 month SRO</b>	<b>\$125,738</b>

The Wayne County Sheriff's Office will be reimbursed for a total of \$104,781 for SRO services during the ten (10) months of the school year that are within the time period of January 1, 2025 through December 31, 2025, to be billed monthly during the term of contract. Additionally, the Williamson Central School district has the option to utilize said SRO for an additional two months at a cost of \$20,957.00, billed monthly. If the SRO is not needed for the full two month term, they need to notify the Sheriff and Undersheriff when they will be utilizing the services and they can choose to be billed at the daily rate of \$523.92 per day.

The parties acknowledge that salary and certain benefits of Deputy County Sheriffs are subject to collective bargaining. In the event that a collective bargaining agreement is ratified by Wayne County and the Deputy Sheriff's bargaining unit, it is understood and agreed that the WCSO shall not be required to provide services unless, by written Addendum to this Agreement, the parties modify this Section to reflect the new salary and benefits costs to be incurred by the County as an outcome of collective bargaining.

**13. Mutual Indemnification**

Except for any liability, damages, claims, demands, costs, judgments, fees, and attorneys’ fees contributed to, caused by or resulting from the negligence or willful misconduct of the County, its officers, employees or agents, the District shall indemnify and hold harmless the County, its officers, employees and agents from and against any and all liability, damage, claims, demands, costs, judgments, fees, attorney’s fees or loss arising directly or indirectly out of the negligent acts or omissions hereunder by the District or third parties under the direction or control of the District; and the District shall provide defense for and defend, at its sole expense, any and all claims, demands or causes of action directly or indirectly arising out of such acts or omissions and shall bear all other reasonable costs and expenses related thereto.

Except for any liability, damages, claims, demands, costs, judgments, fees, and attorneys’ fees contributed to, caused by or resulting from the negligence or willful misconduct of the District, its officers, employees or agents the County shall indemnify and hold harmless the District, its officers, employees and agents from and against any and all liability, damage, claims, demands, costs, judgments, fees, attorney’s fees or loss arising directly or indirectly out of the negligent acts or omissions hereunder by the County or third parties under the direction or control of the County; and the County shall provide defense for and defend, at its sole expense, any and all claims, demands or causes of action directly or indirectly arising out of such acts or omissions and shall bear all other reasonable costs and expenses related thereto.

**14. Insurance**

The County maintains Excess General Liability and Automobile Liability Insurance with New York Municipal Insurance Reciprocal, at a limit of \$10,000,000 in excess of underlying General Liability and Automobile Liability policies with limits of \$1,000,000 per occurrence. The District and its officers, employees, and agents shall be named as Additional Insureds on a direct primary basis under the policy issued for these coverages The County will provide proof of statutory coverage in compliance with New York State Worker’s Compensation Law.

A. The County shall furnish:

- 1. ACORD Form 25 - Certificate of Insurance to evidence all liability coverages as outlined below;
- 2. A copy of the applicable Additional Insured endorsement form evidencing the coverage endorsed onto the liability policies below
- 3. New York State Workers’ Compensation Form C105.2 or New York State Insurance Fund form U26.3 to evidence New York State workers’ compensation coverage;
- 4. A copy of the applicable Waiver of Subrogation Endorsement Form, evidencing the coverage endorsed onto the workers’ compensation policy, either on a specific/schedule or blanket basis.

a. General Liability

Premises/Operations

Products/Completed Operations

Independent Contractors

Contractual Liability

Personal Injury

Broad Form Property Damage

Explosion, Collapse and Underground Hazard

Bodily Injury and Property Damage \$1,000,000 each occurrence

Products/Completed Operations Limit \$1,000,000 aggregate

Personal Injury/Advertising Injury Limit \$1,000,000 aggregate

General Aggregate Limit \$2,000,000

- b. Excess "Umbrella" Liability  
Combined Single Limit for Bodily Injury  
and Property Damage \$10,000,000 each occurrence
- e. Workers' Compensation and Employers' Liability  
Statutory coverage complying with New York State Workers' Compensation Law

B. Williamson Central School and its officers, employees, and agents shall be named as Additional Insureds under the liability policies issued for the above coverages.

C. All certificates of Insurance must be approved by either the Wayne County Attorney or the Self-Insurance Specialist prior to commencing work under the contract.

D. The insurance carriers providing the above coverages shall be licensed to do so in New York State and shall also be rated no lower than "A-" by the most recent Best's Key Rating Guide or Best's Agent's Guide or must be otherwise acceptable to the County Board of Supervisors.

E. It is expressly understood and agreed by the Contractor that the insurance requirements specified above contemplates the use of occurrence liability forms. If claims-made coverage is evidenced to satisfy any of these requirements the contractor shall comply with the following requirements:

1. If the claims-made coverage terms designate a specific retroactive date, the contractor shall maintain a retroactive date which is not later than the earlier of

- a. the date of the commencement of the term of this agreement, or
- b. the original coverage retroactive date for the Contractor's first claims-made policy for each and every coverage provided on a claims-made basis.

2. For the duration of this contract or its subsequent renewals, if the retroactive date is advanced or if the policy is non-renewed, cancelled or is otherwise materially changed, the contractor agrees to purchase at its own expense, an Extended Reporting Endorsement. This endorsement must provide for extended reporting period ("Tail" coverage) in compliance with the minimum standards promulgated by the Department of Financial Services (Insurance Department) of the State of the New York as contemplated in Regulation No. 121 (11 NYCRR 73) or its subsequent amendments or revisions.

3. Upon termination of the services provided to the County by the contractor, it is agreed that such claims-made coverage will be maintained without interruption for a period of time equal to the length of any Extended Reporting Period requirement as cited above. If the retroactive date is advanced or if the policy is non-renewed, cancelled, or is otherwise materially changed during this period of time the Contractor agrees to purchase, at its own expense, an Extended Reporting Endorsement that is in compliance with the minimum insurance standards promulgated by the Department of Financial Services (Insurance Department) of the State of the New York as cited above.

## 15. Termination

This Agreement may be terminated by either party with or without cause, effective fifteen (15) days following receipt of written notice to the other party of intention to terminate this Agreement.

In the event of termination, the County shall be compensated for the reasonable value of services satisfactorily performed prior to the effective date of termination.

## **16. Non Discrimination**

A. No person shall be denied services by either party hereto because of age, race, color, creed, sex, national origin, handicap or sexual orientation.

B. Both parties hereto shall comply with all State of New York laws and policies prohibiting discrimination in employment

## **17. Governing Law**

The Agreement shall be construed and interpreted in accordance with the laws of New York State.

## **18. Assignment**

This Agreement may not be assigned by either party.

## **19. Interpretation**

The language of all parts of this Agreement in all cases shall be construed as a whole, according to its fair meaning, and not strictly for or against any party, regardless of who drafted it.

## **20. Severability**

In the event any provision of this Agreement shall be or become invalid under any provision of federal, state or local law, such invalidity shall not affect the validity or enforceability of any other provision hereof.

## **21. Non-Appropriation**

- a.) Should funds become unavailable or should appropriate governing bodies fail to approve sufficient funds for completion of the services or programs set forth in this Agreement, the WCSO shall have the option to immediately terminate this Agreement upon providing written notice to the District. In such event, the District shall be under no further obligation to the WCSO other than payment for cost actually incurred prior to termination and in no event will the District be responsible for any actual or consequential damages as a result of termination.
- b.) In the event funding for any or all of these School Resource Officer positions is terminated, any such position which are not funded shall be eliminated by attrition.

## **22. Waiver**

The failure of any party to insist on the strict performance of any provision of this Agreement or to exercise any right under this Agreement shall not constitute a waiver of such provisions or right. A waiver is effective only if in writing and signed and delivered by the waiving party.

## **24. Entire Agreement**

It is understood and agreed that the entire agreement of the parties is contained herein and that this Agreement supersedes all oral agreements and negotiations between the parties

relating to the subject matter thereof. Any alterations, amendments, deletions, or waivers of the provisions in this Agreement shall be valid only when expressed in writing and duly signed by the parties.

**WAYNE COUNTY**

By:

Kim V. Leonard  
Kim V. Leonard, Madam Chairman, Board of Supervisors

By:

Robert Milby  
Robert Milby  
Sheriff, Wayne County

**WILLIAMSON CENTRAL SCHOOL DISTRICT**

By:


Bridget Ashton 02-10-2025  
Bridget Ashton, Superintendent  
Williamson Central School District

State of New York)

ss.:

County of Wayne )

On this 14<sup>th</sup> day of February, 2025, before me personally came and appeared **KIM V. LEONARD**, to me known, who, being duly sworn, did depose and say that he resides in the Town of Macedon, Wayne County, New York; that he is the Chairman of the Board of Supervisors of the County of Wayne, the municipal corporation described in and which executed the foregoing instrument; and that he signed said instrument by order of the Board of Supervisors of the County of Wayne.

  
\_\_\_\_\_  
Notary Public

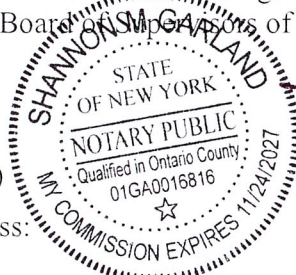
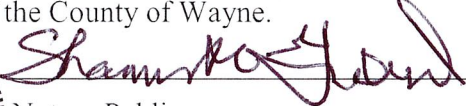
KELLEY PATCHEN LOVELESS  
Notary Public, State of New York  
Reg. No. 01PA6112941  
Qualified in Wayne County  
Commission Expires July 19, 2028

State of New York)

ss.:

County of Wayne )

On this 21 day of February, 2025 before me personally came and appeared **ROBERT MILBY**, to me known, who, being duly sworn, did depose and say that he resides in Wayne County, New York; that he is the Sheriff of the County of Wayne, the municipal corporation described in and which executed the foregoing instrument; and that he signed said instrument in agreement with the Board of Supervisors of the County of Wayne.

  
  
\_\_\_\_\_  
Notary Public

State of New York )

County of Wayne) ss:

On the 10 day of February, 2025, before me, the undersigned, personally appeared **BRIDGET ASHTON** of **WILLIAMSON CENTRAL SCHOOL DISTRICT**, personally known to me or proved to me on the basis of satisfactory evidence to be the individual whose name is subscribed to the within instrument and acknowledged to me that he executed the same in his capacity, and that by his signature on the instrument, the individual, or the person upon behalf of which the individual acted, executed the instrument.

  
\_\_\_\_\_  
Notary Public

**Kelly M. Dixon**  
NOTARY PUBLIC, STATE OF NEW YORK  
Registration No. 01DI6414225  
Qualified in Wayne County  
Commission Expires February 16, 2025

## **APPENDIX H: GINNA Evacuation Plan**

# WILLIAMSON ELEMENTARY SCHOOL

## 2025-2026 Evacuation Plan For Relocation at TBD

In the event of an evacuation due to an emergency, the following steps will be taken in response to the situation:

1. Building will be locked. The custodians will support control of traffic in the driveway areas. **No one will be admitted to the building during the emergency.**
2. Announcements to students to go to homerooms and remain in homerooms until directed to board buses.
3. Teachers should keep attendance materials, district issued device and other necessary information with them to take attendance in homeroom and at the reception area.
4. Cafeteria workers should close down the cafeteria, secure the area and report to the main office.
5. Students will secure personal belongings and remain in homerooms until directed to board buses. Students should leave books in homeroom and backpacks in lockers.
6. The administrator in charge will supervise the dismissal of students to the buses and will retrieve the “office to go” bag. The nurse will distribute medication bags to homeroom teachers at reunification.
7. Physical Education teachers will do a final sweep of the building.
8. We are unable to dismiss students to parents during an evacuation plan. Parents must be directed to the reception area TBD to claim their child.
9. Supervisors will remain in the hallways until all students are boarded. When all students are boarded, a final sweep of the building will occur and an announcement will be made for all personnel to report to the buses.
10. All staff and support staff are needed to assist in the orderly evacuation of students and supervision of students on the buses and at the evacuation reception center.
11. Personal vehicles should not be taken by staff or students to the evacuation center.

# WILLIAMSON ELEMENTARY SCHOOL

## Evacuation Buses

**BUS LOOP: Staff and students will line up at door and be loaded into the nearest bus as directed by the counter.**

# **WILLIAMSON ELEMENTARY SCHOOL**

## **Protocols for Distribution of KI (Potassium Iodide)**

1. KI materials will be kept in a secure location in the nurses/main office to be distributed by homeroom.
2. The nurse is responsible for distribution of a KI bag (inclusive of water bottles) to each homeroom teacher before they board the bus.
3. Depending on directions from the Superintendent's office, homeroom teachers will either distribute KI on the bus, or once the bus has reached TBD.
4. Homeroom teachers will consult the opt-out list prior to dispensing KI. Homeroom teachers are to note the time of distribution on a class list, sign and date the list and submit the list to the school nurse at the earliest convenience, along with any unused KI.
5. Staff that is not attached to a homeroom will receive KI from the school nurse.
6. Homeroom teachers should monitor the students for side effects from the KI. These would include but are not limited to the following:
  - Upset stomach
  - Hives
  - Complaining of itching
  - Difficulty breathing
  - Coughing or clearing of the throat

If any of these side effects are observed the school nurse should be contacted immediately.

# WILLIAMSON MIDDLE SCHOOL

## 2025-2026 Evacuation Plan For Relocation at TBD

In the event of an evacuation due to an emergency, the following steps will be taken in response to the situation:

1. The custodians will lock and secure the building and control traffic in the driveway areas. TBD will handle the west side and main foyer, TBD the east side and back wing and TBD will secure the BOCES wing.
2. Announcements to students to go to homeroom and should remain in homerooms until directed to board buses. (Students should leave books in homeroom). Students will be asked to go to lockers to get coats, secure personal belongings and report to homerooms quickly. Students should remain in homerooms until directed to board buses. Students should leave books in homeroom.
3. Teachers should keep attendance materials, grade books and other necessary information with them to take attendance in homeroom and at the reception area.
4. Cafeteria workers should close down the cafeteria, secure the area and report to the main office.
5. The administrator in charge will supervise the dismissal of students to the buses. TBD will retrieve the “office to go” bag.
6. Supervisors (TBD – east side) (TBD – west side) should not admit anyone to the building during the emergency.
7. **We are unable to dismiss students to parents during an evacuation plan.** Parents must be directed to the reception area in TBD to claim their child.
8. Supervisors will remain in the hallways until all students are boarded. When all students are boarded, an announcement will be made for all additional personnel to report to the buses.
9. All staff and support staff are needed to assist in the orderly evacuation of students and supervision of students on the buses and at the evacuation reception center.
10. Building administration and custodian will “sweep” the building to assure there is no one in the building.
11. Personal vehicles should not be taken by staff or students to the evacuation center.

**WILLIAMSON MIDDLE SCHOOL**

**Evacuation Buses**

***Homeroom Teachers are underlined***

***\*\*Please note that Homeroom Teachers may be required to administer the KI medication\*\****

# **WILLIAMSON MIDDLE SCHOOL**

## **Protocols for Distribution of KI (Potassium Iodide)**

1. KI materials will be kept in a secure location in the nurse's/main office to be distributed by homeroom.
2. The nurse will be in charge of distributing a KI to each student and staff prior to their dismissal to the buses unless otherwise directed.
3. Depending on directions from the Superintendent's office, homeroom teachers will either distribute KI in homeroom, on the bus, or once the bus has reached TBD.
4. Staff that is not attached to a homeroom will receive KI from the school nurse.
5. Homeroom teachers should monitor the students for side effects from the KI. These would include but are not limited to the following:
  - Upset stomach
  - Hives
  - Complaining of itching
  - Difficulty breathing
  - Coughing or clearing of the throat

If any of these side effects are observed the school nurse should be contacted immediately.

# WILLIAMSON HIGH SCHOOL

## 2025-2026 Evacuation Plan For Relocation at TBD

### When The Signal Is Given

Students should report to their lockers and pick up their coats if needed. From there, they will report directly to the auditorium and sit in their homeroom seats.

#### Staff:

- 1) Clear area of ALL individuals
- 2) Lock their rooms
- 3) Report to the auditorium and take assigned places
- 4) Staff members not assigned to a specific location or homeroom should follow the steps below.

#### Homeroom Teachers:

- 1) Stop at the security desk for a copy of your homeroom attendance
- 2) Report to the auditorium and begin accounting for your students
- 3) Remain with your assigned students until further directions are given.

#### Nurse:

- 1) bring all student medications, including Potassium Iodide (KI) pills
- 2) Distribute KI pills to homeroom teachers

#### Cafeteria Staff:

- 1) Lock kitchen and cafeteria and report to the stage

#### Front Office Staff:

- 1) Report to the auditorium
- 2) Take staff attendance and support students until instructed to leave

#### Physically handicapped students and aides:

- 1) Should report to the auditorium with their assigned homeroom.

**WILLIAMSON HIGH SCHOOL**

**Evacuation Plan Order of Dismissal**

Load buses from the back to the front, adults sit last.


*Staff/Students will evacuate to:*

**As students and staff are loaded, Principal will signal buses to leave.  
The last bus will pick up any remaining staff at mouth of driveway.**

# **WILLIAMSON HIGH SCHOOL**

## **Protocols for Distribution of KI (Potassium Iodide)**

1. KI materials will be kept in a secure location in the nurses/main office to be distributed by homeroom.
2. The nurse will be in charge of distributing a KI bag (bottles and cups) to each homeroom teacher before they board the bus.
3. Depending on directions from the Superintendent's office, homeroom teachers will either distribute KI in homeroom, on the bus, or once the bus has reached TBD.
4. Homeroom teachers will consult the opt-out list prior to dispensing KI. Homeroom teachers are to note the time of distribution on a class list, sign and date the list and submit the list to the school nurse at the earliest convenience, along with any unused KI.
5. Staff that is not attached to a homeroom will receive KI from the school nurse.
6. Homeroom teachers should monitor the students for side effects from the KI. These would include but are not limited to the following:
  - Upset stomach
  - Hives
  - Complaining of itching
  - Difficulty breathing
  - Coughing or clearing of the throat

If any of these side effects are observed the school nurse should be contacted immediately.

# **WILLIAMSON DISTRICT OFFICE**

## **2025-2026 Evacuation Plan** **For Relocation at TBD**

### **When The Signal Is Given**

All staff will gather their belongings and meet in the front of the building. It will be up to the employee(s) whether they would like to drive on their own or carpool with one another to TBD. Before leaving the building, make sure that all doors and windows are locked and secure.

### **Upon Arrival at TBD**

Once arrived at TBD, staff should find the location of Williamson students and staff and offer to help where needed.