

WILLIAMSON CENTRAL SCHOOL DISTRICT



Emergency Response Plan 2026-2027

Revised March - May 2026 ~ Board of Education Approval: TBD

TABLE OF CONTENTS

Introduction.....	4
Timeline of Review and Execution of ERP Regulatory Provisions.....	4
Section I: General Considerations and Planning Guidelines	4
A. Purpose - 4	
B. Identification of District Teams and Chain of Command - 5	
C. Concept of Operations - 7	
D. Plan Review and Public Comment - 8	
Section II: Risk Reduction - Prevention and Intervention.....	8
A. Prevention/Intervention Strategies - 8	
☐ School Resource Officer - 8	
☐ Role of SRO - 9	
☐ Staff Training and Professional Development - 10	
☐ Use of Culture & Climate Survey and SSEC Data to Support District Safety Plan - 11	
☐ Communication and Reporting - 11	
☐ Safe School Hotline - 12	
☐ WCS Incident Reporting - 12	
☐ 988 - 12	
☐ Direct Communication - 13	
B. District Wide and Building Level Safety Programming - 13	
☐ Code of Conduct - 13	
☐ Student Agency and Voice - 13	
☐ District Wide Supportive Measures & Expected Outcomes - 14	
☐ Early Detection of Potentially Violent Behaviors - 15	
☐ Building Specific Supportive Measures - 17	
☐ WCS High School Supportive Measures - 18	
☐ WCS Middle School Supportive Measures - 18	
☐ WCS Elementary School Supportive Measures - 19	
C. Prohibited Items - 19	
D. Training, Drills and Exercises -20	
☐ Annual Safety Training for Staff - 20	
☐ Emergency Drills and Exercises - 21	
☐ Regulatory Requirements - 21	
☐ Parent Notification Regarding Drills - 21	
☐ Student Training on Emergency Annexes - 22	
☐ Coordination and Collaboration - 23	
E. School Security and Safety Measures - 23	
☐ Building Access and Entry Procedures - 23	
☐ Classrooms and Office Door Security - 23	
☐ Surveillance and Monitoring - 24	

- ☐ Emergency Preparedness - 24
- ☐ SRO Program - 24
- ☐ Security Monitors - 25
- ☐ Parking Considerations - 25
- ☐ Collaboration and Communication - 26

F. School Visitation - 26

G. Hazard Identification -27

Section III: District Response to Emergency Situations 28

A. Incident Command System Structure - 28

B. Activation of Incident Command Center - 29

C. Panic Alarm System: TapApp - 29

D. Systemized Platform for Communication to Stakeholders: ParentSquare - 30

E. Activation of Response and Notification - 30

F. Sheltering Sites - 31

G. Situational Responses - 31

1. Multi-Hazard Response - 31
2. School Cancellation Procedures - 31
3. Early Dismissal Procedures - 32
4. Execution of Functional Annexes - 32
5. Response to Violence: Threats and/or Acts of Violence to Others - 33
 - a. Reporting a Concern - 33
 - b. See Something, Say Something - 33
 - c. Threat Assessment and Harm Prevention Threat Management (HPTM) - 34
 - d. Function of HPTM Team - 34
 - e. HPTM Assessment Protocol - 34
 - f. Threat Assessment Threshold Summary - 36
 - g. Management, Intervention and Closure - 37
 - h. WIT: The Williamson (Crisis) Intervention Team - 37
 - i. Workplace Violence Law - 38
 - j. Red Flag Law - 39
 - k. Post Incident Response to Threat - 39
6. Response to Violence: Armed Person - Confirmed or Suspected Weapon - 39
7. Responses to Acts of Violence: Implied or Direct Threats to Self - 41

H. Response For Specific Emergencies - 42

1. Biological Threat - 42
2. Bomb Threat - 44
3. Bus Accident - 47
4. Cardiac Emergency - 48
5. Chemical Spill - 50
6. Civil Disturbance - 51
7. Epidemic - 51
8. Extreme Temperatures, Heat Mitigation - 51
9. Fire/Explosion - 53

10. Flood - 54	
11. Gas Leak - 55	
12. Hostage - 56	
13. Intruders/Unauthorized Individuals - 57	
14. Kidnapping - 58	
15. Missing Student: Post-Transportation Drop-Off Protocol - 58	
16. Radiological Threat - 60	
17. Severe Weather - 60	
18. Student Fight - 62	
19. Terrorist Threats - 63	
I. Coordination of District Resources in Critical Incident - 64	
J. Available District Resources in an Emergency - 64	
Section IV: District Communications During Emergency.....	66
A. Procedures to Coordinate - 66	
B. Emergency Communications, Family Notification - 66	
C. Emergency Contact Information, Internal - 67	
D. Emergency Contact Information, External Agencies - 67	
E. Other Educational Agencies - 68	
F. Procedures for Obtaining Emergency Assistance from Local Government - 69	
G. Notification to Neighboring LEAs - 69	
H. District level Approach to Reunification - 69	
Section V: Building	
Response.....	7
1	
A. School Teams - 71	
B. Trained Personnel - 71	
C. Continuity of Operations - 72	
D. Proactive Security Measures - 72	
E. Reporting Incidents - 72	
F. Removing Violent Individuals - 72	
G. Response Protocols - 73	
H. Protective Security Measures - 73	
Section VI: Building	
Recovery.....	7
4	
A. District Support for Buildings, TIG - 74	
B. Mental Health Services - 75	
Section VII: Annual Building Plan Review.....	76
VIII: Appendices.....	77
A. Emergency Response Protocols - 77	
B. Bomb Threat - 78	
C. Incident Command System - 81	
D. Risk and Protective Factors from CDC - 82	

- E. Incident Report Form - 84
- F. Crisis Intervention Plan and Framework - 85
- G. Harm Prevention Threat Management Flowchart - 88
- H. GINNA Evacuation - 89+
- I. SRO Contract - 91+

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 14, 2026
- ☐ **ERP Review by District Safety Team:** March 11, 2026, May 13, 2026
- ☐ **Public Hearing:** July 14, 2026 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, under District Plans & Reporting.
- ☐ **Public Comment Period:** July 14, 2026 - August 12, 2026
 - ☐ Comments collected during the Public Expression component of the July 14, 2026 Regular Meeting of the Board and/or by email to the District Clerk, Kelly Dixon, at kdixon@williamsoncentral.org.
- ☐ **Board of Education Approval:** August 12, 2026
- ☐ **Plan Submission to the State Education Department:** By October 1, 2026, per SED guidance.
- ☐ **Plan (to be) shared electronically with:**
 - Williamson Central School District Personnel
 - Wayne County Sheriff's Department & SRO
 - New York State law enforcement
 - 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, 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 law enforcement.
- ☐ 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	bashton@williamsoncentral.org 315-589-9661
ROB SNYDER	SECONDARY PRINCIPAL	Alternate 1	rsnyder@williamsoncentral.org 315-589-9661
KATHRYN TAYLOR	MIDDLE SCHOOL PRINCIPAL	Alternate 2	ktaylor@williamsoncentral.org 315-589-9661
SCOTT DRECHSLER	ELEMENTARY PRINCIPAL	Alternate 3	sdrechslers@williamsoncentral.org 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:

2026-27 District Level Safety Team Members and Application

District Safety Team Members			
☐ Ashton, Bridget - Superintendent, Incident Commander ☐ Craft, Jessica - ES Assistant Principal ☐ Drechsler, Scott - ES Principal ☐ Hoody, Karen - CIII ☐ Johnston, Penny - Business Official	☐ Miller, Nancy - MS Teacher ☐ Myers, Nanette - Parent ☐ Indelicato, Vicky - Transportation Director ☐ Plyter, Melissa - Attendance/Front Desk Monitor	☐ Rockow, Bryon - MS Assistant Principal, AD ☐ Sensenbach, Ben - Parent ☐ Skerrett, Tiffany - Clerk ☐ Smith, Charlie - HS Teacher ☐ Smolinski, Makala - Technology Coordinator	☐ Snyder, Rob - HS Principal ☐ Taylor, Kate - MS Principal ☐ VanStrien, Tina - Food Service Director ☐ Weil, Mary - HS Counselor

- ☐ 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 Incident Commander and 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 1st 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 law enforcement 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 resource officers and/or security devices or procedures.

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 agreement between the Williamson Central School District and Wayne County Sheriff's Office is Board of Education approved.

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 assumes lead as Incident Commander.
- ☐ 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, 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
- ☐ Specialized training for staff and administrators, including, but not limited to:
 - ☐ Individual and group de-escalation techniques
 - ☐ Conflict resolution strategies
 - ☐ Active shooter protocols
 - ☐ Understanding of youth culture and student developmental readiness
- ☐ 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 may also include:
 - ☐ Restorative Practices
 - ☐ Life Space Crisis Intervention
 - ☐ 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**

- ☐ 988 is available as a national crisis hotline in the United States. It is the 988 Suicide & Crisis Lifeline, a three-digit number that connects callers, texters, and online chat users

24 hours a day, 7 days a week with trained crisis counselors who can help with suicidal thoughts, mental health crises, substance use issues, or emotional distress. It's confidential, free to use, and designed to be an easy-to-remember resource for anyone in need of immediate support.

☐ **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 Williamson Central School District 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 Code of Conduct is an essential component of the District Safety Plan, establishing clear expectations for behavior that promote a safe, respectful, and orderly learning environment for all students, staff, and visitors. The Code outlines standards for appropriate conduct, defines prohibited behaviors, and describes the range of interventions and consequences designed to address misconduct while supporting student growth and accountability. Through consistent implementation of the Code of Conduct, the district reinforces a culture of respect, responsibility, and safety, ensuring that all members of the school community understand their role in maintaining a secure and supportive educational environment.

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 Ex Officio Student BOE membership, 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. 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.

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 building level 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:**

- ☐ Depressed mood or chronic crying
- ☐ Decline in school performance
- ☐ Verbal expressions about one's own death
- ☐ Giving away important personal

- ☐ Sleeping disorders - insomnia or excessive sleeping
- ☐ Low energy level, constant fatigue
- ☐ Decreased productivity or effectiveness
- ☐ Pessimism about the future or brooding

possessions ☐ Use of alcohol or drugs ☐ Sudden lifting of severe depression ☐ Recent withdrawal from therapy or psychological counseling ☐ Purchase of knives, guns, or ropes ☐ Verbal or written communications which appear to be saying "good-bye" ☐ Feelings of guilt ☐ Violent, aggressive behavior ☐ Exaggerated mood swings ☐ Running away ☐ Talking about revenge or getting even with parents and guardians ☐ Confusion and despair resulting from sudden death or suicide of a peer ☐ Any sudden obvious changes in behavior ☐ Eating disorders - changes in eating habits	about the past ☐ Loss of interest in formerly pleasurable activity ☐ Inability to show pleasure ☹️ Reactions that seem inappropriate to the situation ☐ Statements of inadequacy or low self-esteem ☐ Social withdrawal - pulls away from friends ☐ Irritability or excessive anger (which may be directed towards parents and guardians, caretakers, or siblings), rebelliousness, and belligerence ☐ Neglect of personal appearance ☐ Physical complaints ☐ Preoccupation with illness, death, or catastrophic events ☐ Decreased attention, concentration, or ability to think clearly
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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.

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.

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. Prohibited items are

addressed in the WCS Code of Conduct.

☐ **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 coordinates a comprehensive schedule of annual training, 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:

Security Infrastructure and Identification

To strengthen school safety and support preventive monitoring:

☐ **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 provide identification and are screened prior to admittance.
- ☐ Raptor Visitor Management System is used by security or building office staff to screen visitors before granting access.
- ☐ Visitors, contractors and volunteers are provided an ID badge, which must be worn at all times while on campus.
- ☐ 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.
- ☐ 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:**

- ☐ The District operates a comprehensive security and surveillance system across all campuses.
- ☐ 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.
- ☐ Adequate lighting exists in all areas of facilities.
- ☐ Exterior lighting is maintained in parking areas, walkways, and building entry points to support visibility and surveillance.

☐ **Staff Awareness**

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

- ☐ 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.
- ☐ Staff must notify the main office if an unidentified individual (with no name badge) is observed in one of the school buildings.

☐ **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:**

As outlined in the district's prevention and intervention strategies (Section A), 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 law enforcement, 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).
- ☐ District level Command Center is situationally dependent and will be established at the Superintendent's Office at High School or District Office.
- ☐ 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.
- ☐ Building level Command Center is situationally dependent and will be established in the respective principal's office..
- ☐ 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 at the District Office 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. The Secretary to the Superintendent assumes this responsibility and 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 on the use of the TAP App and its functionality as part of the district's ongoing safety training and emergency preparedness efforts.
- ☐ In the event of a critical incident involving a potential act of violence directed at students and/or staff, teachers may activate lockdowns to ensure most timely notification to law enforcement.

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):

[REDACTED]

[REDACTED]

[REDACTED]

- ☐ External Sheltering Sites (CONFIDENTIAL):

[REDACTED]

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, 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, visibility, 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 law enforcement 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.

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.

Threat Assessment and Harm Prevention Threat Management

The Williamson Central School District utilizes a consistent, districtwide approach to threat assessment through the incorporation of the Harm Prevention Threat Management (HPTM) model. All school buildings utilize the same research-informed framework and protocols to identify, assess, and respond to concerning behaviors or potential threats. The HPTM model emphasizes early identification, behavioral assessment, multidisciplinary collaboration, intervention planning, and ongoing case management in order to proactively prevent violence and reduce risk while supporting the health and wellness needs of the individual involved.

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 team consists of trained district personnel and community-based partners representing administration, mental health and counseling services, school safety and law enforcement, social services, behavioral health, probation, and coordinated care agencies. Through collaborative information sharing and multidisciplinary expertise, the team develops targeted intervention strategies, safety planning measures, and coordinated supports designed to mitigate risk and promote positive outcomes for students, staff, and the broader school community.

The HPTM team 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.
 - ☐ Building level administration coordinates disposition of incident in accordance with Code of Conduct.
 - ☐ 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.
 - ☐ Building level administration coordinates disposition of incident in accordance with Code of Conduct.
 - ☐ 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.

WIT: The Williamson (Crisis) Intervention Team

The Williamson Intervention Team (WIT) is an integral component of the Williamson Central School District's comprehensive school safety framework..

Modeled after the Crisis Intervention Team (CIT) approach utilized by law enforcement agencies, WIT is a multidisciplinary team established to strengthen the district's capacity to identify, assess, and intervene when concerns arise regarding potential threats of targeted violence or significant behavioral concerns within the school community. The team utilizes a restorative, prevention-focused approach that balances the safety needs of the school community with the health and wellness needs of the individual at risk.

The WIT process is designed to improve threat assessment and response protocols through coordinated information sharing, collaborative problem solving, and the development of targeted intervention and case management strategies. The team includes district personnel as well as community partners representing mental health services, behavioral health providers, social services, probation, law enforcement, and coordinated care agencies. Through these collaborative partnerships, WIT is able to provide multidisciplinary expertise, improve continuity of care, and ensure access to appropriate community-based supports and interventions for students and families.

The primary goals of WIT are to:

- ☐ Identify and assess potential threats or concerning behaviors;
- ☐ Coordinate multidisciplinary interventions and supports;
- ☐ Mitigate risk through proactive planning and monitoring;
- ☐ Promote communication and collaboration across systems; and
- ☐ Maintain a safe, supportive, and responsive school environment for all students, staff, and families.

The Williamson Intervention Team serves as a critical resource in the district's ongoing commitment to enhanced safety protocols, early intervention practices, and the prevention of targeted violence through collaborative, evidence-informed approaches.

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.

Definition: A response to violence – armed person (confirmed or suspected weapon) refers to an emergency situation in which an individual on or near school property is believed or confirmed to be in possession of a weapon capable of causing serious bodily harm or death, including firearms, knives, or other dangerous instruments. This includes situations where a weapon is seen, reported, or reasonably suspected based on credible information.

Purpose: The purpose of this annex is to establish clear procedures for the immediate response to, containment of, and recovery from incidents involving a suspected or confirmed armed individual. This annex outlines roles, responsibilities, and coordinated actions to ensure rapid protective measures, prompt notification of law enforcement, effective communication with staff and stakeholders, and the preservation of life and safety of students, staff, and visitors. The priority is to quickly secure the environment, reduce risk of harm, and support law enforcement in resolving the situation.

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.
- ☐ Note: Law enforcement will assume Incident Command upon arrival to scene.
- ☐ 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)
 - ☐ EMS: Emergency Medical Services
 - ☐ 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)**

Definition: Response to violence: implied or direct threats of violence by a student to self refers to any verbal, written, electronic, behavioral, or other indication that a student may be at risk of self-harm or suicide. This includes direct statements of intent to harm oneself, as well as

indirect or implied communications, behaviors, or circumstances that suggest a student may be experiencing suicidal ideation or significant self-injurious risk.

Purpose: The purpose of this annex is to establish procedures for the identification, assessment, response, and follow-up to situations involving a student expressing or demonstrating risk of self-harm or suicide. This annex outlines roles, responsibilities, and coordinated actions to ensure immediate intervention, appropriate supervision, notification of parents/guardians and mental health supports, and connection to emergency or community-based services when necessary. The priority is to ensure the immediate safety and well-being of the student while providing supportive intervention and ongoing care coordination.

Response Procedures:

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

☐ **Biological Threat (i.e. Anthrax) or Suspicious Package**

Definition: A biological threat is the intentional or unintentional release, exposure, or suspected presence of infectious agents, toxins, or hazardous biological substances that may pose a risk to the health and safety of students, staff, and visitors. This may include outbreaks of contagious disease, exposure to harmful pathogens, or other biological hazards that could spread illness within the school community or surrounding area.

Purpose: This protocol establishes required actions for receiving and responding to potential biological threats, whether communicated via telephone, letter, or package, to ensure the safety of students, staff, and visitors.

☐ **Biological Threat via Telephone**

Response Procedures:

- ☐ Stay calm and keep the caller on the line as long as possible.
- ☐ Use the **NYSP Bomb Threat Checklist and Instruction Card** (kept near phones).
- ☐ Attempt to gather information such as:
 - ☐ Note the caller ID, phone line used, time, and details of the call.
 - ☐ Arrival time
 - ☐ Type of biological threat
 - ☐ Reason for the biological threat
 - ☐ Caller identity (ask directly—may catch them off guard)
 - ☐ Caller description (male/female, approximate age, accent, speech characteristics)
 - ☐ Any identifying information (background noise, tone, etc.)
 - ☐ Background noises or speech characteristics
- ☐ Stay on the line and do not hang up until instructed by law enforcement or administration.
- ☐ Communication and Coordination:
 - ☐ Recipient of the call should immediately report the incident to the Building Administrator/supervisor.
 - ☐ Building Administrator/supervisor to notify the Superintendent.
 - ☐ The Superintendent or designee will coordinate next steps with law enforcement.

☐ **Biological Threat/Suspicious Letter or Package**

Response Procedures:

- ☐ Recipient of Letter or Package
 - ☐ Do not touch your face or mucous membranes until thoroughly washed.
 - ☐ Do not open further; re-close the item if possible.
 - ☐ Cover the package with a box or larger envelope to limit contamination.
 - ☐ Do not leave the room or office. Prevent others from leaving or entering.
 - ☐ Reduce air movement by turning off fans, closing windows, and locking doors.
- ☐ Identifying Suspicious Packages: Suspicious letters or packages may have one or more of the following characteristics:
 - ☐ Rigid, lopsided, or unusually bulky.
 - ☐ Irregular shape, asymmetrical, soft spots, or bulges.
 - ☐ Oil stains, unusual odors, or unprofessional wrapping.
 - ☐ Messages such as “Fragile – Handle With Care,” “Rush – Do Not Delay,” or other unusual instructions.
 - ☐ Cut-and-paste lettering or no/non-cancelled postage.
 - ☐ Protruding wires, foil, string, or tape.
 - ☐ Buzzing, ticking, or other unusual noises.
 - ☐ Package arrival may coincide with a phone call asking if it was received.
- ☐ Communication and Coordination
 - ☐ Recipient of the package/letter should immediately report the incident to the Building Administrator/ supervisor and report incident.
 - ☐ Building administrator/supervisor to notify the Superintendent.
 - ☐ Superintendent or designee will call SRO/911 to report the incident.
 - ☐ Superintendent or designee will alert Facilities Department.
 - ☐ The Superintendent or designee will coordinate next steps with law enforcement.
 - ☐ Hold in place, as applicable
 - ☐ Evacuation will only be initiated under the direction of law enforcement and emergency responders.
 - ☐ Controlled communications with internal and external stakeholders.
 - ☐ Documentation of all actions, communications, and observations during the incident.
 - ☐ Facilities Dept: Turn off ventilation systems if the threat warrants it to limit air circulation.

☐ **Bomb Threat**

Definition: A bomb threat is any communication—verbal, written, electronic, or otherwise—that indicates or suggests the presence of an explosive device on school property or in proximity to the school. A bomb threat may be specific or nonspecific and must be treated as

a potential safety risk until properly assessed and cleared by law enforcement and emergency response personnel.

Purpose: This protocol establishes required actions for receiving and responding to potential bomb threats. All bomb threats, whether written, verbal, or electronic, are criminal offenses and must be treated seriously until investigated and resolved.

☐ **Verbal or Telephone Threat**

Response Procedures:

- ☐ Stay calm and keep the caller on the line as long as possible.
- ☐ Use the **NYSP Bomb Threat Checklist** and **Instruction Card** (kept near phones).
- ☐ Attempt to gather information such as:
 - ☐ Attempt to gather information such as:
 - ☐ Note the caller ID, phone line used, time, and details of the call.
 - ☐ Location and appearance of the bomb/package.
 - ☐ Detonation/arrival time
 - ☐ Type of explosive/biological threat
 - ☐ Reason for the bomb/biological threat
 - ☐ Caller identity (ask directly—may catch them off guard)
 - ☐ Background noises or speech characteristics
 - ☐ Any identifying information (background noise, tone, etc.)
 - ☐ Stay on the line and do not hang up until instructed by law enforcement or administration.
- ☐ Response Procedures:
 - ☐ Recipient of the call should immediately report the incident to the building administrator/supervisor.
 - ☐ Building administrator/supervisor to notify the Superintendent.
Superintendent to notify SRO/law enforcement.
 - ☐ The Superintendent or designee will notify administration and supervisors as applicable to do so and coordinate next steps with law enforcement.
 - ☐ A bomb threat assessment will be conducted by law enforcement considering the following:
 - ☐ Specificity and credibility of the threat
 - ☐ Method of delivery (phone, written, etc.)
 - ☐ Age of individuals involved
 - ☐ Access to materials
 - ☐ Prior incidents
 - ☐ The decision to evacuate, relocate, dismiss early, or hold in place will be based on a collaborative threat assessment with law enforcement and the Incident Commander for the district.
 - ☐ Hold in place, as applicable

- ☐ Evacuation will only be initiated under the direction of law enforcement and emergency responders.
- ☐ Communications with internal and external stakeholders.
- ☐ Documentation of all actions, communications, and observations during the incident.
- ☐ **Suspicious Letter, Package or Written Threat**
 - Response Procedures:**
 - ☐ Recipient of the package/letter should immediately report the incident to the Building Administrator/ supervisor.
 - ☐ Identifying Suspicious Packages: Suspicious letters or packages may have one or more of the following characteristics:
 - ☐ Rigid, lopsided, or unusually bulky.
 - ☐ Irregular shape, asymmetrical, soft spots, or bulges.
 - ☐ Oil stains, unusual odors, or unprofessional wrapping.
 - ☐ Messages such as “Fragile – Handle With Care,” “Rush – Do Not Delay,” or other unusual instructions.
 - ☐ Cut-and-paste lettering or no/non-cancelled postage.
 - ☐ Protruding wires, foil, string, or tape.
 - ☐ Buzzing, ticking, or other unusual noises.
 - ☐ Package arrival may coincide with a phone call asking if it 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 contact Building Administrator.
 - ☐ In the event the threat is written or visual
 - ☐ Do not touch or remove the written threat.
 - ☐ 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.
 - ☐ Communication and Coordination:
 - ☐ Building administrator/supervisor to notify the Superintendent.
 - ☐ Superintendent or designee will call SRO/911 to report the incident.
 - ☐ The Superintendent or designee will notify administration and supervisors as applicable to do so and coordinate next steps with law enforcement.
 - ☐ Assessment and Next Steps

- ☐ A bomb threat assessment will be conducted by law enforcement considering the following:
 - ☐ Specificity and credibility of the threat
 - ☐ Method of delivery (phone, written, etc.)
 - ☐ Age of individuals involved
 - ☐ Access to materials
 - ☐ Prior incidents
- ☐ Law enforcement will execute:
 - ☐ Building sweeps with canine unit, as applicable.
 - ☐ Search exit routes, common areas, and evacuation points for suspicious items.
 - ☐ Mark rooms as cleared by placing an indicator on the door after visual inspection.
 - ☐ Coordinate with Hazmat/DEC/RG&E if needed.
- ☐ Teachers will conduct visual room searches and wait for further instructions.
- ☐ The decision to evacuate, relocate, dismiss early, or hold in place will be based on a collaborative threat assessment with law enforcement and the Incident Commander for the district.
 - ☐ Hold in place, as applicable.
 - ☐ Evacuation will only be initiated under the direction of law enforcement and emergency responders.
 - ☐ Controlled communications with internal and external stakeholders.
 - ☐ Documentation of all actions, communications, and observations during the incident.
- ☐ Evacuation Procedures
 - ☐ Do not use fire alarms to initiate evacuations during a bomb threat.
 - ☐ If evacuation is necessary:
 - ☐ Use pre-designated building evacuation sites.
 - ☐ Move students/staff to a location that has been scanned and cleared by the bomb search team.
 - ☐ Execute shelter in place in accordance with building level safety plan if weather prevents outdoor evacuation.
- ☐ 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.

- ☐ Provide age-appropriate supportive measures.
- ☐ 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.

☐ **Bus Accident**

Definition: A bus accident is any incident involving a school bus that results in a collision, rollover, off-road incident, passenger injury, significant vehicle damage, or any situation that compromises the safety of students, staff, or the public while the bus is in operation.

Purpose: The purpose of this annex is to establish clear procedures for the immediate response, coordination, communication, and recovery following a school bus accident. This annex outlines roles and responsibilities to ensure rapid assessment of student safety, prompt notification of emergency services and district administration, effective coordination with law enforcement and transportation personnel, and timely communication with families. The primary goal is to protect student and staff safety, provide necessary medical response, and support an organized and effective incident management process.

Response Procedures:

☐ Immediate Driver Response

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

- ☐ Assess the bus and surrounding area.
- ☐ Evacuate students if there is an immediate threat to safety.
- ☐ Contact the Transportation Supervisor immediately, regardless of severity.
- ☐ In cases of serious injury, significant vehicle damage, or a collision with another vehicle, call 911 first, then notify the Transportation Supervisor.

☐ Transportation Supervisor Response

- ☐ Respond to the scene as quickly as possible.
- ☐ Contact emergency services (911), the School Resource Officer (SRO), and/or Superintendent as appropriate.
- ☐ Coordinate with law enforcement to determine the need for ambulance, fire, or additional emergency support.
- ☐ Notify the District Office and provide ongoing updates.
- ☐ Maintain communication with the Superintendent regarding status and next steps.

☐ District-Level Response

- ☐ Notify the appropriate building administrator(s).
- ☐ Assist in coordinating communication and support resource

☐ Superintendent and/or Designee

- ☐ Respond to the scene in cases involving serious injury, significant damage, or major collision.
- ☐ Coordinate with emergency responders to gather and confirm:

- ☐ Exact location of the incident
- ☐ Number and names of injured individuals
- ☐ Hospital destinations (if applicable)
- ☐ Status of emergency and law enforcement response
- ☐ Designate a staff member to be present at the hospital when students are transported.
- ☐ Oversee all communication and next steps.
- ☐ Building Administration Response
 - ☐ Notify parents/guardians of students who are injured or significantly delayed.
 - ☐ Use Transportation Department data for accurate contact information.
- ☐ Communication and Coordination
 - ☐ Maintain ongoing communication with emergency responders, hospitals, law enforcement, and school personnel.
 - ☐ Continue monitoring student status and overall situation.
- ☐ Media Communication:
 - ☐ Only the Superintendent or designee may release information to the media.
- ☐ Student & Family Support
 - ☐ Ensure a staff member accompanies injured students to the hospital when possible.
 - ☐ Activate mental health support:
 - ☐ Building counselors will respond immediately.
 - ☐ Additional counseling support may be requested from neighboring districts if needed.
- ☐ Incident Closure
 - ☐ Once emergency responders and law enforcement declare the situation resolved, normal operations will resume.
 - ☐ The District will conduct a post-incident review to evaluate response effectiveness and update procedures as needed.
- ☐ **Cardiac Emergency Response Protocol ~ As required under Education Law §§ 917 & 2801-a**
 Definition: A cardiac emergency refers to a medical situation in which an individual experiences sudden cardiac arrest or other life-threatening heart-related event that results in the loss of normal heart function, breathing, or consciousness and requires immediate medical intervention.

Purpose: The purpose of this Cardiac Emergency Response Protocol is to establish clear, coordinated procedures for the rapid identification and response to suspected cardiac emergencies within the school environment. This protocol outlines roles, responsibilities, and actions necessary to activate emergency medical services, initiate cardiopulmonary resuscitation (CPR), and deploy automated external defibrillators (AEDs) as quickly as possible. The goal is to maximize survival outcomes, ensure timely medical intervention, and support the safety and well-being of students, staff, and visitors.

- ☐ **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.
 - ☐ The District Nurse Coordinator maintains an active list of First Aid, CPR and AED trained staff.
 - ☐ Note: All athletic Coaches and extracurricular advisors are required to have First Aid and AED training prior to BOE appointment.

☐ **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 SRO/911, the School Nurse and alert the Building Main Office.
- ☐ Building Main office will notify the school nurse.
- ☐ 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 Nurse Coordinator as soon as the ambulance crew has taken the patient from the scene.
- ☐ Notify the Nurse Coordinator within twenty-four (24) hours after an event.
 - ☐ Follow up with appropriate documentation to Nurse Coordinator.

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 Nurse Coordinator within twenty-four (24) hours after an event.
 - ☐ Follow up with appropriate documentation to the Nurse Coordinator.

☐ **Chemical Spill**

Definition: A chemical spill is the accidental or unintended release of a hazardous chemical substance in a school building, on school grounds, or in a nearby area that may pose a risk to the health and safety of students, staff, visitors, or the environment. This may include spills, leaks, or releases of cleaning agents, laboratory chemicals, fuels, or other hazardous materials.

Purpose: The purpose of this annex is to establish procedures for the safe and effective response to chemical spills in order to protect the health and safety of all individuals on school property. This annex outlines roles, responsibilities, and coordinated actions to ensure rapid identification of hazards, appropriate containment or evacuation measures, prompt notification of emergency services and district administration, and safe restoration of affected areas.

Response Procedures:

- ☐ Indoor Spill
 - ☐ Keep students away from the area and notify the Building Administrator immediately.
 - ☐ Building administrator/supervisor will initiate hold in place or evacuation, as applicable.
 - ☐ Building administrator/supervisor will notify the superintendent or designee.
 - ☐ The Superintendent or designee will coordinate with SRO, emergency responders and/or outside agencies, as applicable.
- ☐ Outdoor Spill
 - ☐ Keep students away from the area and notify the Building Administrator immediately.
 - ☐ Building administrator/supervisor will initiate hold in place, as applicable.
 - ☐ Building administrator/supervisor will notify the superintendent or designee.
 - ☐ The Superintendent or designee will alert Facilities and coordinate with SRO, emergency responders and/or outside agencies, as applicable.
 - ☐ Facilities department will shut off and seal air intakes as needed.
- ☐ Notification: Contact the Facilities Department and Chemical Hygiene Officer as appropriate for the type of spill.

☐ **Civil Disturbance**

Definition: A civil disturbance is a disruption involving individuals or groups that results in disorderly conduct, confrontation, or behavior that threatens the safety, security, or orderly operation of the school environment.

Purpose: The purpose of this annex is to establish clear protocols for preventing, responding to, and recovering from civil disturbances that may impact the safety and orderly operation of the school environment. This annex outlines roles, responsibilities, and coordinated actions to ensure the protection of students, staff, and property; support effective communication with law enforcement and stakeholders; and restore normal operations as quickly and safely as possible.

Response Procedures:

- ☐ Staff report the location, nature of the disturbance, number of people involved, and known intentions to the Building Administrator.
 - ☐ Administrator Action: Contact the Superintendent and law enforcement if assistance is needed. Notify staff of the situation.
 - ☐ Student Safety: Staff move students away from areas where confrontations may occur. Isolation of Individuals: The Building Administrator isolates disruptive individuals; police assistance may be required.
 - ☐ Dismissal: Schools should not be dismissed unless it can be done safely.
 - ☐ Follow-Up: The Superintendent coordinates with the SRO, law enforcement, community leaders, and other stakeholders regarding safe school reopening. Next-Day Support: The Building Administrator updates staff; counselors may be available to support students and staff as needed.
- ☐ **Epidemic (Ex: COVID, Bird Flu, H1N1): See Remote Learning Plan Addendum**
 - ☐ **Extreme Temperatures - Heat Mitigation**

Definition: Extreme temperatures refer to weather conditions in which indoor classroom or facility temperatures exceed or fall below safe, regulated thresholds for student and staff health and comfort. In New York State, applicable guidance and labor/education standards require monitoring of indoor temperatures, with particular attention to maximum allowable temperatures that may impact safe working and learning conditions. Prolonged exposure to excessive heat or cold may pose health risks such as heat stress, dehydration, hypothermia, or other temperature-related illness.

Purpose: The purpose of this annex is to establish procedures for monitoring, responding to, and mitigating the effects of extreme indoor or outdoor temperatures in compliance with applicable New York State requirements and district safety standards. This annex outlines roles, responsibilities, and coordinated actions to ensure timely assessment of environmental conditions, implementation of appropriate mitigation strategies (such as ventilation, cooling, heating adjustments, schedule modifications, or relocation of activities), and communication with district administration. The goal is to maintain safe, healthy, and conducive learning and working environments for students and staff.

Response Procedures:

- ☐ 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.
- ☐ **Fire / Explosion**

Definition: A fire or explosion is an emergency involving uncontrolled combustion, ignition of materials, or a sudden release of energy resulting in flames, smoke, heat, or blast effects that may threaten the safety of students, staff, visitors, and school facilities. These incidents may originate from electrical systems, equipment malfunction, hazardous materials, human activity, or other causes and can result in injury, property damage, or structural hazards.

Purpose: The purpose of this annex is to establish procedures for the prevention, immediate response, evacuation, and recovery from fire or explosion incidents within or near school property. This annex outlines roles, responsibilities, and coordinated actions to ensure rapid notification of emergency services, safe and orderly evacuation or sheltering as appropriate, accountability of all individuals, and effective communication with stakeholders. The priority is the preservation of life, protection of property, and safe restoration of school operations..

Response Procedures:

- ☐ If you notice fire, see smoke, or hear an explosion, utilize TapApp to trigger evacuation or sound the fire alarm immediately.
- ☐ Execute evacuation in accordance with Building Safety plan.. Ensure that students are evacuating according to posted room instructions. Take attendance roster, Emergency Quick Reference Guide and Building Emergency Handbook.
- ☐ 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, transportation-ext 6200). Supt will alert SRO.
- ☐ The school's fire alarm system should call "911" automatically. The Building Administrator's call will be a back-up and will serve to give more information to fire and law enforcement officials who are enroute to the school.
- ☐ DO NOT ATTEMPT TO PUT OUT THE FIRE UNLESS:
 - ☐ 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 Responders or fire/law enforcement responders, give information on location of emergency.
- ☐ Follow instructions provided by law enforcement/Incident Commander and do not re-enter the building until the "All Clear" is announced..

☐ **Flood**

Definition: A flood is an overflow of water onto normally dry land that may occur due to heavy rainfall, rapid snowmelt, storm surge, dam or drainage system failure, or other water-related emergencies. Flooding may develop gradually or occur suddenly and can present significant risks to the safety of students, staff, visitors, and school facilities.

Purpose: The purpose of this annex is to establish procedures for the preparedness, response, and recovery from flooding events that may impact school facilities or the surrounding community. This annex provides clear roles, responsibilities, and coordinated actions to ensure timely notification, effective protective measures, continuity of operations when possible, and the safety of all individuals on school grounds.

Response Procedures:

☐ Initial Identification and Notification

Upon awareness of flooding conditions or threat of flooding, school personnel will:

- ☐ Immediately notify the Principal/building administrator.
- ☐ The building administrator will notify:
 - ☐ Superintendent
 - ☐ Facilities Director/Department
 - ☐ Law enforcement and/or emergency management, as applicable
- ☐ If conditions present an immediate threat to safety, emergency services (911) will be contacted without delay.

☐ Protective Actions

Based on the severity and location of flooding, the Principal or Superintendent (or designee) will determine appropriate actions, which may include:

- ☐ Shelter-in-place if flooding is external and does not immediately threaten the building interior.
- ☐ Relocation of students and staff to higher or safer areas within the building.
- ☐ Evacuation of the building if water intrusion or structural risk is present or imminent.
- ☐ Suspension or early dismissal of school activities if conditions warrant.

☐ Facilities Response

The Facilities Department will:

- ☐ Assess building integrity, drainage systems, and utility risks.
- ☐ Shut off utilities if necessary to prevent hazards.

- ☐ Coordinate with emergency responders regarding safe access and mitigation efforts.
- ☐ Provide updates on building safety and usability.
- ☐ 4. Coordination and Communication
 - ☐ The Superintendent or designee will coordinate all district-level decisions and communications.
 - ☐ Maintain communication with emergency responders, law enforcement, and local emergency management agencies.
 - ☐ Provide timely updates to staff, families, and the school community as appropriate.
- ☐ Post-Incident Actions and Recovery
 - ☐ Facilities staff will inspect and document damage.
 - ☐ Cleanup and restoration efforts will begin in coordination with appropriate agencies.
 - ☐ The District will determine when it is safe to resume normal operations.
 - ☐ A post-incident review will be conducted to evaluate response effectiveness and update procedures as needed.

☐ **Gas Leak Procedure**

Definition: A gas leak is the unintended release of natural gas, propane, or other hazardous gases from pipes, appliances, storage systems, or infrastructure within or near school property. Gas leaks may create an immediate risk of fire, explosion, or health hazards such as respiratory distress, dizziness, or loss of consciousness, and require prompt attention and mitigation.

Purpose: The purpose of this annex is to establish procedures for the prevention, identification, and response to gas leaks or suspected hazardous gas conditions that may pose a risk to the health and safety of students, staff, and visitors. This annex outlines roles, responsibilities, and coordinated actions to ensure timely evacuation or sheltering decisions, prompt notification of emergency services and utility providers, effective communication with stakeholders, and the safe return to normal operations once the environment is deemed secure.

Response Procedures:

- ☐ **Initial Discovery:**
 - ☐ Any individual who detects or suspects a gas leak must immediately notify the Building Principal and/or department supervisor
 - ☐ 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.
- ☐ **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:
 - ☐ Fire department
 - ☐ RG&E
 - ☐ DEC
 - ☐ HAZMAT teams, as needed.
- ☐ **Emergency Services Activation:**
 - ☐ The Incident Commander (typically the Principal or Superintendent) will ensure 911 has been contacted if not already done.
 - ☐ The Fire Department/law enforcement will assume incident command upon arrival.
- ☐ **Evacuation Procedures, As Applicable**
 - ☐ The Building Administrator and/or department supervisor will initiate an evacuation using the public address (PA) system or TapApp.
 - ☐ 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 and/or department supervisor 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
- ☐ **Hostage Situation**

Definition: A hostage situation occurs when an individual is taken or held against their will through physical force or threat of harm. The safety of hostages, staff, and law enforcement is the primary concern. Trained negotiators emphasize that time and controlled response increase the likelihood of a non-violent resolution.

Purpose: The purpose of this annex is to establish procedures for preventing, responding to, and recovering from a hostage situation that threatens the safety and security of students, staff, and visitors. This annex outlines roles, responsibilities, and coordinated actions to support rapid notification of law enforcement, implementation of appropriate protective actions, controlled communication, and full cooperation with emergency responders. The priority is to preserve life, minimize risk, and support the safe resolution of the incident and subsequent recovery.

Response Procedures:

- ☐ Identification and Observation
 - ☐ Identify the intruder or threatening individual (student, former student, or unknown adult).
 - ☐ Note clothing, demeanor, voice characteristics, and any objects that may be weapons.

- ☐ Do not attempt to confront, disarm, or overtake a threatening individual.
- ☐ Identify anyone being threatened or held.
- ☐ Notification
 - ☐ Immediately call SRO/911 and notify the Building Administrator (ES-ext. 2501, MS-ext. 3500, HS-ext. 5500, DO-ext. 4105).
 - ☐ The Building Administrator will contact the Superintendent.
- ☐ Lockdown and Safety Measures
 - ☐ Execute lockdown annex.
- ☐ Law Enforcement Coordination
 - ☐ Authority is turned over to law enforcement upon arrival.
 - ☐ Building Administrator, Superintendent, or designee assists as requested.
- ☐ Communication
 - ☐ Superintendent or designee is responsible for all media communication, following law enforcement guidance.
 - ☐ Once resolved, announce via PA system to resume normal operations.
- ☐ Post-Incident Procedures
 - ☐ The Building Administrator completes a Workplace Violence Incident Report if appropriate.
- ☐ **Intruders/Unauthorized Individuals on Campus**

Definition: An unauthorized individual is any person on school grounds who is not school personnel or a registered student. Staff should recognize and question the presence of all unknown individuals.

Purpose: The purpose of this annex is to establish procedures for the prevention, identification, and response to intruders or unauthorized individuals on school property. This annex outlines roles, responsibilities, and coordinated actions to ensure prompt identification and reporting, implementation of appropriate protective measures (e.g., lockdown or controlled access), coordination with law enforcement when necessary, and effective communication to safeguard students, staff, and visitors while maintaining the orderly operation of the school environment.

Response Procedures:

- ☐ Assessment
 - ☐ Determine whether the individual is a legitimate visitor or a potential threat.
 - ☐ In accordance with BOE Policy, a known visitor should have reported to the District Office or Building Main Office and obtain a visitor badge.
 - ☐ If individual does not have a visitor badge, escort them to Main Office.
- ☐ If Threat is Suspected
 - ☐ Immediately notify the Building Administrator, who will contact 911/SRO and Superintendent.
 - ☐ Initiate Lockdown via TapApp.
 - ☐ Do not engage in confrontation; prioritize the safety of yourself and students.
 - ☐ Identify the individual, their location, and note any visible weapons.

- ☐ Contain the situation and, if possible, move all non-involved persons to safety.

☐ **Kidnapping**

Definitions:

- ☐ Kidnapping: The unlawful taking of a person by abduction.
- ☐ Custodial Interference: A relative of a child under 16 takes or entices the child from a lawful custodian, knowing they have no legal right to do so, with intent to hold the child permanently or for an extended period.

Purpose: The purpose of this annex is to establish procedures for the prevention, immediate response, and recovery actions related to a suspected or confirmed kidnapping involving a student, staff member, or visitor. This annex outlines roles, responsibilities, and coordinated actions to ensure rapid notification of law enforcement, accurate information gathering and sharing, implementation of appropriate protective measures, and effective communication with families and stakeholders. The priority is the safe recovery of the individual and the protection of the school community.

Response Procedures:

- ☐ Immediate Notification
 - ☐ Contact the Building Administrator immediately, who will notify 911/SRO.
 - ☐ Law enforcement will assume the role of Incident Command in this situation.
- ☐ Initiate Hold in Place (or Lockdown, as applicable) procedures.
 - ☐ Collaborate with law enforcement. Gather information as directed by law enforcement:
 - ☐ Collect personal information about the missing child.
 - ☐ Identify the last known person(s) with the child.
 - ☐ Identify potential witnesses; their information is critical to locating the child safely and quickly.

☐ **Missing Student – Post-Transportation Drop-Off Protocol**

Definition: A missing student – off the bus situation occurs when a student who is expected to be transported on a school bus is not accounted for during boarding, transit, or arrival at the designated stop or school location. This includes situations where a student does not board the bus as expected, exits the bus at an unintended location, or cannot be located after a bus-related activity.

Purpose: The purpose of this annex is to establish procedures for the immediate response, coordination, and communication when a student is reported missing in connection with school bus transportation. This annex outlines roles, responsibilities, and coordinated actions to ensure rapid verification of student whereabouts, notification of transportation staff, school administration, and law enforcement when appropriate, and timely communication with parents/guardians. The priority is the swift and safe location of the student and the protection of their welfare.

Response Procedures:

- ☐ **Immediate Response**
 - ☐ The Building Principal or designated administrator shall initiate response procedures immediately.
 - ☐ Notify without delay: Superintendent, Transportation Supervisor, Law Enforcement/SRO (as appropriate), Parent/Guardian.
- ☐ **Verification of Last Known Location**
 - ☐ Collect all relevant information: time student exited, bus stop location, driver observations, GPS or route data, surveillance footage, and witness statements.
 - ☐ Determine whether the student was observed moving from the bus stop or may have gone to an alternate location.
 - ☐ Document all information in real time.
- ☐ **Parent / Guardian Notification**
 - ☐ Notify the parent or legal guardian promptly using verified information only.
 - ☐ Request assistance to verify home, friends'/relatives' residences, or other routine locations.
 - ☐ All contact attempts shall be logged.
- ☐ **Law Enforcement Notification**
 - ☐ **Contact law enforcement immediately if:**
 - ☐ The student cannot be located after initial search efforts
 - ☐ The student is vulnerable due to age, medical, developmental, or safety concerns
 - ☐ Circumstances indicate potential risk or suspicious activity
 - ☐ Provide law enforcement with: photograph, physical and clothing description, last known location and time.
- ☐ **Localized Search**
 - ☐ In collaboration with law enforcement, conduct immediate, safe searches near: the bus stop, primary walking routes, and nearby community areas.
 - ☐ Safety requirements: do not search alone, do not enter private property without permission, avoid unsafe or unfamiliar areas.
 - ☐ Staff safety is the highest priority.
- ☐ **Transportation Department Support**
 - ☐ Transportation staff shall assist by reviewing surveillance footage, providing driver statements, confirming adherence to drop-off procedures, and supplying GPS or route data.
 - ☐ All findings shall be documented and provided to administration.
- ☐ **Communication & Documentation**
 - ☐ Limit internal communications to staff directly involved.
 - ☐ Maintain student confidentiality; avoid social media or public discussion.
 - ☐ All external communications shall be directed through the Superintendent or District Communications Office.
 - ☐ Complete a written report detailing timeline, actions, communications, search activities, law enforcement and transportation input.

☐ **Post-Incident Review**

- ☐ Administration shall review procedures, timelines, and communications to identify improvements.
- ☐ Corrective actions shall be implemented as appropriate.

☐ **Radiological Threat - GINNA Evacuation (see Appendix H)**

Definition: A radiological threat is the presence, suspected release, or potential exposure to radioactive materials or radiation sources that may pose a risk to the health and safety of students, staff, visitors, and the surrounding community. This may include incidents involving radiological dispersal devices (“dirty bombs”), industrial or medical radioactive materials, transportation accidents involving radioactive substances, or other events resulting in unsafe radiation exposure.

Purpose: The purpose of this annex is to establish procedures for the prevention, response, and recovery from radiological threats affecting the school environment. This annex outlines roles, responsibilities, and coordinated actions to ensure timely notification of emergency services and appropriate state or federal agencies, implementation of protective actions such as shelter-in-place or evacuation when directed, control of exposure risks, and effective communication with stakeholders. The priority is to minimize radiation exposure, protect life and health, and support a safe and orderly recovery of school operations.

Response Procedures:

- ☐ 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.

☐ **Severe Weather**

Definition: Severe weather when school is in session refers to hazardous atmospheric conditions that occur during the school day and pose a threat to the safety of students, staff, and visitors. This includes, but is not limited to, tornadoes, severe thunderstorms, high winds, lightning, hail, flash flooding, and blizzard conditions that require immediate protective action.

Severe Thunderstorm Watch: A Severe Thunderstorm Watch means conditions are favorable for the development of severe thunderstorms in or near the area. These storms may produce damaging winds, large hail, frequent lightning, and heavy rainfall. A watch means severe weather is possible, not guaranteed, and staff should remain alert.

Tornado Watch: A Tornado Watch means conditions are favorable for the development of tornadoes and other severe thunderstorms in or near the area. A watch indicates that tornadoes are possible and that conditions may change rapidly. Staff should remain alert and prepared to take immediate protective action if a warning is issued.

Purpose: The purpose of this annex is to establish procedures for monitoring, responding to, and recovering from severe weather events during school hours. This annex outlines roles, responsibilities, and coordinated actions to ensure timely protective measures (e.g.,

shelter-in-place or evacuation when appropriate), continuous situational awareness, effective communication with emergency services and stakeholders, and the safety and accountability of all individuals until conditions are safe and normal operations can resume.

- ☐ Severe weather conditions can change rapidly and may impact areas differently. All responses will prioritize caution and life safety above operational convenience.

Response Procedures:

- ☐ Monitoring & Notification
 - ☐ Monitor National Weather Service alerts via Weather Alert Radio or local media.
 - ☐ Building Administrators notify the Superintendent/designee:
 - ☐ ES Ext. 2501 | MS Ext. 3500 | HS Ext. 5500 | DO Ext. 4105
 - ☐ Superintendent/designee assigns weather spotters as needed.
 - ☐ Administration communicates directives via PA system or emergency notification systems.
- ☐ Severe Weather Watch
 - ☐ Normal operations continue with heightened awareness.
 - ☐ Staff remain alert to changing conditions and prepared to act quickly.
 - ☐ Outdoor activities should be closely monitored or adjusted as needed.
- ☐ Severe Thunderstorm Warning (Immediate Action Required)
 - ☐ Immediately move all students and staff indoors.
 - ☐ Keep away from windows and exterior doors.
 - ☐ Relocate from large open areas (cafeterias, gyms, auditoriums) to interior hallways.
 - ☐ Students should sit calmly on the floor.
 - ☐ Close blinds if time permits.
 - ☐ Continue monitoring until an all-clear is issued.
- ☐ Tornado Warning (Immediate Action Required)
 - ☐ Immediately move all students and staff indoors.
 - ☐ Move to interior hallways on the lowest safe floor:
 - ☐ Elementary & High School: interior hallways away from windows
 - ☐ Middle School: lowest level interior hallways (avoid designated back corridor areas)
 - ☐ Students should kneel, lower heads, and cover with hands.
 - ☐ Stay away from windows, doors, and large open areas.
 - ☐ No window opening is required.
 - ☐ Maintain calm and quiet for instructions.
 - ☐ Use backup communication systems if power is lost.
- ☐ Buses
 - ☐ Drivers remain alert to nearby shelter options during transit.
 - ☐ If necessary, drivers will seek safe shelter during severe weather.
 - ☐ If buses are at school, students remain on site and are immediately moved into the building.

- ☐ Field trips follow the same safety protocols and administrative direction.
- ☐ Post-Threat Assessment
 - ☐ Inspect school buildings and grounds for damage or hazards.
 - ☐ Report utility damage, structural concerns, or hazards immediately to the Emergency Response Team and Facilities.
 - ☐ Do not resume normal operations until conditions are confirmed safe.
- ☐ Decision-Making & Communication
 - ☐ Administration determines response actions based on real-time conditions.
 - ☐ Communication is provided promptly to staff and students via PA system or emergency notification methods.
 - ☐ All decisions prioritize life safety.
- ☐ Resources
 - ☐ Local TV: Channels 8, 10, 13, 31.
 - ☐ Use Parentsquare for alerts.

☐ **Student Fight/Physical Confrontation Response**

Definition: A student fight or physical confrontation is an incident involving two or more students engaging in physical aggression or behavior that poses an immediate risk of harm to themselves or others. This may include hitting, kicking, pushing, or any form of physical altercation that disrupts the safety and orderly operation of the school environment.

Purpose: The purpose of this annex is to establish procedures for the prevention, de-escalation, response, and follow-up to student fights or physical confrontations. This annex outlines roles, responsibilities, and coordinated actions to ensure rapid intervention, protection of all individuals involved, appropriate disciplinary and restorative measures, and effective communication with families and stakeholders. The goal is to maintain a safe learning environment while addressing behavior in a manner that supports student well-being and accountability.

Response Procedures:

- ☐ Assess & Intervene Carefully
 - ☐ Use professional judgment regarding your ability to safely separate students.
 - ☐ Do not physically intercede unless trained in restraint and there is an imminent threat of harm.
- ☐ Immediate Actions
 - ☐ Direct students to “STOP” and instruct bystanders to “CLEAR THE AREA.”
 - ☐ Notify the office or SRO immediately; if necessary, send a student to report the incident.
 - ☐ Initiate a Hold in Place if needed to disperse crowds and maintain safety.
 - ☐ Remain with students until they are calm.
 - ☐ Escort involved students to the Principal’s office.
- ☐ Building Administrator Responsibilities

- ☐ Assemble crisis response personnel to secure the situation.
- ☐ Call 911/SRO if students refuse to cooperate.
- ☐ Notify the Superintendent as appropriate, who will coordinate operational and media communications.
- ☐ Assist law enforcement as requested.
- ☐ Take disciplinary action per the District Code of Conduct.
- ☐ Complete a formal incident report documenting the event.

☐ **Terrorist Threat**

Definitions:

- ☐ **Terrorist Threat:** A threat to commit a terrorist act, cause building evacuation, disrupt public assembly or transportation, or otherwise create serious public inconvenience or fear.
- ☐ **Terrorist Act:** Any violent crime or offense against property intended to terrorize or endanger others.

Purpose: The purpose of this annex is to establish procedures for the prevention, assessment, and response to a terrorist threat or suspected act of terrorism impacting the school community. This annex outlines roles, responsibilities, and coordinated actions to ensure immediate notification of law enforcement and emergency services, implementation of appropriate protective measures, controlled and accurate communication, and full coordination with responding agencies. The priority is to protect life, maintain safety and security, and support an effective response and recovery.

Response Procedures:

- ☐ Notify law enforcement immediately.
- ☐ The Superintendent or designee initiates any necessary suspension or expulsion proceedings.

Student Involvement

- ☐ If a student is reasonably believed or found to have made a terrorist threat or committed a terrorist act:
- ☐ Administration may request a psychological evaluation to assess risk to others.
- ☐ The student may be searched in accordance with law.
- ☐ For students with disabilities, all actions comply with IDEA (20 U.S.C. §1400 et seq.).

Follow-Up

- ☐ Ensure coordination with law enforcement, parents/guardians, and staff.
- ☐ Document all actions and maintain records consistent with district policy.

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
Williamson Central School	315-589-9661	4184 Miller Street Williamson, NY 14589	N/A
District Office	315-589-9661	4184 Miller Street Williamson, NY 14589	N/A
Superintendent Office	315-589-9661 x4109	4184 Miller Street Williamson, NY 14589	N/A
WCS High School	315-589-9621	5891 State Rte 21, Williamson, NY 14589	Auditorium: 730 Cafeteria: 250 Gym: 545
WCS Middle School	315-589-9665	4184 Miller Street Williamson, NY 14589	Auditorium: 450 Cafeteria: 254 Gym: 250
WCS Elementary School	315-589-9668	6036 Highland Avenue PO Box 900 Williamson NY 14589	Cafeteria: 840 Gym: 400
Transportation Center	315-589-6901	4388 Ridge Road Williamson, NY 14589	N/A
Bus Garage	315-589-6901	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	14	65	0	910
Full-size	5	64	0	320
Mega Mini	2	35	0	70
Lift Bus	1	18/1 WC	0	19
Small Bus	2	24	0	48
Small Bus	2	25	0	50
Minivan	1	8	0	8
TOTALS	27			1425

Fuel Inventory

☐ Diesel – 6,000 gallon tank – average 4,000 gallons

☐ Gas – 500 gallon tank – average 250 gallons

Location of other emergency equipment

1. Cell Phones: District Office
2. 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.
 - ☐ Teachers must have student emergency contact information available on a to-go basis.
- ☐ **EMERGENCY CONTACT INFORMATION - INTERNAL**

District Emergency Management Team	
Incident Commander: E. BRIDGET ASHTON ☐ SUPERINTENDENT ☐ bashton@williamsoncentral.org ☐ 315-589-9661 ☐ Cell: 585-703-3569 Alternate 1: ROB SNYDER ☐ SECONDARY PRINCIPAL ☐ rsnyder@williamsoncentral.org ☐ 315-589-9661 ☐ Cell: 585-727-8300	Alternate 2: KATHRYN TAYLOR ☐ MIDDLE SCHOOL PRINCIPAL ☐ ktaylor@williamsoncentral.org ☐ 315-589-9661 ☐ Cell: 585-694-8392 Alternate 3: SCOTT DRECHSLER ☐ ELEMENTARY PRINCIPAL ☐ sdrechsler@williamsoncentral.org ☐ Office: 589-9661 ☐ Cell: (585) 739-7116

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: (315) 589-9668 Cell: (585) 739-7116 Assistant Principal (ES) Jessica Craft Office: (315) 589-9668 Cell: (315) 576-0553	Kathryn Taylor, Principal 4184 Miller Street Office: (315) 589-9665 Cell: (585) 694-8392 Assistant Principal (MS) Bryon Rockow Office: (315) 589-9665 Cell: (585) 301-2506	Robert Snyder, Principal 5891 Route 21 Office: (315) 589-9621 Cell: (585) 727-8300 Assistant Principal (HS) Chelsea Northrop Office: (315) 589-9621 Cell: (585) 737-4519
Elementary Nurse Hayley Musclow Office: 589-9668 Cell: (585) 314-2400	Middle School Nurse TBD Office: 589-9665 Cell: (585)	High School Nurse TBD Office: 589-9625 Cell: (585)

Operational Supervisors

Director of Transportation Vicky Indelicato Office: 589-6901 Cell: (315) 573-2538	Director of Food Service Tina VanStrien Office: 589-9621 Cell: (585) 953-5712	Director of Facilities Andrew Cantwell Office: 315-589-9661 X4134 Cell: (585) 545-8613
Coordinator of Technology and Network Systems: Mikala Smolinski Office: 589-9621 Cell: (315) 921-8512		

☐ EMERGENCY PHONE NUMBERS – EXTERNAL AGENCIES

FIRE, LAW ENFORCEMENT AND/OR 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	315-332-3205
Poison Control	1-800-222-1222	Newark Asst. Supt.	315-332-3202
Medical Director	315-483-3280	Newark High School	315-332-3250
<u>Town of Williamson</u>		<u>New York State</u>	
Water Treatment Plant	315-589-3781	Dept. of Environmental Conservation	844-332-3267
Waste Treatment Plant	315-589-9371	Dept. of Transportation	315-332-4000
Highway Department	315-589-2874	NYS law enforcement (Williamson)	315-589-2046

		NYS law enforcement (Lyons)	315-946-3040
<u>Wayne County</u>		NYS law enforcement (Wolcott)	315-594-2550
Emergency Mgmt. Coord.	315-946-5663	NYS law enforcement (Canandaigua – 24 hr dispatch)	585-398-4100
Highway Department	315-946-5600	<u>Other Agencies</u>	
Fire Coordinator	315-946-5640	American Red Cross	800-733-2767
Sheriff's Department	315-946-9711	Lifeline	211 or 1-800-310-1160
Public Health Dept	315-946-5749	RG & E	1-800-743-2110
Behavioral Health	315-946-5722	BOCES Risk Mgt.	585-346-4105
		Verizon	1-800-460-8839
		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	(315) 589-7421	(315) 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 844-332-3267

☐ NYS Department of Transportation 585-272-3310

☐ American Red Cross 1-800-733-2767

☐ **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 (ParentSquare), 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 Level Incident Commander - The Building Level Incident Commander shall be the Building Principal. In the event the Principal is out of district, the Assistant Principal shall serve as designee in their absence.
- ☐ 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 first-aid training and/or are licensed providers for Health Care:

<u>Bus Garage</u>	<u>High School</u>	<u>Middle School</u>	<u>Elementary School</u>
Victoria Indelicato Michele Witt Leah Laniok Frances Casanzio Joy Secor	Shayla Pasker Dave Cocquyt Tiffany Skerrett Matt Coon Mike Fink	Steve Parshall Joanna Alexander Becca Loncoa Rich Rozzi Beth Brennan Cathie Abdunnasir Christy Bills Christi Byron Meghan France Gary Holowka Alan Baker Ashley Yaiser Jeannie Petrosky Autumn Leisenring Dennen Hill Bryon Rockow Jason Semmel Ian Thomas	Christi Byron Abigail DeFisher Dylan France Meghan France Erina Lynch Cadie Newby Erin Rowley Sara Stamer Joslyn Steurrys Lauren Szklany Ingrid Wander
	School Nurse: TBD	School Nurse: TBD	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 law enforcement. District and building administrators are authorized to call the law enforcement to respond to the threat or acts of violence.

F. Removing Violent Individuals

- ☐ Law enforcement 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 law enforcement.
- ☐ 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 law enforcement is for the building principal or designee to call the law enforcement agency assigned to the school. The law enforcement agencies that serve the Williamson Central School District are as follows:
 - ☐ New York State law enforcement: 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.

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 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.

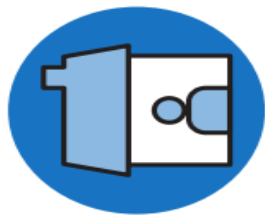
APPENDIX A: Emergency Response Protocols

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:
4184 Miller Street Williamson, NY 14589



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.

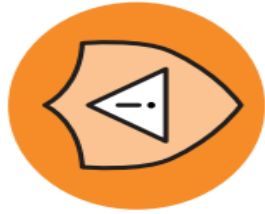


EVACUATE

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 law enforcement Bomb Threat form (as provided by the law enforcement 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 law enforcement Bomb Threat form (as provided by the law enforcement department) and call 911.

Bomb Threat Checklist	Place under your phone or save to your computer desktop
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Exact wording of threat	Questions to ask
	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 ☐ No ☐	
Threat read from script? Yes ☐ No ☐	
Threat played from recording? Yes ☐ No ☐	

Phone number displayed on caller ID:			
Caller's Voice		Background Noises	Threat language
Female ☐	Excited ☐	Airplane ☐	Incoherent ☐
Male ☐	Laughter ☐	Animal ☐	Irrational ☐
Accent ☐	Lisp ☐	Factory machinery ☐	Profane ☐
Angry ☐	Loud ☐	Household ☐	Well-spoken ☐
Calm ☐	Nasal ☐	Kitchen ☐	
Clearing throat ☐	Normal ☐	Music ☐	
Coughing ☐	Ragged ☐	Office machinery ☐	
Cracking voice ☐	Rapid ☐	PA system ☐	
Crying ☐	Raspy ☐	Quiet ☐	
Deep ☐	Slow ☐	Street ☐	
Deep breathing ☐	Slurred ☐	Train ☐	
Disguised ☐	Soft ☐	Voices ☐	
Distinct ☐	Stutter ☐		

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

Bomb Threat Checklist

Place under your phone or save to your computer desktop

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.

If a bomb threat is received by written note

- Call 911
- Notify building administrator
- Handle note as minimally as possible
- Do not remove threats from walls, mirrors, or other locations

If a bomb threat is received by e-mail/social media

- Call 911
- Notify building administrator
- Do not delete the message

Signs of a suspicious package

- Excessive/Foreign/No/Non-cancelled postage
- Incorrect titles
- Misspelled words
- No return address
- Poorly handwritten or cut and paste lettering
- Endorsements such as: "Fragile – Handle with Care," "Rush – Do not delay," "To be opened in the privacy of ____."
- Protruding wires, foil, string, or tape
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery

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

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	(585)703-3569	___	___	___
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 law enforcement 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	(585) 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: Nancy Miller

Crisis Intervention Team Members

Members	Elementary	Middle School	High School
District Level Administration	E. Bridget Ashton, Superintendent Nancy Miller, Director of Student & Family Services Karen Hoody, Coordinator of Instruction, Innovation and Intervention		
Building Principals & APs	Scott Drechsler 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	TBD ~ TBD~ Hayley Musclow		
SRO	Deputy Wilson		
Teachers	TBD, situation dependent		
School Secretaries	Kelly VanDeWalle Kari Hopkins	Kelly Slater Dennen Hill	Michelle Bliek 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 law enforcement 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:

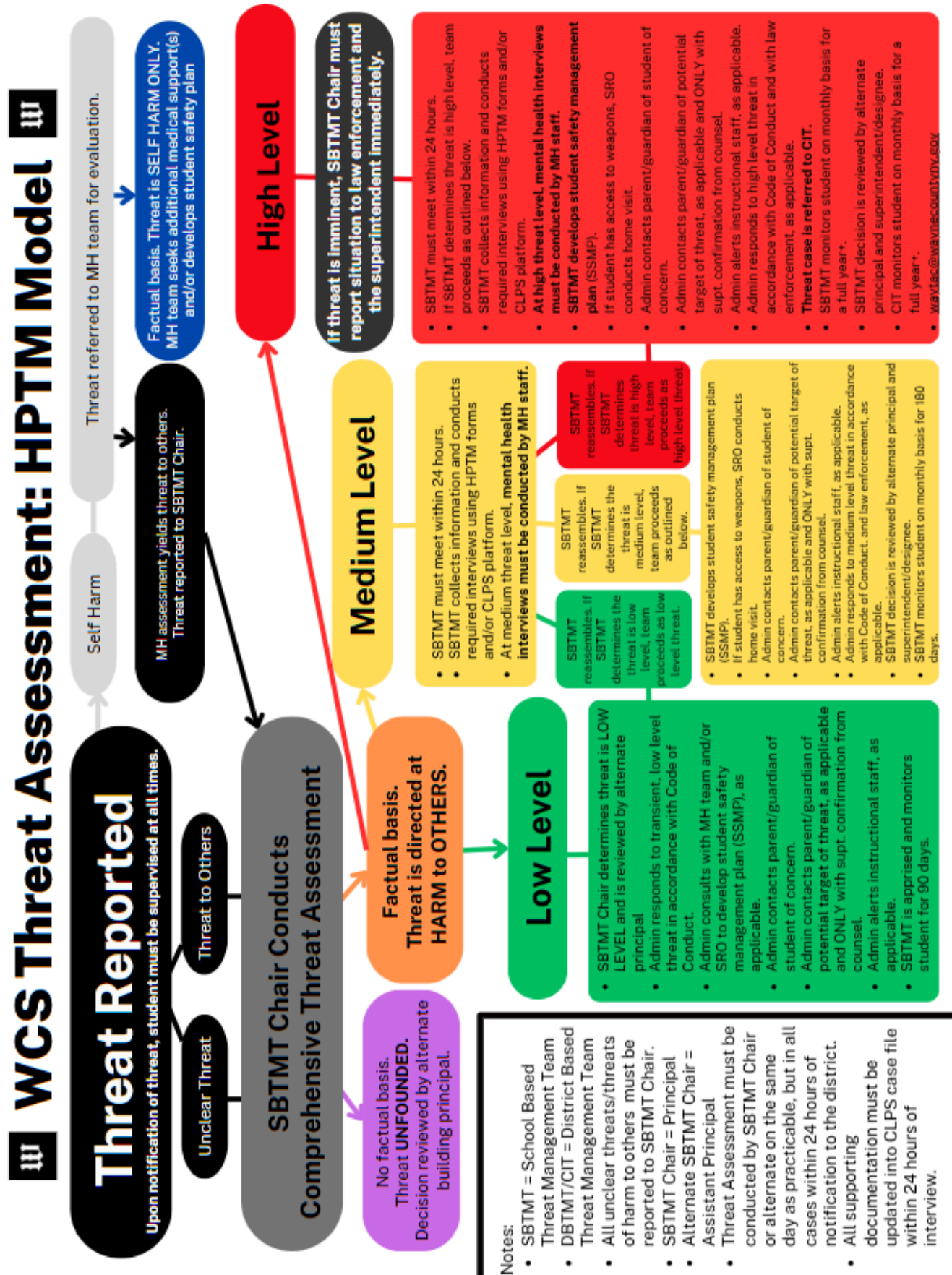
1. Refer to the Student Support Team for review.

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: Harm Prevention Threat Management Flowchart



APPENDIX I: GINNA Evacuation

Definition: A radiological emergency is an incident involving the release, or potential release, of radioactive materials into the environment that could pose a risk to public health, safety, or the environment. Such an event may occur due to accidents, equipment failure, natural disasters, or other unexpected conditions at facilities that use or store radioactive materials, such as nuclear power plants.

In the context of school emergency planning, a radiological emergency specifically refers to a situation that may require protective actions for students and staff—such as sheltering in place, evacuation, or relocation—based on guidance from local, state, and federal emergency management authorities.

Purpose: The purpose of the Ginna Evacuation Plan is to ensure the safety and protection of students, staff, and visitors in the event of a radiological emergency involving the R.E. Ginna Nuclear Power Plant. The plan establishes coordinated procedures for evacuation, sheltering, communication, and reunification in alignment with local, county, state, and federal emergency management guidance.

The Ginna Evacuation Plan is the district's emergency response protocol developed in coordination with local, county, and state emergency management agencies to address a potential radiological incident at the R.E. Ginna Nuclear Power Plant.

In the event of a radiological emergency, the plan outlines specific procedures for the safe and orderly evacuation or sheltering of students and staff within designated Emergency Planning Zone (EPZ) areas. The district follows direction from authorized agencies, including the Wayne County Emergency Management Office, New York State Emergency Management, and state/federal radiation safety authorities, regarding protective actions such as evacuation, shelter-in-place, or relocation.

Key components of the plan include:

- ☐ Clear evacuation routes and transportation procedures for affected school buildings
- ☐ Designated reunification site outside the affected zone
- ☐ Accountability procedures to ensure all students and staff are safely accounted for
- ☐ Communication protocols for notifying families and coordinating with emergency responders
- ☐ Coordination with law enforcement, emergency management, and health agencies

Classification Levels of Emergency

- ☐ General Emergency - MOST SIGNIFICANT
- ☐ Site Area Emergency
- ☐ Alert
- ☐ Unusual Event - LEAST SIGNIFICANT

Emergency Response

- ☐ In the event of a radiological emergency, the Ginna Emergency Operations Center (EOC) will develop and communicate the Response Plan.
- ☐ Notification of alert or higher level emergency will be made by EOC to all school district superintendents.

- ☐ School district actions will be directed based on Emergency Response Plan Area (ERPA) designation.
 - ☐ At alert level, EOC may direct district to take Early Precautionary Actions, such as
 - ☐
 - ☐ Shelter in Place
 - ☐ Shut exterior windows.
 - ☐ Turn off all ventilation.
 - ☐ Maintain contact with EOC.
 - ☐ No dismissal of students, faculty or staff unless authorized.
 - ☐ No issuance of KI unless directed by Wayne County.
 - ☐ At site area emergency level or higher, EOC may direct district to take Precautionary Actions, such as
 - ☐ Evacuation in accordance with GINNA Drill Plan.
 - ☐ All WCS faculty, students and staff evacuate to Newark High School.
 - ☐ Issuance of KI.
 - ☐ Note: Issuance of KI to occur ONLY if Wayne County notifies Incident Commander to execute KI implementation plan.
- ☐ Building level emergency response plans include the GINNA Evacuation annex for execution in event of radiological emergency.

APPENDIX H: SRO Contract (see attached)

Draft