
Project SAVE (Safe Schools Against Violence in Education)

Watertown City School District (WCSD)

District Safety Plan

SECTION I: GENERAL CONSIDERATION AND PLANNING GUIDELINES

Purpose

The WCSD School Safety Plan is designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination with local and county resources in the event of such incidents or emergencies. The Superintendent or his designee will meet with law enforcement & fire annually. This plan is consistent with the more detailed emergency response plans required at the school building level. The WCSD School Safety Plan was developed pursuant to Commissioner's Regulation 155.17.

A. Identification of District Safety Team

2026-2027 Membership**

Board of Education	John A. Cain III	
Administration	Dr. Larry C. Schmiegel, Superintendent Tina Lane, Assistant Superintendent for Personnel/Student Services Gregory Russo, -Director of Health, Physical Education & Athletics Elizabeth Maurer*, PreK Principal Katherine Cook, WHS & Case Middle School 7-12 Executive Principal Chad Fairchild, Wiley Principal Janelle Dupee, Knickerbocker Principal Sandra Cain*, North Principal Lisa Blank, Director of Instructional Technology Gretchen Monnat, Sherman Principal Kelsey Schepis, Ohio Thomas Nabinger, Starbuck Principal/Code Blue Coordinator Matthew Burdick, Director of Student Empowerment & Success	
Director of Facilities	Timothy Lowman*	
Staff	Case: Robin DeFranco, Erik Hauck* , Elizabeth Hyle*, Bridgit Millard	Sherman: Nicole Lamica
	Knickerbocker, Cheryl Morrow	Starbuck: Lynne Bradley
	North: Shalaina Thompson* Mark Engle	Wiley: Cassandra Richardson, Tracy Hall
	Ohio: *, Jaymilyn McMahon* Tyler Tamblin & Shannon Soules,	WHS: Allison Gilliam, Jennifer Hauck*, Karen Meeker, Lisa Winkler, Jill Lanphear, Lindsey Kregel
Support Staff	Brenda Blount, WHS Food Service Assistant Kara Mabee, District Office Transportation Assistant Stacy Neddo*, WHS and Wiley Teacher Assistant Leslie Overton*, Knickerbocker Teacher Assistant Suzanne Stenard, WHS Administrative Assistant	
Parent(s)*	Jade Deitz*, Erica Main *Committee members with children in the District.	
Regional Safety	Raymond Filley, Jefferson-Lewis BOCES Health and Safety Coordinator	
Community	Ofc. Jeremy Foote-SRO Matthew Flynn, Paul Mendez, Lyndsey Kloster, Jason Badalato-SSOs Ofc. Shane Ryan Guilfoyle Ambulance Watertown Fire Department Jefferson County Sheriff Jefferson County Fire & Emergency Management	

B. Concept of Operations

- The WCSD School Safety Plan is directly linked to the Building-level Emergency Response Plans. This WCSD School Safety Plan will guide the development and implementation of building-level emergency response plans. Copies of confidential building-level plans are maintained by the WCSD district office and communicated with WPD and WFD.
- This Plan has been developed using the New York State Education guidance document. It has been reviewed and revised by members of the District-wide School Safety Team prior to public comment.

WCSD will continue to encourage and foster the development of positive behaviors on the part of each student and provide a culturally responsive, respectful, safe, and orderly school setting. Responsible behavior by every person affiliated with our school community is essential to achieving this goal. While it is possible that some technical elements of the Code of Conduct in the WCSD Policy Manual may be temporarily modified as a result of forthcoming guidance or legal changes from New York State Education Department (NYSED) or the New York Department of Health (NYDOH) (i.e. dress code rules, social distancing, visitor expectations, etc.), the overall intent remains: Watertown City School District will actively promote equity, cultural competence, inclusion, and academic readiness in a safe, and secure environment.

- In the event of an emergency or violent incident, appropriately crisis-trained staff members will provide the initial response.
- Upon the activation of the Crisis Response Team, the Superintendent of Schools or designee will be notified and, where appropriate, local emergency officials will also be notified.
- Emergency response actions, including Crisis Response, may be supplemented by involving County and State resources through established protocols.

C. Plan Review and Public Comment

- Pursuant to Commissioner's Regulation 155.17 (e) (3), this plan will be made available for public comment in June of each school year and approved in July of each new school year. The WCSD district-level plan may be adopted by the School Board after at least one public hearing that provides for the participation of school personnel, parents, students, and any other interested parties.
- While linked to the WCSD Safety Plan, Building Level Emergency Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.
- Full copies of the WCSD Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. Building Level Emergency Plans will be supplied to both local and State Police within 30 days of adoption.
- This plan shall be reviewed and maintained by the WCSD Emergency Response Team and reviewed on an annual basis and submitted to the Board of Education in July of each year. A copy of the plan will be available on the Watertown City School District website, www.watertowncsd.org.

SECTION II: GENERAL EMERGENCY RESPONSE PLANNING

A. Identification of sites of potential emergency

WCSD has established procedures for the identification of potential sites and the internal and/or external hazards that may be present in them. These procedures are developed in coordination with the local Emergency Management Office, Fire Department and law enforcement agencies, and the use of a Risk Probability/Vulnerability Assessment. Appendix 2 of this Plan includes the risk probability checklist/vulnerability assessment and the annual results of this evaluation.

B. Actions in response to an emergency

WCSD has identified the following general response actions to emergency situations. These actions include: See Appendix 6 for general details

- School cancellation (prior to start of day)
- Early dismissal
- Hold-in-Place
- Shelter-in-Place
- Evacuation
- Lockout
- Lockdown

The confidential Building-level Emergency Response Plans include identification of specific procedures for each action depending upon the emergency.

Emergencies include but are not limited to: (See Appendix 2 for site-specific internal and external determinations.)

- Threats of Violence
- Hostage/Kidnapping
- Natural/Weather Related
- Gas, transformer leaks
- Systems Failure
- Fire/Explosion
- Campus 'Standing Pond'
- Intruder
- Explosive/Bomb Threat
- Hazardous Material
- Medical Emergency
- Death

C. District resources and personnel available during an emergency

WCSD has committed the full inventory of its resources to be available for use during an emergency. These resources will be utilized in line with the confidential Building-Level Emergency Response Plans as deemed appropriate by the Incident Command Team. Additionally, the School Resource Officer (SRO) will work directly with the Superintendent during an emergency. For a detailed description of the responsibilities of the SRO, please see Appendix 11.

Implementation of School Security

- The district may conduct a security review of the facility, as needed, with the assistance of local law enforcement and/or the BOCES Risk Management Service, to determine what security measures should be adopted. Measures to be considered include: hall monitors, visitor badge/sign-in procedures, video surveillance, resource officer, and reporting mechanisms.
- The following security measures are in place:

Security measure	Purpose
Employee ID Badges	To identify staff
Door Access System	To limit access to instructional buildings
Video Surveillance	To provide additional monitoring capability
Substitute Sign In	To identify authorized substitutes
Visitor Sign In	To identify visitors and purpose of visit
Visitor Badges	To identify authorized visitors to students and staff
Fingerprinting	Background checks on new hires after July 1, 2001
Automatic Lockdown/Mass Notification	To expedite emergency notifications
Door Alarms	To limit access to instructional buildings
Tip Line	To report suspicious activity
eHall Pass	To maintain an accurate accounting of students
New Lighting	To provide additional light to the high school parking lot and front of the high school building.
Vape Sensor	To detect the use of vaping supplies

For the safety of students and staff, specifics have not been included.

Additional District Resources Available for Use in an Emergency

During an emergency, the District has the following resources available:

Equipment	Location
Automated External Defibrillator(s) [AED]	Each school/floor
Smoke detectors	Each school/floor
Emergency blue/strobe lighting	Each school/floor

Portable fire extinguishers	Each school/floor. Each bus.
Spill cleanup/absorbent materials	Custodial Department
First aid Supplies/PPE	Each school –Nurse’s Office
Narcan	Each school—Nurse’s Office
Silent Panic Alarm	Each school—Main Office/Security Desk

D. Procedures to coordinate the use of school resources during emergencies

The WCSD uses the Incident Command System (ICS) model for emergency actions. For campus emergencies, the Incident Commander will be the District Superintendent of Schools or his/her designee. In building-level emergencies, the administrator-in-charge or his/her designee will act as the Incident Commander. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the confidential Building Level Emergency Response Plan. Building-level Incident Command staff is identified in the confidential Building-Level Emergency Response Plans.

The ICS for WCSD, and for individual buildings, is more fully defined in Appendix 4 of this plan.

E. Annual multi-hazard school training for staff and students.

The WCSD will conduct annual training for both staff and students in school safety issues. Training will be planned by the Superintendent and the Assistant Superintendents. The training may consist of videos, classroom activities, general assemblies, tabletop exercises, full-scale drills, or other appropriate actions to increase the awareness and preparedness of staff and students.

Drills and other exercises will be coordinated with local, county and state emergency responders and preparedness officials. Existing plans will be revised in response to post- incident evaluations of these drills.

For after-school programs, events, or performances conducted within a school building and include persons who do not regularly attend classes in the building, the principal or other person in charge of the building must require the teacher or person on charge of the after-school program, event, sport activity, or performance to notify attendees of the procedures to be followed in the event of an emergency. The principal will provide the emergency protocols.

Parents or persons in parental relations shall be given advance notice of each drill being conducted within one week preceding any such drill.

Training procedures and framework are included in Appendix 3.

F. Staff development

- All candidates applying for teacher certification will have completed two hours of training in the identification and reporting of suspected child abuse and maltreatment.
- All candidates applying for teacher certification as of February 2, 2001 will have completed two hours of training in school violence prevention and intervention prior to that application.
- All candidates applying for teacher certification as of December 31, 2013 will have completed 6 hours of DASA (Dignity for All Students) training in accordance with Article 2, Section 10-18 of the Education Law.
- All staff and substitutes participate in a minimum of two hours of professional development; cumulative throughout the year, with respect to school violence prevention, intervention, and response will be included in professional development plans.
- At least one hour of school violence prevention and intervention training, cumulative throughout the year, for all staff will be included annually in a superintendent's conference day or at other scheduled times.

Staff development resources and other related information are listed in Appendix 3.

SECTION III: RESPONDING TO THREATS AND ACTS OF VIOLENCE

A. Policies and procedures for responding to implied, or direct threats of violence or acts of violence by students, teachers, other school personnel and visitors to the school.

WCSD has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the act of violence and are included in the WCSD Code of Conduct. See Appendix 7 for general details.

B. Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident.

Law enforcement officials will be contacted by the Incident Commander (Superintendent of Schools/designee) in line with the Building-Level Emergency Response Plan. In most cases, law enforcement agencies will be contacted through the 911 system, which will dispatch the appropriate

agency. Appendix 5 includes a table listing the closest response agencies with contact names and numbers for use in non-emergency situations.

C. Appropriate response to emergencies

The WCSD recognizes that appropriate response to emergencies varies greatly depending upon the actual threat or act as well as the magnitude of such emergency. The Building Level Emergency Response Plans detail the appropriate response to such emergencies. See Appendix 7 for general details.

D. Policies and procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident, early dismissal, or an implied or direct threat of violence by any student against themselves.

The WCSD will contact appropriate parents, guardians or person in parental relation via media release, telephone contact or other appropriate means in the event of a violent incident or early dismissal. Direct parental contact will be made via phone or in person if a student implies or makes a direct threat of violence against self. Conditions requiring such notification are outlined in the confidential Building-Level Emergency Response Plans. See Appendix 8 for general procedures.

SECTION IV: COMMUNICATION WITH OTHERS

A. Procedures for obtaining assistance during emergencies from emergency services organizations and local government agencies.

During emergencies, local government agencies, including emergency services, can be obtained via the local emergency management office or through the local emergency communication center. The Incident Commander will authorize the procurement of these agencies. The local emergency management office information:

Jefferson County Fire & Emergency Management (315) 786-2654

B. Procedures for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law

The WCSD District will rely on the advice of the local emergency management office listed above.

C. A system for informing all educational facilities within the District of a disaster

The WCSD will notify all educational facilities within the district as well as any adjacent to its boundaries in the case of a disaster that would affect any of these facilities. The Incident

Commander will determine the extent of notification and delegate its delivery. A list of these agencies and the contact information is located in Appendix 9 and 10.

D. Maintaining certain information about each educational facility within the WCSD.

The following information concerning educational agencies located within the district is included with the confidential Building-Level Safety Plans: See Appendix 1.

- School population
- Number of staff
- Transportation needs, and
- Business telephone numbers of key officials of each such educational facility

SECTION V: PREVENTION AND INTERVENTION STRATEGIES

A.Policies and procedures related to school building security, including, where applicable, the use of school safety officers and/or security devices or procedures

The WCSD utilizes visitor Raptor identification passes, reference checks and fingerprinting according to SAVE requirements for all staff. All instructional buildings have a single point of entry during the school day (with the exception of additional designated points of entry during arrival and dismissal) and video- surveillance is being implemented in all instructional buildings. Each instructional building will maintain their respective security policies and procedures, as appropriate, and may be found in the confidential Building-level Plan.

B. Policies and procedures for the dissemination of informative materials

The District recognizes that the most current data caution against profiling students who have the potential for violence. However, the data also acknowledges the need to identify youth at risk and to provide the necessary support services to all students, beginning at an early age. The District therefore will maintain resources on the early detection of potentially violent behavior, maintain a team of qualified staff to evaluate threats and other potentially violent behaviors. Violence prevention information may be disseminated to parents, students or staff via newsletter, handbooks, mailings/handouts or meetings as appropriate. WCSD is committed to the use of interpersonal violence prevention education for all students, when available. Annual Violence Prevention training is conducted for instructional and support staff.

C.Prevention and intervention strategies

The WCSD currently provides, but is not limited to, the following programs to improve communication and increase violence prevention and intervention:

- Character Education and Anti-Bullying
- Conflict Resolution
- Counseling
- Crisis Prevention Intervention
- Dignity for All Students Act (DASA) training
- FBA/BIP -Functional Behavior Assessments/Behavior Intervention Plan
- Peer Mediation and Adult/Peer Mediation
- Student Support Group

Strategies for improving communication among students and between students and staff, and for the reporting of potentially violent incidents

- The WCSD recognizes that communication is a vital key in the prevention and intervention of violence in schools. To that end, WCSD will continue to explore programs based on needs.
- The district referral process is utilized for the reporting of potentially violent incidents according to the building chain of command and following the WCSD Code of Conduct. Additionally, student counselors and/or school social workers are available each day for students to share information where the source can remain confidential. Students or staff may fill out the Dignity for All Students (DASA) form located on the District's website home page. All complaints will be handled in a confidential manner. Anonymous reports may limit the District's ability to respond to the complaint.

SECTION VI: RECOVERY

A. Post-Incident Response

The Crisis Response Team will institute the Crisis Response Plan as outlined in the Building-level Plan.

B. Disaster Mental Health Services

The Superintendent of Schools, or designee, will assist in the coordination of Disaster Mental Health Resources and the implementation of the Crisis Response Plan. During the recovery phase of an incident, the District will reevaluate its current violence prevention and school safety activities and consider what the school can do to improve its plan.

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

For a detailed description of the Communicable Disease – Pandemic Plan, please see Appendix 12.

APPENDICES

APPENDIX 1

Listing of all school buildings covered by the WCSD school safety plan with names of buildings, contact names and telephone numbers of building staff. Home telephone numbers are maintained in District Office for confidential reasons.

Building Name	Contact Name*	Telephone Number
District Office	Main Number Dr. Larry C. Schmiegel, Superintendent Lynn Gaffney, Assistant Superintendent Tina Lane, Assistant Superintendent Michelle Gravelle, Secretary to the Superintendent Brianne Durham, Assistant Superintendent	315-785-3700 315-785-3704 315-785-3707 315-785-3719 315-785-3705 315-785-3714
Elementary Schools K-4	Principal	
Knickerbocker	Janelle Dupee	315-785-3740
North	Sandra Cain	315-785-3750
Ohio	Kelsey Schepis	315-785-5504
Sherman	Gretchen Monnat	315-785-3760
Starbuck	Thomas Nabinger	315-785-3765
Wiley Intermediate 5-6	Chad Fairchild	315-785-3780
Case Middle 7-8	TBD	315-785-3870
Watertown High 9-12	TBD	315-785-3800
Bus Garage	Charmaine Regelman, Transportation Director	315-782-3580
Maintenance	Tim Lowman, Director of Facilities	315-785-3770
Food Service Dept.	Dennis Jerome, Food Service Program Director	315-785-3717

* Contact names are subject to change.

APPENDIX 2

WCSD Risk Determination

Using the Building/Campus Vulnerability Assessment worksheet, as well as recommendations of local law enforcement and emergency response personnel, the WCSD has determined that the following risks apply to all district buildings:

All of our schools will continue to have exposure to typical threats/hazards such as listed below:

Threat and Hazard Type	Possibilities
Natural Hazards:	• Earthquakes • Tornadoes • Lightning • Severe wind • Hurricanes • Floods • Wildfires • Extreme temperatures • Landslides or mudslides • Winter precipitation • Wildlife
Technological Hazards:	• Explosions or accidental release of toxins from industrial plants • Accidental release of hazardous materials from within the school, such as gas leaks or laboratory spills • Hazardous materials releases from major highways or railroads • Radiological releases from nuclear power stations • Dam failure • Power failure • Water failure
Biological Hazards:	• Infectious diseases, such as pandemic influenza, extensively drug-resistant tuberculosis, <i>Staphylococcus aureus</i>, and meningitis • Contaminated food outbreaks, including <i>Salmonella</i>, botulism, and <i>E. coli</i> • Toxic materials present in school laboratories

Adversarial, Incidental, and Human-caused Threats:	• Fire • Active shooters • Criminal threats or actions • Gang violence • Bomb threats • Domestic violence and abuse • Cyber attacks • Suicide
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Incidents such as weather-related can, at times, be predicted but others are not. Our Emergency Response Plans are designed to provide flexibility for responses.

While determining the level of response, school districts evaluate risk based on probability. The totals are not based on specific numbering (i.e. 1-10) but more of an indicator of risk. The higher the number would indicate the areas that need to be addressed initially and then progress through the listings.

The WCSD has identified the following general response actions to emergency situations. These actions include: See Appendix 6 for general details.

- School cancellation (prior to start of day)
- Early dismissal
- Hold-in-Place
- Shelter-in-Place
- Evacuation
- Lockout
- Lockdown

APPENDIX 3

- I. Violence prevention, intervention, and response staff development programs for instructional and support staff will be included in Superintendent's Conference Day plans or as otherwise scheduled. Emergency steps and procedures will be reviewed with instructional and support staff at least annually.
- II. An annual Evacuation Drill to Stage I/Stage II designated locations will be conducted by the end of April unless otherwise determined by the Superintendent of Schools in consultation with the BOCES District Superintendent.
- III. During each school year, the following exercise will be conducted:

At least once a year a tabletop drill for each instructional building will be implemented involving representatives from instructional and support staff.

The District will conduct trauma-informed emergency response training for staff and students by reviewing procedures appropriate to hazardous situations that may include those that are weather-related, criminal in nature, environmental, or failure of a building system. The procedures will be explained and practiced in a variety of ways including Stage I and/or Stage II evacuation drills; live drill; and Emergency Management Team exercise.

Drill or exercise facilitators will evaluate the response and determine if modifications to the plan are necessary. Evaluations may be conducted through post-drill debriefing or written evaluation summaries.

When appropriate, and at the discretion of the District-wide Safety Team, the district will coordinate drills and/or exercises with local and county emergency response and preparedness officials. The following drills and/or exercises will be conducted annually.

Date	Description of training, drill or exercise
Spring/Fall	Stage I and/or Stage II Evacuation Drills on- site and off-site
As required by law	Fire drills/Lockdown drills - Students and Staff
Annually	Right-to-Know- Staff
Annually	Blood-borne Pathogens - Staff
Annually	DASA Training - Students and Staff
Annually	Tabletop Exercises- Staff
Annually	Workplace Violence Prevention

APPENDIX 4

WCSD District Incident Command

- **Incident Commander - Superintendent of Schools**
 - Responsible for the direction of the District response in a campus-wide emergency or the building response in a building-level emergency.
- **Emergency Coordinator and Logistics -Director of Facilities**
 - Responsible for providing all resources (personnel, equipment, facilities, and services) required for incident resolution and carrying out decisions of the Incident Commander.
- **Public Information Officer - Superintendent of Schools**
 - Compiles and releases information to the news media.
- **Safety Officer- WCSD SRO and SSOs**
 - 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.
 - The principal, school administration, school SSOs or other staff of the District may advise the SRO of incidents or activities possibly giving rise to criminal or juvenile violations and the SRO shall then determine whether law enforcement action is appropriate with respect to those activities occurring on school property or at school sponsored functions.
 - Since the SRO is an active police officer, and is employed by the jurisdiction in which the District is located, the SSOs should take direction from the SRO during ongoing incidents and emergencies.
- **Liaison – Assistant Superintendent for Personnel / Director of Facilities**
 - 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-** Keeps a written log of all incident events and updates appropriate command post personnel on significant developments.
- **Operations - Assistant Superintendent for Instruction**
 - Responsible for directing the principals to implement action plans and strategies for incident resolution. [Principals are direct contact for their staff.]
- **Planning/Intelligence- Crisis Response Team**
 - 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 5

WCSD Closest Response Agencies

In an emergency, dial 911. They will dispatch the appropriate response agencies. In non-emergency situations, contact the following:

EMERGENCY TELEPHONE NUMBERS

Agency	Telephone Number
ALL EMERGENCIES	911
Watertown P olice Department	315-782-2233
Watertown F ire Department	315-785-7800
New York S tate P olice	315-782-2112
DPW	315-785-7842
Guilfoyle Ambulance	315-788-8105
Jefferson County Emergency Services	315-786-2654
Jefferson County Highway Department	315-782-9176
Jefferson County S heriff	315-788-1441
National Grid	800-642-4272
Poison Control	800-222-1222
Red Cross (Jeff-Lewis Chapter)	315-782-4410
Samaritan Emergency Room	315-785-4102
Watertown Highway Superintendent	315-782-2781

APPENDIX 6

Protective Action Options

The following general actions will be considered in the event of an emergency as appropriate:

- School cancellation prior to opening
- Early dismissal
- Hold-in-Place
- Evacuation
- Lockout
- Shelter-in-Place
- Lockdown

School cancellation

- Monitor any situation that may warrant a school cancellation
- Make determination
- Contact local media

Early dismissal

- Monitor situation
- If conditions warrant, close school
- Contact Bus Supervisor to arrange transportation
- Contact local media to inform parents of early dismissal
- Set up an information center so that parents may make inquiries
- Retain appropriate district personnel until all students have been returned home

Hold-in-Place *Limit movement of students and staff during short-term emergencies.*

- Identify area of building needing such response
- Clear area affected
- Contact needed departments and possible outside agencies

Evacuation (before, during and after school hours, including security during evacuation and evacuation routes) *Evacuate students and staff from the building.*

- Determine the level of threat
- Contact Bus Supervisor to arrange transportation
- Clear all evacuation routes and sites prior to evacuation
- Evacuate all staff and students to pre-arranged evacuation sites
- Account for all student and staff population. Report any missing staff or students to the principal/program administrator
- Make determination regarding early dismissal; Contact local media to inform parents of early dismissal if implemented
- Ensure adult supervision or continued school supervision/security
- Establish a public information center to provide information and current status of the situation to

parents, affected school districts and other inquiring parties

- Retain appropriate district personnel until all students have been returned home

Lockout *Secure school buildings and grounds that pose an imminent concern outside of the school.*

- Determine level of threat
- Secure building entry locations
- Initiate limited controlled access/departure of staff and outside agencies
- Move outside activities to inside

Shelter-in-Place *Shelter students and staff inside the building.*

- Determine the level of threat
- Determine location of sheltering depending on nature of incident and if threat not imminent
- Account for all students and staff. Report any missing staff or students to the principal/ program administrator
- Determine other occupants in the building
- Make appropriate arrangements for human needs
- Take appropriate safety precautions
- Establish a public information center to provide information and current status of the situation to parents, affected school districts and other inquiring parties
- Retain appropriate district personnel until all students have been returned home

Lockdown (internal and external) *Secure school buildings and grounds that pose an imminent concern outside of the school.*

- Determine the level of threat
- Determine location of sheltering depending on nature of incident and if threat not imminent
- Initiate building Lockdown procedure e.g., close/lock doors if threat imminent
- Account for all students and staff. Report any missing staff or students to the principal/ program administrator
- Determine other occupants in the building
- Make appropriate arrangements for human needs
- Take appropriate safety precautions
- Establish a public information center to provide information and current status of the situation to parents, affected school districts and other inquiring parties
- Retain appropriate district personnel until all students have been returned home

APPENDIX 7

Responses to Acts of Violence: Implied or Direct Threats

The District has established the following strategies for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school. The Building-level plan includes specifics to potential emergency situations that would require these responses.

- Use of staff trained in de-escalation or other strategies to diffuse the situation.
- Inform Superintendent of implied or direct threat.
- Determine level of threat with Superintendent of Schools/Designee.
- Contact appropriate law enforcement agency when appropriate.
- Monitor situation; adjust response as appropriate, including the possible use of the Emergency Response Team.

The District will provide to assist personnel in de-escalation techniques and/or identification of early warning signs of potentially violent behavior as part of the required staff development program.

Acts of Violence

In the event of an act of violence by students, teachers, other school personnel or visitors to the school, the District will implement the procedures outlined in the Building-level Plans. The following types of procedure(s) have been considered:

- Determine level of threat with Superintendent of Schools/Designee.
- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- If necessary, initiate lockdown procedure, and contact law enforcement.
- Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.

Response Protocols

The District's responses to emergencies, including protocols for responding to bomb threats, hostage takings, intrusions and kidnappings are included in the confidential Building-level Plans. The following protocols are provided as examples:

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

APPENDIX 8

Notification and Activation (Internal and External Communications)

In the event of a violent incident, the Superintendent of Schools/Designee will contact appropriate law enforcement officials through the 911 system. A list of local law enforcement agencies and of those individuals who are authorized to contact the law enforcement agencies is included in the appendix of each Building-level Emergency Response Plan.

The Superintendent of Schools will notify all educational facilities within the district in the event of an emergency by use of telephone, fax, email, or other appropriate communication.

(ParentSquare, TAP App)

In the event of a disaster or an act of violence, the WCSD Superintendent, or his/her designee, will be notified as appropriate. In the event of certain weather emergencies, the NOAA weather radio emergency alert system may be used to receive information.

Parents, guardians or persons in parental relation to the students will be notified in the event of a violent incident or an early dismissal by means of local media including television channel(s) and radio station(s), the WCSD automated calling service (ParentSquare) and possibly the WCSD website and Facebook. Where practicable, phone trees may be implemented using the information provided on students' emergency contact cards.

TV STATION/RADIO/	PHONE #
WWNY TV 7- Watertown	315-788-3800
WWTI TV 5- Watertown	315-785-8850
WSTM TV 3 -Syracuse	315-477-9400
Spectrum News	315-234-1010
Froggy 97- Watertown	315-788-9797
Z93 Radio -Watertown	315-782-9300
The Border- Watertown	315-755-1067
Watertown Daily Times- Watertown	315-782-1000

APPENDIX 9

EMERGENCY NOTIFICATION PROCEDURE

GENERAL EMERGENCY NOTIFICATION

The WCSD will maintain a listing of all educational facilities within its school district boundaries as well as those outside of the district to which WCSD students are transported.

The WCSD Superintendent of Schools, when notified of a local or State emergency, may utilize telephone, e-mail, fax or other available media to notify all educational facilities to which WCSD students are transported. See Appendix 10.

WCSD EMERGENCY NOTIFICATION

In the event of an emergency or other significant event impacting the WCSD District, information will be communicated to the Central Office by the affected building as soon as possible.

The information, via appropriate communication media, will be directed to the WCSD Office.

The District Office staff will provide information to be distributed to students/parents and staff regarding the event.

APPENDIX 10

LOCAL EDUCATIONAL AGENCIES

Jeff-Lewis BOCES, Watertown	315-779-7000
Carthage Central School	315-493-0510
Copenhagen Central School	315-688-4411
Faith Fellowship	315-782-9342
General Brown School District	315-779-2300
Immaculate Heart Central High School	315-788-4670
Indian River Central School District	315-642-3441
Sackets Harbor Central School	315-646-3575
South Jefferson Central School District	315-583-6104

APPENDIX 12

COMMUNICABLE DISEASE – PANDEMIC PLAN

Pandemic response procedures will be updated in accordance with information shared at the following locations:



New York State Education Department (NYSED)

<http://www.nysed.gov/coronavirus>



New York Department of Health (NYDOH)

<https://coronavirus.health.ny.gov/home>



Centers for Disease Control (CDC)

<https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/>



APPENDIX 12

Watertown City School District Emergency Remote Instruction Plan: 2026-2027

Review/Updated July 2025

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction. §155.17(c)(1)(xxi)(a)

1. How will the district ensure that all students have access to a computing device?

As schools shut down in an emergency closure in March 2020, Watertown City School District recognized the need to accelerate its 1:1 initiative designed to provide every student with a device to support the technologically-based world we are preparing them to enter. By May of 2020, the district had provided every student K-12 with a device, and offered hotspots to any family and/or staff member in need. Students in grades 7-12 currently take their devices home each day. Devices in grades K-6 would be deployed to students in the event of a remote instruction situation is warranted. The IT Department along with cooperation from other District resources to include home-school coordinators, social workers, and counselors would work collaboratively to deliver the devices to the student's homes. Each building would have pick-up hours whereby families could pick up *Chromebooks* from their child's school. This procedure worked effectively during the COVID-19 pandemic. The district has added a question about home Internet connectivity to its enrollment form for new students so that hotspots can be provided.

2. How will devices be serviced and/or replaced?

The District has a hardware placement plan and allocates a line in the budget each year for annual hardware replacements. This ensures that students have fully functioning *Chromebooks* that are conducive to online learning. The IT department would be accessible and in contact with any parents or students that are having issues with their devices so that they can be repaired or replaced if needed. The IT department would provide assistance with *Chromebook* repair/troubleshooting. They would utilize an online "job ticket" system.

3. If not using computing devices, how will students participate in synchronous instruction?

The District realizes that some students may be unable to access instructional delivery via technology; therefore, students will be provided with instructional materials and would be able to contact teachers. The district will provide offline learning materials such as printed worksheets, textbooks, or instructional packets to students without Internet access. These materials will align with the synchronous instruction being delivered to other students and allow them to engage in learning activities offline. Delivery of these materials would be accomplished by home-school coordinators, social workers, and counselors.

4. How will the district communicate with families about the dissemination of computing devices?

The District utilizes *Parent Square* to communicate with the school community. This platform would be used to communicate with parents and guardians to arrange the pickup/delivery of the devices.

5. Is your plan consistent with the information provided by families in the Student Digital Resources data collection?

This plan is consistent with the information that has been provided by families in the Student Digital Resources data collection survey.

2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity. §155.17(c)(1)(xxi)(a)

1. How will the district determine the need for access to internet in students' places of residence?

In March 2020, prior to the COVID-19 emergency closure, the district surveyed all students in grades 3-12 to determine who had high-speed, reliable internet access at home. Approximately 91% of the students responded that they did have internet access. The district has added a question about home Internet connectivity to its enrollment form for new students so that hotspots can be provided.

2. How will the district ensure that all students have access to the Internet?

By May of 2020 (during the COVID-19 pandemic), the district had provided every student K-12 with a device, and offered hotspots to any family and/or staff member in need. Many families and staff live in areas where the internet is still not available, so this was critical to the implementation of online learning. Any family or staff member who has a need for Internet access may contact their building's principal any time throughout the school year.

3. How will the district work with community organizations and local public spaces to ensure students have access to Wi-Fi access points?

The District has several close ties with our community partners. Entities such as the Flower Memorial Library offer free Wi-Fi for the general public, and the District will utilize *ParentSquare* to communicate Wi-Fi locations to our families.

4. Is your plan consistent with the information provided by families in the Student Digital Resources data collection?

This plan is consistent with the information that has been provided by families in the Student Digital Resources data collection survey.

3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction.
§155.17(c)(1)(xxi)(b)

1. How will the district ensure that school staff has the necessary tools, including device and Wi-Fi, to deliver emergency remote instruction from their places of residence?

Teachers will log on to *Zoom* from home each day with a District-provided *Chromebook*. If home Internet connectivity is lacking, the staff member will complete a job ticket through the IT Helpdesk, and they can coordinate with the IT department to arrange for a WiFi hotspot.

2. What portion of the school day will be spent on synchronous instruction?

On Monday, Tuesday, Thursday and Friday, K-12 instruction will be synchronous, and teachers will follow their regular class schedules. For K-12 classes, teachers and students should open *Zoom* at start of day and follow their regular schedule (direct instruction, work time, and breaks should occur as normal). 7-12 teachers should initiate instruction, following their regular period schedule. Teachers should turn off video and sound during lunch and planning times. In the event of a teacher absence, instead of daily substitute plans, the teacher is to cancel *Zoom* meetings for that day and post “substitute lessons or materials” for students. Teachers will be encouraged that one direct instruction lesson for each subject/course be recorded daily and posted for students unable to attend the live Zoom session. Students in grades K-6 will check in for the purpose of attendance using *ParentSquare*. Students in grades 7-12 should complete an ungraded daily check-in in their *Google Classrooms* from which attendance will be noted. Ideally, teachers may have students complete this as a bell ringer each time they log in to class. Students will not be penalized for not attending *Zoom* classes as scheduled, provided they complete the classwork as assigned and meet performance expectations.

3. What portion of the school day will be spent on asynchronous instruction?

Wednesdays will serve as virtual posting days and as such, asynchronous (as they did during the COVID-19 pandemic), and time for individual student support/office hours. Assignments will be posted weekly on Wednesdays. Students are to work through assignments as direct instruction is provided through the week. The due date for all assignments, other than long-term essays and projects, quizzes and tests (which are due as directed by the teacher), is the following Tuesday evening.

4. How will instruction be personalized to support students individualized needs, including supporting ELL/ML students?

Instructional practice will mirror what occurs in the classroom. Teachers will follow the same instructional model as outlined above with small group, push-in, and pull-out instruction being implemented via *Zoom*.

5. What training is provided to teachers in order to help adapt their instruction to the district expectations?

The Watertown City School District has five instructional coaches and two technology

integration specialist who provide professional development to our K-12 teachers. These individuals provided whole-group and individualized instruction to teachers during the COVID-19 pandemic. Additionally, and also during the COVID-19 pandemic, hundreds of “Empower Hour” sessions were held in areas ranging from online instructional practice to effective communication with families during remote instruction. These trainings were facilitated by the coaches, specialists, and several District teachers. These practices would continue in the event of an emergency closure.

4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate.
§155.17(c)(1)(xxi)(c)

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

In March 2020, prior to the COVID-19 emergency closure, the district surveyed all students in grades 3-12 to determine who had high-speed, reliable internet access at home. Approximately 91% of the students responded that they did have internet access. The district has added a question about home Internet connectivity to its enrollment form for new students so that hotspots can be provided.

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

The district will provide offline learning materials such as printed worksheets, textbooks, or instructional packets to students without Internet access. These materials will align with the synchronous instruction being delivered to other students and allow them to engage in learning activities offline. Delivery of these materials would be accomplished by home-school coordinators, social workers, and counselors.

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

By May of 2020 (during the COVID-19 pandemic), the district had provided every student K-12 with a device and offered hotspots to any family and/or staff member in need. Many families and staff live in areas where the internet is still not available, so this was critical to the implementation of online learning. Any family or staff member who has a need for internet access may contact their building’s principal any time throughout the school year.

5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education.

§155.17(c)(1)(xxi)(d)

How will the district ensure that special education and related services will be provided remotely?

Special education students will receive a free and appropriate education as far as they will receive instruction five days per week under the auspices of all procedures and protocols

inherent in this plan. Special education staff will be assigned to students to provide instruction to students per their IEPs, via virtual means. Special education services for students with disabilities will include synchronous instruction and explicit expectations for greater consistency.

How has the district coordinated with special education teachers, support staff, and service providers in the district to ensure that each student with an IEP is receiving the same quality of services that would occur in an in-person environment?

Special education teachers will collaborate with general education teachers to adapt and modify instruction to meet the needs of students with disabilities. Co-teaching models will be implemented remotely, with special education teachers and general education teachers working together to provide inclusive instruction and support for students. Services such as speech therapy, occupational therapy, physical therapy, and counseling will be provided via *Zoom*.

Teachers and staff will communicate regularly via virtual meetings, telephone, and email to ensure that all instructional staff are aligned in their approach to providing services remotely. By fostering effective communication, providing targeted professional development, and implementing individualized educational plans, the District will support special education teachers, support staff, and service providers in delivering high-quality services to students with IEPs in a remote environment. Special education service providers, support staff, and teachers will follow their daily schedule as closely as possible. Teacher assistants and teacher aides will have access to the classroom teachers via *Zoom* in order to follow their schedule in order to provide support to students. Break-out rooms will be utilized to provide one-on-one or small group support when necessary.

6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

The district will claim the normal day of instruction on remote learning days for students in grades K-12 (six hours).

APPENDIX SRO CONTRACT

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