West Canada Valley School District
DISTRICT-WIDE SCHOOL SAFETY PLAN

INTRODUCTION

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

The DWSSP is responsive to the needs of all schools/buildings within the district and is consistent with the more detailed Emergency Response Plans required at the building level. School districts face a wide range of potential threats, including acts of violence, natural disasters, and technological disasters. New York State's Safe Schools Against Violence in Education (SAVE) law mandates comprehensive planning to address these threats. This includes planning for:

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

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

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DISTRICT-WIDE SCHOOL SAFETY TEAM

Purpose:

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

Identification of the District-Wide School Safety Team:

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

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

The District-Wide School Safety Team was approved by the Board on July 13, 2026	
Member Name	**Title**
Jeremy Siddon	Superintendent
Glenn Broadbent	High School Principal
Christine Nofri	Elementary Principal
Emily Looman	Director of Special Programs
Kelley Crossett	Business Manager
Felix Ray Jr.	Transportation Director
Adam Hutchinson	Herkimer BOCES Safety Coordinator
Mike Kerr	SRO
Daphne Raymo	District Office
Angela Lyon	Elementary School Nurse
Ference Sarus	Teacher

Gretchyn Blynt	Teacher
Rebecca Wood	Guidance
Rita Juteau	School Psychologist
Janelle D'Aoust	Guidance
Shauna Harrington	BOE President
Heather Borden	High School Office

IDENTIFICATION OF THE CHIEF EMERGENCY OFFICER (CEO)

The Chief Emergency Officer (CEO) is a district employee with duties related to school safety and emergency preparedness that include, but are not limited to:

1. **Communication Coordination:** The CEO coordinates communication between school staff, law enforcement, and other first responders during emergencies.

2. **District-Wide School Safety Plan Leadership:** The CEO leads the District-Wide School Safety Team in:

    - Completing and updating the District-Wide School Safety Plan annually by **September 1st**.
    - Coordinating the District-Wide School Safety Plan and Building-Level Emergency Response Plan(s) for each school building.
    - Ensures that all staff members understand the District-Wide School Safety Plan.

3. **Building-Level Plan Oversight:** The CEO ensures that each school building completes and annually updates its Building-Level Emergency Response Plan.

4. **Security Technology:** The CEO assists in selecting security-related technology and developing procedures for its use.

5. **Safety Training Coordination:** The CEO coordinates appropriate safety, security, and emergency training for all district and school staff, including the mandatory annual training on emergency response procedures by **September 15th**.

6. **Drill Coordination:** The CEO ensures that required evacuation and lockdown drills are conducted in all district buildings as mandated by Education Law Section 807.

Chief Emergency Officer (CEO)		
The School District/BOCES has appointed Jeremy Siddon *as the Chief Emergency Officer.*		
Title:	*Superintendent*	
Contact Information:	Email: jsiddon@westcanada.org	Phone: 315-845-6800 ext. 3381
The Board appointed Date:	07-13-2026	

CONCEPT OF OPERATIONS

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

- **Guiding Principles:** The general protocols outlined in the District-Wide School Safety Plan serve as the foundation for developing and implementing individual Building-Level Emergency Response Plans. The District-Wide School Safety Plan sets the standard operating procedures.

- **Stakeholder Involvement:** Key internal (school staff, etc.) and external (community members, emergency services, etc.) stakeholders were involved in creating and revising the District-Wide School Safety Plan. This ensures that local knowledge and emergency management expertise are incorporated. The district recognizes its role as part of the larger community and the importance of community stakeholder involvement in school safety.

PLAN REVIEW AND PUBLIC COMMENT

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

District-Wide School Safety Plan Review and Adoption:

1. **Periodic/Annual Review:** The District-Wide School Safety Team will maintain the plan throughout the year as well as complete the required annual review of the plan on or before July 1st of each year.

2. **Public Comment Period:** The plan will be available for public comment for <u>at least 30 days</u> before adoption, as required by Commissioner's Regulation 155.17 (e)(3).

3. **Public Hearing:** At least <u>one</u> public hearing must be held to allow for participation from school personnel, parents, students, and other interested parties.

4. **Board of Education Adoption:** The plan must be formally adopted by the Board of Education by September 1st, annually.

5. **Website Posting:** The District-Wide School Safety Plan will be posted to the district website. The URL is verified by October 1st, annually.

6. **Submission to NYSED:** The URL must be submitted to the NYS Education Department within 30 days of adoption, but no later than October 1st of each year on the NYS Education Department Application Business Portal.

Timeline for Adoption of the District-Wide School Safety Plan

TASK	**DATE**
District-Wide Safety Team Annual Review	06-26-2026
Public Comment Period (including website posting)	From 07-13-2026 through 08-12-2026
Public Hearing	07-13-2026
Approval of the DWSSP by Board of Education	08-12-2026
URL of DWSSP verified ***(by 10/1)***	10/01/2026

Building-Level Emergency Response Plans:

1. **Confidentiality:** Building-Level Emergency Response Plans are **confidential** and are *not* subject to disclosure under Article 6 of the Public Officers Law (Freedom of Information Law) or any other provisions of the law, as per Education Law Section 2801-a.

2. **Distribution to Law Enforcement:** Building-Level Emergency Response Plans will be provided to the New York State Police, County Sheriff's Office, and Local Police Agency(ies) within 30 days of adoption and no later than October 1st of each year. After plans are entered into the NYS Education Department Application Business Portal, NYS Police and local jurisdictions are able to access them via the portal.

RISK REDUCTION/PREVENTION - SCHOOL CLIMATE

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

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

Program Initiatives:

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

West Canada Valley School District encourages all divisions to develop strategies that support a positive and safe learning environment for students, such as community involvement, mentoring programs, School Resource Officer Program/presentations, Restorative Practices, Character Education, SEL, PBIS, and schedule adjustment to minimize potential for conflicts or altercations.

West Canada Valley School District's Programs
● The District has reached agreement for employment of a SRO and SPO on a full-time basis through the Herkimer County Sheriff's office. The following community policing strategies were used and will be re-implemented upon the start of the 2026-2027 school year ● Work with students, parents, and staff to identify and mitigate problems that contribute to bullying and safety concerns. ● SRO will assist in updating emergency response plans. Response plans will also be reviewed and revised as needed. ● Provide drug resistance and personal safety instruction to students. ● Develop relationships with students to provide them with appropriate role models. ● Meets with school groups to identify factors which lead to at-risk behaviors and participates in plans to correct or mitigate these problems. ● Serve as a liaison with State Police patrol and provides an on-site police presence to respond immediately to any incidents or criminal acts committed while in school. ● The Code of Conduct details violent incident reporting. Reports of alleged harassment are referred directly to the Superintendent of Schools for investigation and disposition. ● High School Students participate in regional Youth Summit in order to improve school climate. ● Students in grades K-12 participate in anti-bullying assemblies. ● Dignity for All Students Act Coordinator(s) established and maintained. ● The district will continue to assess its needs and establish programs that will help to create a positive, safe learning environment for students.

RISK REDUCTION/PREVENTION - SCHOOL SAFETY & BUILDING SECURITY

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

- **Routine Precautions:** All staff are required to immediately report any information or observations that could impact school safety to their principal or supervisor. The policy emphasizes erring on the side of caution and reporting even seemingly minor details.

- **Limited Access:** Each building implements a limited access policy, tailoring it to their specific needs. This generally involves keeping only essential exterior doors unlocked during the school day and monitoring those doors. All other entrances are secured shortly after the start of the school day. Electronic visitor access control systems are used at primary entrances. Keyless/electronic access systems are used for authorized personnel.

- **Staff Photo Identification Badges:** All employees must wear photo ID badges at all times while on district property.

- **Visitor Policy:** All visitors must report to the main office, sign in, wear a visible name badge, and sign out. Staff are instructed to approach any unannounced visitor without proper identification.

- **Student Sign-Out Procedures:** The district verifies that only authorized individuals sign out students. Staff may require a photo ID and contact a parent/guardian for confirmation.

- **Video Surveillance:** A digital video surveillance system monitors high-use areas and areas of concern.

- **School Safety Assessment:** Regular school safety assessments are conducted to identify potential safety problems.

- **Fire Alarm:** A fire detection alarm system linked to a central monitoring station is in service. Regular testing is conducted.

- **Random Drug Sniffing Canine Search:** The district may occasionally conduct canine searches.

- **Vital Educational Agency Information:** The district maintains information on school population, staff numbers, transportation needs, and key official contact information.

- **School Resource Officer/Special Patrol Officer:** The district contracts with local law enforcement agencies for a School Resource Officer (SRO) and/or Special Patrol Officer (SPO) who acts as a liaison between students and staff and handles anonymous reports.
    - Duties, Hiring and Screening Process for Safety/Security Personnel:
        - The district can rely on established past practices. Civil service procedures, in consultation with the district, may define the duties.

    - The district itself can determine the duties, provided they adhere to all relevant federal, state, county, and municipal guidelines.
    - The district is committed to equal opportunity employment, adhering to:
        - The Civil Rights Act of 1964, Public Law 90-202, and/or Section 504 of the Rehabilitation Act of 1973.
    - Hiring processes must comply with all applicable federal, state, county, and municipal laws and guidelines. Qualifications are set by civil service (if applicable) or by the Board of Education. Since July 1, 2001, all newly hired school personnel must submit two sets of fingerprints for background checks, as required by the Schools Against Violence in Education Legislation of 2000.
    - This excerpt does not provide explicit details concerning the required training of hall monitors and other school safety personnel. It does state that the duties will be provided by past practice, civil service, or the district, and that the district must follow all Federal, State, County and Municipal guidance, so it can be assumed that any training required by that guidance must be followed.

Early Detection of Potentially Violent Behaviors:

The district recognizes the importance of early intervention. Staff professional development includes training on school violence prevention and mental health. Communication strategies are used to deter violence, involving various stakeholders (law enforcement, health professionals, etc.) when appropriate and legally permissible. Information on early detection of potentially violent behaviors is distributed to the school community. Students, parents, and staff are encouraged to report any concerning behaviors. Strategies for improved communication include:

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

Hazard Identification:

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

- **Civil Disturbance:** Bomb threat, intruder, hostage, kidnapping, assault/threat, threat of suicide.
- **Environmental Emergency:** Flood, hazmat, snow/ice, tornado, storm, fire, explosion, gas leak.
- **Building Failure:** System failure, structural failure.
- **Medical Emergency:** Injury/illness, accident, mass illness/epidemic, pandemic.
- **Cardiac Emergencies:** West Canada Valley CSD has developed a Cardiac Emergency Response Plan (CERP) as part of its Building-Level Emergency Response Plan(s). The CERP includes the following information:

    - Designated Cardiac Emergency Response Team,
    - Protocols for AED Placement, Maintenance, and Testing,
    - Coordination with local EMS for specific cardiac event response, and
    - Annual review of the CERP

- **Extreme Heat Condition Days:** Schools are required to incorporate extreme heat conditions into their Building-Level Emergency Response Plans, as of September 1, 2025. Mitigation measures begin at 82 degrees.

- **Transportation:** Schools are required to plan for how to manage transportation resources to safely and efficiently transport students and staff during school incidents and emergencies. This applies to transportation during regular school hours, extracurricular activities, and school-sponsored events.

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

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

D. Construction and Capital Project Safety:

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

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

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

Planning:

- **Multi-Hazard Response:** This involves developing comprehensive plans to address a variety of potential emergencies, including natural disasters, technological incidents, and human-caused threats. It emphasizes a unified approach, ensuring that staff and students are prepared to react effectively regardless of the specific hazard. This strategy aims to create a safer and more resilient school environment by prioritizing proactive planning, training, and consistent practice. A typical response protocol includes:
    - Assess the situation (Incident Commander/Designee)
    - Implement response action
    - Notify parents/guardians
    - Recovery
    - Evaluation

- **Building-Level Emergency Response Plan Planning Protocols:** Building-Level Emergency Response Plans include protocols for bomb threats, hostage takings, intrusions, and kidnappings, including:
    - Identification of decision-makers
    - Plans to safeguard students and staff
    - Transportation procedures
    - Parent & media notification procedures
    - Debriefing procedures

Training (Emergency Response Procedures):

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

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

Emergency Response Procedures (updated for the 2026-2027 School Year)**:**

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

Drill Requirements and Trauma-Informed Approach:

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

Notification of Drills to Parents/Guardians:

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

The West Canada Valley CSD has developed procedures and timeframes for notification of parents or persons in parental relation regarding drills and other emergency response training(s) that include students. These procedures include:

- Parents will be notified through parent square one week prior to any lockdown drills that are scheduled throughout the school year.

Drills conducted during the school day when students are present shall be conducted in a "trauma-informed", developmentally, and age-appropriate manner. Being "trauma-informed" means that it will not include props, actors, simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency. When drills are conducted, students

and staff shall be informed that the activities being conducted are a drill and not an emergency.

If West Canada Valley CSD opts to partner with first responder agencies to participate in a full-scale exercise that includes props, actors, simulations, or other tactics that mimic a school shooting or other act of violence or emergency, it will not do so on a regular school day or when school activities are occurring on school grounds. Such exercises will not include students without written consent from parents or persons in parental relation.

Parental notification is *not* required for bus drills.

Announcing Drills:

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

Post-Drill Debriefings:

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

Additional Drills:

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

Full-Scale Exercises:

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

Communication:

- **Law Enforcement Contact:** Quick contact with law enforcement is crucial. Relationships are established through Building-Level Emergency Response Teams (BLERTs), and contact information is documented in the Building-Level Emergency Response Plan. Incident Commanders are authorized to initiate law enforcement contact.

- **Notification Methods:** Notification methods include County Emergency Services, telephone, email, portable radio, NOAA weather radio, website, intercom/PA, local media, and others as needed.

- **Internal Communication:** The district will notify all principals/designees in the event of an emergency.

- **Parent/Guardian Notification:** The district may use County Emergency E911 Centers, other messaging systems, local media, or the website to contact parents/guardians in case of a violent incident or early dismissal.

  - In the event West Canada Valley has to do an emergency or early dismissal the district would use parent square to notify all legal guardians of the situation. This service sends out text messages, emails, and phone calls to all parents. The use of social media and the news outlets would be used as alternatives to get the message out to the community that the school district had to do an early dismissal.

Response Protocols:

- **Initial Response:** The Building Incident Commander onsite during an emergency will be responsible to initiate response and contact the Chief Emergency Officer (CEO). The CEO will provide leadership, organize activities and disseminate information (a designated alternate will act in their absence) with the assistance of the Building-Level Emergency Response Team(s).

- **Local Government Assistance:** Contacting Oneida County 911 activates the system for coordinating assistance from county and local agencies (as per Article 2-B of the Executive Law).

- **Responses to Acts of Violence (Implied/Direct Threats, Including Suicide Threats):** Building-Level Emergency Response Plan(s) detail procedures for responding to threats. Potential actions may include but are not limited to:

  - Following procedures outlined in the Code of Conduct
  - Use staff trained in de-escalation strategies to diffuse the situation.
  - Notifying the Building Principal
  - Assessing threat level with the Superintendent/Designee
  - Contacting law enforcement (if necessary, following MOU)
  - Monitoring and adjusting responses
  - Use of the Building-Level Emergency Response Team

- **Responses to Acts of Violence:** Building-Level Emergency Response Plans detail procedures for responding to violent acts, may include but not limited to:

  - Isolating the area and evacuation (if appropriate)
  - Notification of Principal/Superintendent
  - Initiating emergency response procedures
  - Contacting emergency responders
  - Monitoring and adjusting responses
  - Early dismissal, sheltering, or evacuation procedures
  - Keeping parents/guardians informed

- **Responses to Violence (Reporting, Investigation, Follow-Up, Evaluation, Disciplinary Measures):** Building-Level Emergency Response Plans detail procedures for responding to threats, may include but are not limited to:
    - **Reporting:** All violent incidents (including verbal abuse and threats) must be immediately reported and documented. Confidentiality is maintained, and there is no reprisal for reporting.
    - **Investigation:** Review incidents to prevent recurrence (not to find fault), focusing on facts, recording information, identifying causes, recommending actions, encouraging follow-up, and considering changes to controls, policies, and procedures.
    - **Follow-Up:** The district provides medical and psychological support to affected individuals, ensuring confidentiality and protection from discrimination.
    - **Evaluation:** There will be a periodic review of school building security analysis, focusing on potential violent incidents (bomb threats, hostage-taking, etc.) with input from law enforcement.
    - **Disciplinary Measures:** The Code of Conduct guides disciplinary actions.
    - **Code of Conduct:** The district has a detailed Code of Conduct, communicated to all stakeholders, which is a major part of violence prevention.
    - **Emergency Assistance from Local Government:** Contact 911 immediately. Additional support is available from the Sheriff, local police, fire departments, threat assessment teams, and County Emergency Services.
    - **Resources Available:** District facilities, vehicles, and equipment are available. The district can also contact the local highway department for heavy equipment.
    - **Resource Coordination:** The Incident Command System is used to coordinate resources and manpower.

- **Protective Action Options:** Building-Level Emergency Response Plans include procedures for:
    - School cancellation (Superintendent/Designee)
    - Early dismissal (Superintendent/Designee, parent notification)
    - Emergency evacuation (Principal/Designee, accounting for students/staff, potential off-site relocation)
    - Shelter-in-place (Principal/Designee, provisions for basic needs if extended)
    - Hold-in-place (Principal/Designee)
    - Secure Lockout (Principal/Designee)
    - Lockdown (Principal/Designee)

- **Terrorist Threats & Activities:** The Principal will follow NYS Homeland Security recommendations based on the declared alert level.

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

RECOVERY

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

District Support for Buildings:

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

Disaster Mental Health Services:

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

COMMUNICABLE DISEASE - PANDEMIC PLAN

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

Prevention/Mitigation

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

Human Resources Essential Positions (Example Table)				
Title	Description	Justification	Work Shift	Protocol
Building Mechanic and Custodians	Maintenance and cleaning of facilities	Verification of facility security, mechanical systems working properly	Employees will be assigned to specific areas of the facility away from other maintenance staff	Employee will complete a time card specifying hours and work location
Cleaners	Cleaning of facilities	Cleaning and disinfecting of area that staff has utilized	Employees will be assigned to specific areas of the facility away from other maintenance staff	Employee will complete a time card specifying hours and work location
Groundskeepers	Maintenance of grounds	Snow removal, lawn mowing, verification of proper drainage	Groundskeepers will be outside working individually on 88 acres of property	Employee will complete a time card specifying hours and work location
Bus Drivers	Transportation of students to and from school	Transportation of students to and from school	As needed	Employee will complete a time card specifying hours and work location
Auto Mechanics	Maintenance of bus fleet	Maintenance of bus fleet	As needed	Employee will complete a time card specifying hours and work location
Food Service Helpers	Preparing and serving meals to students	Preparing and serving meals to students	Staff will be designated to food preparation or food service	Employee will complete a time card specifying hours and work location
Superintendent	District Management	Oversee onsite operations	Daily/Isolated office	Remain in office and follow directed state and federal protocol. Stagger days and hours
Business Manager/Facility Director	Manage Facility Operations	Oversee onsite operations	Daily/Isolated office	Remain in office and follow directed state and federal protocol. Stagger days and hours

Office Management	Manage Internal and External Office Duties	Manage both internal and external office operations	Daily/isolated office	Remain in office and follow directed state and federal protocol. Stagger days and hours.
Building Principal	Building Management	Manage both onsite and offsite operations of their building	Daily/isolated office	Remain in office and follow directed state and federal protocol. Stagger days and hours.
Director of Special Education	Special Education Management	Manage both onsite and offsite operations related to special education	Daily/isolated office	Remain in office and follow directed state and federal protocol. Stagger days and hours
Monitors	Onsite student monitors	Only if students are on campus	As needed	Only be on campus if students were on campus.

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

Protection/Preparedness

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

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

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

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

Response

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

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

Recovery

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

EMERGENCY REMOTE INSTRUCTION PLAN

Teaching and Learning
In an effort to assure high-quality teaching and learning a continuity of learning plan has been developed for the 2025-2026 school year. This plan considers and plans for teaching and learning in-person, remotely, and through hybrid models of instruction. Our plan assures that instruction is aligned with the New York State Learning Standards and assures equity as well as quality for all learners.

Equity is at the heart of all school instructional decisions. All instruction in our district will be designed so that whether it is delivered in-person, remotely, or through a hybrid model due to a local or state school closure, there are clear, comprehensive, and accessible learning opportunities for all students. Such opportunities will be aligned with state standards. Our teaching and instructional plan outlines routine, scheduled times for students to interact and seek feedback and support from their teachers. Our plan is centered on Instruction and academic programming that includes regular and substantive interaction with an appropriately certified teacher regardless of the delivery method (e.g., in person, remote or hybrid). Our teaching and learning plan includes a clear communication plan for how students and their families/caregivers can contact the school and teachers with questions about their instruction and/or technology. This information will be accessible to all, available in multiple languages, widely disseminated, and include clear and multiple ways for students and families to contact schools and teachers (e.g., email, online platform, and/or by phone) in an effort to assure learning for all.

The school calendar typically includes one or more staff-only days before students arrive at school. Acknowledging the challenges that our teachers and staff have faced this spring delivering remote instruction under stressful circumstances, the district will focus these in-service days on providing support to staff in the areas of social-emotional health and technology integration.

As we enter the new school year, teachers will be encouraged to spend time building relationships, supporting students with the transition back to school, and teaching social distancing etiquette at developmentally appropriate levels.

When a remote or hybrid learning model is necessary, certain groups of students will be prioritized for in-person learning to the greatest extent possible. This includes, but is not limited to, special education students, English language learners, students who did not engage in remote learning during the spring of 2020, and students with technology or connectivity needs.

Assessing student learning gaps or areas of need will be critical. Formative assessment before a unit of instruction to assess student understanding of pre-requisite skills will be common practice.

Acknowledging that the typical content in a given grade level or course may need to be adjusted, content will be prioritized to ensure that students receive instruction for the prioritized learning standards, key understandings, and skills necessary for students' success in future study.

Grading practices will follow current grading policy designed to provide direct feedback regarding students' mastery of course content.

Parents/Guardians will receive a form in the mail that includes the above options for their child's instruction. In addition, the form will include transportation requests including both pick-up and drop-off locations if the student will be using district provided transportation. By choosing the instructional option, the parent is committing to the option chosen for the first 10 weeks and is assuring that their child can meet the requirements of the instructional option.

Remote/Hybrid Instruction

Given the possibility that communities may experience spikes in COVID-19 cases at any point during the school year, which may prompt short or long-term school closures, our district has developed a hybrid/blended learning model and schedule that can continue as is in a fully remote environment.

Instruction will not only focus on "core" subject areas to the exclusion of elective courses. Consideration has been given to prioritizing hands-on and lab-based activities while students are onsite in school buildings. All instruction will continue to be aligned to the New York State Learning Standards.

As noted previously, student schedules will remain the same whether instruction is in person or remote so that students do not encounter conflicts wherein synchronous lessons for different subjects are offered simultaneously.

Remote learning opportunities for secondary students will include a greater emphasis on synchronous instruction, with teachers finding ways to provide live instruction and lessons to students.

To ensure high-quality remote learning experiences, we will standardize the use of a single online learning platform, to the extent possible, and develop a common, coordinated set of guidelines for teachers to follow when using the platform with students.

- Grading practices will follow our current grading policies and systems.
- Students will follow a defined schedule for each day of instruction.
- Substantive interactions will occur between students and teachers each day
- Clear opportunities for instruction that are accessible to all students (i.e., aligned with state standards, include routine scheduled times for students to interact and seek feedback and support from teachers
- For information about how remote/hybrid instruction information will be communicated to students and families, visit the Communication/Family and Community Engagement section of our reopening plan.

Attendance, Attendance Reporting and Chronic Absenteeism

Attendance and Attendance Reporting

All schools in the West Canada Valley CSD will take daily attendance whether school opens in September in-person, hybrid, or remote. Attendance policies and procedures will be communicated with families and students prior to the start of the school year or if the instructional model changes during the year. Communication will take the form at the building level parent letters/newsletter, global calls, emails, text messaging, and social media. Teachers will record daily attendance in School Tool, our student management system, based

on the required daily scheduled student contact and engagement. Daily reports will be generated to identify students who are absent and/or chronically absent. Contact with the families will be made daily to determine reasons for absence and needs or barriers the student may have to participate in daily lessons.

Chronic Absenteeism

While there is no one-size-fits all approach to addressing chronic absenteeism, West Canada Valley CSD is committed to providing interventions to prevent and address health-related and mental health chronic absenteeism. We recognize that many factors will influence student attendance, and may be greatly impacted by the instructional models provided; in-person, hybrid, and remote.

The West Canada Valley CSD addresses chronic absenteeism as follows.

1. Nurture a culture of attendance
    - Communicate clearly to families and students what the attendance policy is and expectations for participating based on the model of instruction
    - Explain the importance of attendance to the entire school community
    - Track daily attendance, tardy, and student engagement in one central, secure location with a tool that helps you quickly see how these data points impact student behavior.
2. Early Identification and Intervention
    - Each school regularly monitors attendance data and communicates with parents about issues as they arise.
    - Use data to identify which students are at risk, so you can intervene before isolated absences become chronic absenteeism.
    - Establish intervention plans; parent phone call, home visit, counseling, instructional modifications, engage community partners, etc.
3. Create a more positive school culture and a focus on engaging instruction
    - Evaluate and address your students' engagement in learning
    - Provide teachers and school leaders with multiple levels of support to help students stay more engaged and act positively.
    - Help students achieve positive social and emotional character development, while reinforcing the behaviors that make up your ideal school culture.
    - Use goal-based incentives and rewards to motivate attendance and positive student behaviors where age appropriate.

Career and Technical Education (CTE)

While planning for CTE instruction, whether in-person, remote or hybrid models, West Canada Valley CSD has collaborated with HFMO BOCES to ensure high school instructional plans are aligned. HFMO BOCES has developed models that ensure NYS learning Standards, applicable industry certification requirements, clinical and work-based learning hours have been met. In addition, their plans follow all NYS/DOH health and safety guidelines and social distancing.

Special Education

West Canada Valley CSD reopening plan provides a framework to ensure that all students with disabilities continue to have available to them a free appropriate public education (FAPE) that emphasizes special education and related services designed to meet their unique needs and prepare them for further education, employment, and independent living in the least restrictive environment (LRE). In consideration of the health, safety, and well-being of students, families, and staff, our plan is designed to enable transitioning between in-person, remote, and hybrid

learning environments to ensure the provision of FAPE consistent with the changing health and safety conditions that exist.

Special education programs and services of the West Canada Valley CSD provide equity and access for students with disabilities to be involved in and to participate and progress in the general education curriculum with access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students. While not all formats allow for maximum benefit to students, these programs and services can be provided in all formats (live-person, hybrid, or remote). The West Canada Valley CSD will document the programs and services offered and provided to students with disabilities as well as to the communications with parents in their preferred language and mode of communication. The district will ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of students.
The West Canada Valley CSD is committed to providing meaningful parent engagement in the parent's preferred language or mode of communication regarding the provision of services to his/her child to meet the requirements of the IDEA. Further, we will maintain regular communication with the parents/guardians and other family members of to ensure that they are engaged in their children's education during the reopening process
The West Canada Valley CSD will plan and support collaboration between the committees on preschool special education (CPSE) and committees on special education (CSE) and program providers representing the variety of settings where students are served to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEPs), plans for monitoring and communicating student progress, and commitment to sharing resources.
The West Canada Valley CSD will maintain records to document the implementation of each IEP. The documentation will include, but will not be limited to: narrative records of how the student is adjusting to live, hybrid, and remote instruction during 2020-21, a record of what instruction and services were provided, a record of formative, summative, and standardized assessments and their results as well as progress monitoring documentation, a record of school-family collaboration, and the provision of compensatory services records.

SCHOOL SECURITY/SCHOOL RESOURCE OFFICER SERVICES CONTRACT

AGREEMENT

BETWEEN HERKIMER COUNTY SHERIFF'S DEPARTMENT AND WEST CANADA VALLEY CENTRAL SCHOOL DISTRICT

THIS AGREEMENT, by and between Herkimer County, a municipal corporation with its principal offices at 109 Mary Street, Herkimer, New York 13350 hereinafter referred to as Herkimer County, by and through its Herkimer County Sheriff's Department, with offices located at 320 North Main Street, Herkimer, New York 13350 hereinafter referred to as the Sheriff's Department and the West Canada Valley Central School District, hereinafter referred to as the District.

WHEREAS, the District wishes to secure the services of a School Resource Officer/Deputy Sheriff/Special Deputy hereinafter referred to as the Deputy for the designated school year to serve as law enforcement official; and

WHEREAS, the Sheriff, the County and the District wish to enter into an agreement to provide law enforcement services to the District; and

WHEREAS, the Sheriff, the County and the District agree that the parties' goals are to increase the physical presence of law enforcement within the District's facilities, and to decrease the number of incidents involving outside police intervention at the District facilities, and to increase the sense of safety and order within the school setting; and

WHEREAS, the Sheriff has the personnel possessing requisite skills and expertise to provide such services to the District.

NOW, THEREFORE, the parties hereto in consideration of the covenants herein contained do hereby agree as follows:

1. **SCOPE OF SERVICES:** The Herkimer County Sheriff's Department shall provide law enforcement services as set forth in Schedule A.

2. **PAYMENT:** The District agrees to pay the Sheriff the agreed upon cost for allocated hours per officer during the school year. Said amount represents 100% of the replacement cost to the Sheriff. The payment will cover services performed during normal school hours during the week of each school year while school is in session. Any investigations, arrests, interviews or other mutually agreed upon and approved matters that require additional time at the District facilities over and above the agreed upon hours per day will be provided to the District at an additional charge by the County or the Sheriff in an amount up to $56.27 per hour. Incidental costs shall include specialized uniforms

and ongoing training costs as agreed upon by both parties and shall be covered by the District. There will also be an Administrative and Vehicle cost based on 15% of the assigned Officers salary and fringes. The District shall reimburse the Sheriff upon request.

3. LOCATION OF SERVICES: Services shall be provided at the West Canada Valley School District facilities located at 5447 State Route 28, Newport, New York 13416.

4. TERMS OF AGREEMENT: This Agreement shall be in effect upon execution by both parties and shall continue on an as needed for the 2025 – 2026 School Year, and giving at least 30 calendar days written prior notice of termination.

5. HEALTH INSURANCE PORTABILITY AND ACCOUNTABILITY ACT: Both parties agree that, to the extent either party is a covered entity or a business associate of the other, as either term is defined by the Health Insurance Portability and Accountability Act of 1996 (HIPAA), it will comply with all applicable requirements of HIPAA within the time periods delineated in HIPAA. The parties hereto agree to sign a business associate agreement pursuant to HIPAA which is attached hereto as Schedule B.

6. PERSONNEL: The Herkimer County Sheriff agrees that it will provide adequate qualified personnel to furnish the West Canada Valley School District with services, activities described in Schedule A in a professional manner.

7. INDEMNIFICATION: It is agreed that the West Canada Valley Central School District shall defend and indemnify and hold the County of Herkimer harmless from any claims, costs, damages, suits and agrees it shall maintain comprehensive general liability insurance satisfactory to the County of Herkimer for services rendered at any location and in a amount not less than the face page hereof for personal injury and property damage with the County of Herkimer and The Herkimer County Sheriff's Office named as an additional insured under such liability policy using ISO additional insured endorsement CG 20 26 or equivalent.

8. **INSURANCE.**

1. Required Coverage:

a. Commercial General Liability Commercial Form
- Each occurrence limit $1,000,000.00 each occurrence
- Products/Completed Operations Aggregate $2,000,000.00 aggregate
- Personal Injury and Advertising Injury Limit $1,000,000 each person or organization

- General Aggregate on a per project basis $2,000,000.00 each project.
- No reductions in coverage off standard ISO forms for Contractual Liability.

b. Automobile Liability

- Owned, Hired and Non-owned Autos (Symbol "1" on Business Auto Policies)
- Combined Single Limit for Bodily Injury and Property Damage $1,000,000 each occurrence.

c. Excess "Umbrella" Liability:
$2,000,000.00 each occurrence and aggregate on a follow-form basis.

d. Workers Compensation, Employer's Liability and NYS Disability Insurance Statutory coverage for all covered employees.

e. Professional Errors and Omissions Insurance for Consultants and Professional Service Providers.

- $2,000,000 per occurrence/$2,000,000 aggregate for the professional acts of the consultant/provider performed under the contract for the municipality. If written on a "claims-made" basis, the retroactive date must pre-date the inception of the contract or agreement. Coverage shall remain in effect for two years following the completion of work.

f. A fully completed New York Construction Certificate of Liability Insurance Addendum (ACCORD 855 2014/02) must be included with the certificates of Insurance.

2. All insurance carriers providing the above coverages for the Contractor must also be licensed to do so in New York State. All such carriers must be rated no lower than" B+" by the most recent Best's Key Rating Guide or must be otherwise acceptable to the County. The decision to accept an insurer rests solely with the County.

3. Herkimer County and its officers, employees and agents must be names as Additional Insured, on a primary and non-contributory basis under all policies listed in (a), (c) and (e) above in connection with the services being rendered. Additional insured status shall be provided with

endorsements granting coverage for both ongoing and completed operations. The decision to accept an endorsement rests solely with the County.

4. It is expressly understood and agreed by the Contractor that the insurance requirements specified above contemplate the use of occurrence liability form.

9. STANDARD COUNTY CLAUSES: The Standard County Clauses are attached hereto and marked as Schedule C and made a part hereof.

IN WITNESS WHEREOF, the parties herein have hereunto set their hands and seals the day and year written.

DATE: 08/28/25 BY: _____
Jeremy Siddon, Superintendent
West Canada Valley Central School District

DATE: 09/4/25 BY: _____
Peter J. Campione, Chairman
Herkimer County Legislature

DATE: 08/29/2025 BY: _____
Scott F. Scherer
Herkimer County Sheriff