STOCKBRIDGE VALLEY C. S.

DISTRICT-WIDE SCHOOL SAFETY PLAN

INTRODUCTION

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

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

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

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

★ All tables require district specific information.

TABLE OF CONTENTS

DISTRICT-WIDE SCHOOL SAFETY TEAM **3**
IDENTIFICATION OF THE CHIEF EMERGENCY OFFICER (CEO) **4**
CONCEPT OF OPERATIONS **5**
PLAN REVIEW AND PUBLIC COMMENT **5**
RISK REDUCTION/PREVENTION - SCHOOL CLIMATE **7**
RISK REDUCTION/PREVENTION - SCHOOL SAFETY & BUILDING SECURITY **8**
EMERGENCY RESPONSE - PLANNING, DRILLS/TRAINING COMMUNICATION, AND PROCEDURES ... **11**
Planning: 11
Training (Emergency Response Procedures): 11
Communication: 13
Response Protocols: 13
RECOVERY **16**
COMMUNICABLE DISEASE - PANDEMIC PLAN **17**
EMERGENCY REMOTE INSTRUCTION PLAN **20**
SCHOOL SECURITY SERVICES AGREEMENT **21**

DISTRICT-WIDE SCHOOL SAFETY TEAM

Purpose:

The District-Wide School Safety Plan was developed in accordance with Commissioner's Regulation 155.17. The District Superintendent, acting under the direction of the School District 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 __8/11/2026_____	
Member Name	**Title**
H.Bingel, C. Phillips	*BOE Representatives*
J. Mitchell, B. Lamb *J. Suber, D. Tucker*	*Superintendent, Bus. Administrator,* *Elem. Prin./Dir. Of Spec. Ed., H.S. Principal*
Officer D. Ogrydiziak	*Special Patrol Officer- Madison Co. Sheriff's Dept.*
P. Cerio, Stephen Hryb, OHM Safety Team	*OHM BOCES Risk Mngt. Coordinator*
R. Healy, M. Kiser, S. Bartlett, E. Smith, D. Suydam	*Tchr. Union Representative, Athletic Director, Chem. Hygiene Officer, Agr. Tchr., Pre-K Tchr., Tchr. Assistant*
H. Gottlieb, M. Shea	*Counselor, Nurse/Parent Representative*
B. Leach, S. Betsinger	*Transportation: Head Bus Driver, Bus Monitor*
J. Walters, K. Carney	*Maint. Work Crew Leader, Food Service Mngr.*
T. McLain, D. Smith	*Treasurer (Door Access), CSEA Union Rep.*
Paislee Stevens, Alex Cullen	*Stdnt. Rep.'s- Stdnt. Council, Nat. Honor Society*

IDENTIFICATION OF THE CHIEF EMERGENCY OFFICER (CEO)

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

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

2. **District-Wide School Safety Plan Leadership:** The CEO or Designee 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	*Jason Mitchell, as the Chief Emergency Officer.*
Title	*Superintendent*
Contact Information	*jmitchell@stockbridgevalley.org, (315) 495-4400*
The Board appointed Date	*July 7, 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 at least 30 days before adoption, as required by Commissioner's Regulation 155.17 (e)(3).

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

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

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

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

Timeline for Adoption of the District-Wide School Safety Plan

TASK	**DATE**
District-Wide Safety Team Annual Review	*March 23, 2026 & May 18, 2026*
Public Comment Period	*June 10, 2026 – Aug. 1, 2026*
Public Hearing	*June 9, 2026*
Board of Education approves the plan ***(9/1)***	*August 11, 2026*
Plan posted to the website ***(30-days of adoption)***	*June 10, 2026*
URL of DWSSP verified ***(10/1)***	_www.stockbridgevalley.org

Building-Level Emergency Response Plans:

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

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

RISK REDUCTION/PREVENTION - SCHOOL CLIMATE

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

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

Program Initiatives:

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

The following are examples of current initiatives:

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

INCLUDE DISTRICT PROGRAMS HERE	
Special Patrol Officer- Partner w/Mad. Co. Sheriff	*Psychological & Counseling Staff Support*
Capturing Kids Hearts- SEL Prog. Elem. K-6	*10th Grade Mental Health Training Program*
Jr. Nat. Honor Soc. Mentoring Prog.- Elem. Stdnts	*Nat. Honor Society Mentoring Program*
District Screening Process for Volunteers	

RISK REDUCTION/PREVENTION - SCHOOL SAFETY & BUILDING SECURITY

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

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

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

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

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

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

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

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

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

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

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

- **School Resource Officer/Special Patrol Officer:** The district contracts with local law enforcement agencies for a School Resource Officer (SRO) and/or Special Patrol Officer (SPO) who acts as a liaison between students and staff and handles anonymous reports.
    - Goal of the Program:
        1. To increase the physical law enforcement presence within the District facilities;
        2. To decrease the number of incidents involving outside police intervention at the District facilities;
        3. To increase a sense of safety and order within the school setting; and

4. To ensure that the facilities' safety and security measures in place are being followed by students, staff, parents, and other visitors within the District.

- Overview of duties:
  - Provide security within the District facility that the SPO is assigned to in accordance with GML § 209-v.
  - Protect school property and maintain order in the school site.
  - Report violations of law.
  - Enforce New York State laws, rules and regulations which are relevant to the performance of the SPO's duties, as set forth in Exhibit A.
  - Act as liaison with police and fire officials.
  - Advise the school administration of any circumstances or situations that may create a potential for harm to persons, breach of security, or damage or loss of property.
  - The SPOs shall comply with all State and Federal laws, as well as all of the lawful rules, regulations, policies, and procedures related to investigations, interviews, and search and arrest procedures.
  - The SPOs shall not take any action that would be considered student discipline. The SPO role is to protect the property and persons on the District premises. Removing, escorting and monitoring students to and from one location to another is not considered "student discipline."

- Duties, Hiring and Screening Process for Safety/Security Personnel:
  - The district can rely on established past practices. Civil service procedures, in consultation with the district, may define the duties. Which are as follows: Guides children safely across streets and intersections in accordance with operating traffic lights; oversees and maintains order of students passing between classes and in other designated rooms and areas on the school premises; performs miscellaneous clerical duties as assigned; helps children in lower grades with wearing apparel; has charge of students during rest periods; assists teachers with play supervision and with lunches; may be in charge of supplies and equipment in various school rooms and facilities; may be responsible for security procedures, such as, checking the condition of building rooms and unlocking/securing doors and windows before and after school activities; may act as monitor on school district buses.
  - 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.
  - The required training of hall monitors and other school safety personnel are as follows: Emergency Response, Mental Health, Violence Prevention, Sexual Harassment, Workplace Violence Prevention, DASA, Fire Prevention, Right to Know, Child Abuse in an Educational Setting, and Lead in Drinking Water. 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.
- Behavioral Threat Assessment Team (training in: CSTAG, TERO/TERC, BTAM)

Hazard Identification:

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

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

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), an airport (flight path), railroad, industrial sites, and creeks.

D. Construction and Capital Project Safety:

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

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

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

Planning:

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

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

Training (Emergency Response Procedures):

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

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

Emergency Response Procedures:

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

Drill Requirements and Trauma-Informed Approach:

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

Notification of Drills to Parents/Guardians:

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

Plan for informing Parents/Persons in Parental Relation of Drills
Parental Notification will be sent via the district Parent Square Messaging System within one week prior to a drill.

Parental notification is not required for bus drills.

Announcing Drills:

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

Post-Drill Debriefings:

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

Additional Drills:

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

Full-Scale Exercises:

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

Communication:

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

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

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

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

Plan to Inform Parents/Persons in Parental Relation of Emergencies or Early Dismissal
Parental Notification will be sent via the district Parent Square Messaging System & provided to local media as appropriate.

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 Madison County 911 activates the system for coordinating assistance from county and local agencies (as per Article 2-B of the Executive Law).

- **Responses to Acts of Violence (Implied/Direct Threats, Including Suicide Threats):** Building-Level Emergency Response Plan(s) detail procedures for responding to threats. Potential actions include:

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

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

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

- **Responses to Violence (Reporting, Investigation, Follow-Up, Evaluation, Disciplinary Measures):** Building-Level Emergency Response Plans detail procedures for responding to threats, may include but are not limited to:

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

- **Resource Coordination:** The Incident Command System is used to coordinate resources and manpower.

- **Protective Action Options:** Building-Level Emergency Response Plans include procedures for:

  - School cancellation (Superintendent/Designee)
  - Early dismissal (Superintendent/Designee, parent notification)
  - Emergency evacuation (Principal/Designee, accounting for students/staff, potential off-site relocation)
  - Shelter-in-place (Principal/Designee, provisions for basic needs if extended)
  - Hold-in-place (Principal/Designee)
  - Secure Lockout (Principal/Designee)
  - Lockdown (Principal/Designee)

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

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

- **Responding to Sudden Cardiac Arrest (SCA) and other medical emergencies:**

  - The Cardiac Emergency Response Plan (CERP) is a mandatory component of the District-Wide School Safety Plan, pursuant to the requirements of Desha's Law (Chapter 189 of the Laws of 2025).

  - Building-Level Emergency Response Plans contain detailed site-specific information and procedures for addressing medical needs, transportation, and emergency notification of parents/guardians.

Cardiac Emergency Response Plan (CERP)

Training and Certified Personnel

- **CPR/AED Certified Personnel:** At least one school staff member that is trained and certified in both CPR and AED usage will be present at school, school athletics, and school sponsored events. The training taken must be through a nationally-recognized organization, such as the American Heart Association. This training is mandatory for all school nursing and coaching staff but is voluntary for other employees.

- **Documentation of Certified Personnel:** The District maintains a list of all trained personnel by building/location, availability, and their certification expiration dates to ensure compliance.

- **Voluntary CPR/AED Training:** Training may be offered periodically on a voluntary basis to relevant district staff, including members of the building-level emergency response team(s).

- **Required Student and Staff Sudden Cardiac Arrest Training**: All students and staff will be trained in the signs of sudden cardiac arrest annually. Student training will take place in an age and developmentally appropriate manner.

AED Availability and Maintenance

- **AED Availability:** The District will provide AED equipment in each instructional facility and at key locations across the district (i.e fields). They will be clearly marked, accessible, and maintained according to manufacturer guidelines.

- **Signage:** Signage will be posted at the main entrance of each school building indicating the locations of the AEDs.

- **Documentation of AED Locations:** All AEDS will be clearly labeled and stored in appropriate containers, cabinets, or go bags/cases. The District maintains a list of all AEDs by building/location and expiration dates of batteries, pads and units.

- **EMS Notification:** The District maintains a Public Access Defibrillation agreement with Midstate EMS, 17 Foery Drive, Utica, NY 13501, which includes the location and types of AEDs in service and will report every AED use to them.

Cardiac Emergency Response Protocols/Venue Specific Procedures: This section outlines the immediate actions to be taken upon recognition of a potential SCA incident in the school building, on school grounds, or at school-sponsored events. Staff should always carry communication devices and emergency contact information for assistance when outside or off school property.

***Emergency Contact Number - Call 911**

Steps to Take When Responding to Medical Emergencies Including Sudden Cardiac Arrest

Upon discovery of a medical emergency in a school building, on school grounds, or at athletic/school events, we will take the following steps:

1. **Ensure Scene Safety** - Staff member(s) will take charge of the area until the incident is contained or relieved. (It is recommended that they do not move the patient if a head, neck, or back injury is suspected.)
2. **Notification - Shout for help. If alone, call for Emergency Medical Services (EMS) via 911 and obtain the Automatic External Defibrillator (AED), if the victim is in cardiac arrest.**
    1. Follow 911 emergency dispatcher's instructions.
    2. Call for any Certified Cardiopulmonary Resuscitation (CPR)/Automatic External Defibrillator (AED) school personnel and notify administration or designee*.
    3. The nurses/trained school personnel have access to Stop the Bleed kits, first aid kits, epi-pens, AEDs, and/or naloxone.
3. **Treatment** - The certified school personnel will begin preliminary evaluation and treatment including CPR/defibrillation.
4. **Upon arrival of EMS**, nurses/certified school personnel will report initial findings to emergency personnel and be relieved.
5. **School administration or designee notifies** parent/guardian or staff member's emergency contact.
6. Other staff may be asked to support the situation (i.e. clear halls, direct emergency personnel, contact family). Other annexes may be used as necessary depending on the situation (i.e. Hold-in Place). All staff should know where AEDs are located and how to call for help. Staff outside or off school property should always carry communication devices and emergency contact information for assistance.

Post-Emergency Actions

○ **Document**: Document event including observations, all steps taken and by whom, who was notified, and information reported to EMS. Hold a post event debriefing. See the Recovery Section for a list of possible questions.

○ **Data Download:** Staff present must be prepared to download the school's AED data onto a flash drive to provide to EMS for the emergency department's physician.

○ **Debriefing:** Hold a post-event debriefing. Plans should be in place to notify the Post-Incident Crisis Response Team, if necessary.

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.

Post Incident Review: Below are possible questions/responses to consider after an incident or drill to evaluate effectiveness and make any necessary changes for the future.

Incident Summary

- Date, time, location, and type of emergency
- Whether it was a drill or an actual event
- Who was involved (roles, not necessarily names for confidentiality)

Timeline of Events (below is an example of a timeline when dealing with sudden cardiac arrest and the times to note)

- Time first signs were recognized
- Time EMS was called
- Time CPR began
- Time AED applied and shocks delivered (if any)

- Time EMS arrived and took over

Response Evaluation

- How quickly emergency steps were initiated?
- Was the AED retrieved and used without delay?
- Was the scene safe and well-managed?
- Was the emergency communication plan followed?

Roles and Responsibilities

- Did designated staff respond as trained?
- Were backups activated if primary responders weren't available?

Resources and Equipment

- AED functionality and accessibility
- PPE availability
- Communication tools (radios, phones)

Training and Preparedness

- Did staff recall and follow their training?
- Did bystanders assist effectively?
- Were there any skill gaps?

Outcome

- Immediate patient status when transferred to EMS
- Any safety concerns for responders or students
- Follow-up support for staff and students

Lessons Learned

- What went well and should be reinforced
- What should be corrected or improved

Action Plan

- Training adjustments
- Policy/procedure revisions
- Equipment servicing or relocation
- Additional drills scheduled

Documentation & Reporting

- Keep a confidential record (required by NY State law for CERPs)
- Report to administration, safety committee, and, if applicable, the state education department

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

Title	Describtion/Justification	Work Shift	Protocol
Superintendent	Oversight- Continuation of Operations, District & Building Communications, Emergency Response Procedures	Daytime Shift	Regular Hours & Location
District Clerk	Continuation- BOE/District Business	Daytime Shift	Regular Hours & Location
Business Administrator	Continuation of Operations- Compliance Reporting, Purchasing, Payroll, Accounts Payable, Accounting Functions, Receiving, Emergency Response, Contract/Contractor Implementation, & Other Financial Operations of the District	Daytime Shift	Regular Hours & Location
Treasurer	Continuation of Operations- Banking, Financial Transactions, Payroll, Employee Benefits Implementation, Personnel Leave/Documentation	Daytime Shift	Regular Hours & Location
Tax Collector/Registrar	Receive/Record Tax Collection & Real Property Tax Information. Data Entry Financial Purchasing, Process Student Enrollment Registrations & Transfers.	Daytime Shift	Regular Hours & Location
Information Technology	Continuation of Network Access & Technology Maintenance Operations for Instructional & Administrative Services.	Daytime Shift	Regular Hours & Location
Principal	Instructional Leadership- Continuation of Instructional Staff & Student Services including Technology Supports	Daytime Shift	Regular Hours & Location
Admin. Office Assistants	Principal, Staff, Student, & Parent Communications, Assist & Coordinate with IT to Provide Technology Support.	Daytime Shift	Regular Hours & Location
Work Crew Leader &/or Custodians	Daily Check/Operation & Maintenance of Building Systems	Daytime Shift, 2nd Shift	Regular Hours & Location
Groundsperson	Provide Emergency Access to Grounds & Buildings & Support On-going Routine Maintenance of Grounds	Daytime Shift	Regular Hours & Location
Cleaner	Clean, Sanitize, & Apply Disinfectant Measures in Assigned Building Locations	Daytime Shift, 2nd Shift	Regular Hours & Location

Head Bus Driver & Drivers	Coordinate &/or Provide Transportation Services for Students in Program Placements Outside of District. Continuation & Compliance of Driver 19A Regulations & Files	Daytime Shift	Regular Hours & Location
Food Service-Cook	Food Preparation for Meal Pick-up &/or Delivery	Daytime Shift	Regular Hours & Location
Food Service Helper(s)	Food Preparation for Meal Pick-up &/or Delivery	Daytime Shift	Regular Hours & Location
Teacher/Instructional Staff	Continuation of Instructional Activity as Authorized to be On-Site & In-person or Remote as Applicable	Daytime Shift	Regular Hours, Regular Location or as Assigned

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

Protection/Preparedness

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

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

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

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

Response

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

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

Recovery

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

EMERGENCY REMOTE INSTRUCTION PLAN

INSERT EMERGENCY REMOTE INSTRUCTION PLAN HERE

Stockbridge Valley
Central School District

Emergency Remote Instruction Plan

TECHNOLOGY and CONNECTIVITY

The Stockbridge Valley CSD is a 1-to-1 School District. All students in grades kindergarten through twelfth grades will receive either an IPad or a Chromebooks for use on a daily basis as well as during remote learning. Devices are available to be sent home with students on a daily basis to ensure continuous learning and must be returned every day.

Each year the Stockbridge Valley CSD conducts a Digital Access Survey. All parents/guardians are surveyed to determine the level of digital connectivity within their household. The survey is also included in the new student registration packet to determine the digital connectivity of new students registering throughout the school year. The District provides WIFI hotspots for students that do not have access or limited access to the internet to ensure continuity of instruction when at home.

INSTRUCTION UNDER EMERGENCY CONDITIONS: Remote learning for students

The students at Stockbridge Valley Central School will participate in synchronous learning during emergency remote learning days that would follow the school day schedule (8:00am-3:16pm). Attendance will be taken during the morning meeting for all K-6 grade students and during the first period for all 7-12 grade students via Google Meet. Instruction/Classwork will be provided as if students were in person. Teachers remain on Google Meets throughout the duration of each scheduled period.

SPECIAL EDUCATION

The Stockbridge Valley CSD provides all special education and related services during remote instruction synchronously at the regular scheduled times. The district will make all reasonable efforts to address the provision of free appropriate public education (FAPE), while protecting the health and safety of students with disabilities and those providing special education services.

A comprehensive Special Education framework has been developed to ensure there is an understanding of the provision of services consistent with the recommendations on individualized education programs (IEP), plans for monitoring and communicating student progress and commitment to sharing resources.

1. Students with disabilities in Stockbridge Valley CSD will continue to be provided with FAPE services during remote instruction. The district will protect the health and safety of students with disabilities and those providing special education and services

2. Stockbridge Valley CSD will communicate with parents in their preferred language or mode of communication regarding the provisions of services to his/her child to meet the requirements of the IDEA. If needed, written communication will be translated into the preferred language and translators will be utilized for all verbal communication.

3. Stockbridge Valley CSD will collaborate with 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.

4. Stockbridge Valley CSD will follow the student's IEP and provide the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability related needs of the student. In the event of a school closure, supplementary aids and technology (including assistive technology) will be sent home so that disability related needs of students can be met during remote instruction.

5. Stockbridge Valley Central School District will document the programs and services offered and provided to students with disabilities as well as communications with parents, in their preferred language or mode of communication utilizing the ClearTrack System Contact Log and the Student Special Education Cumulative Files.

6. For students whom remote instruction by digital technology is not available or appropriate paper copies of materials will be made available and provided to the student.



Sherriff.Dept.SPO.Contract.2026-2027.Si