

DISTRICT-WIDE SCHOOL SAFETY PLAN



2026-2027

UTICA CITY SCHOOL

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.

The DWSSP is updated regularly to ensure that it remains 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 District Superintendent, acting under the direction of the School District/BOCES 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 _____	
Member Name	Title
Dr. Kathleen Davis	Acting Superintendent
Jason Cooper	Board of Education Representative
Steven Falchi	Administration Organization Representative
Paul Femano	Teacher Organization Representative
Anne Lansing / Jimmy Franco	Community Representative
Mike Ferraro	Parent Representative
Student Council Representative	Student Representative
Mike Ferraro	District Chief Emergency Officer
Jeff Jalonack	Director of School Safety and Security
Chief Scott Ingersoll	Fire Department Representative

Deputy Chief James Holt	Utica Police Representative
Ed Gray	Transportation Supv.

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 leads the District-Wide School Safety Team in:
 - o Completing and updating the District-Wide School Safety Plan annually by **September 1st**.
 - o Coordinating the District-Wide School Safety Plan and Building-Level Emergency Response Plan(s) for each school building.
 - o 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	<i>Dr Kathleen Davis</i>
Title	<i>Acting Superintendent</i>
Contact Information	<i>kdavis@uticaschools.org and (315) 792-2222</i>
The Board appointed Date	<i>08/11/2026</i>

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	May 1, 2026
Public Comment Period	April 23, 2026
Public Hearing	May 23, 2026
Board of Education approves the plan (9/1)	August 11, 2026
Plan posted to the website (30-days of adoption)	September 11, 2026
URL of DWSSP verified (10/1)	August 12, 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.

The following are Utica City School District's current initiatives:
The Utica City School District partners with community agencies for a "System of Care" model within the school setting to provide interventions and services to students who may need additional support in achieving school success. Areas of support include academic, social-emotional, behavioral and attendance. Agency partners work collaboratively with District staff in all buildings.
School Resource Officers and Special Patrol Officers on-site
County Probation Officer on-site to provide support for at-risk youth.

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.
 - School Resource Officer (SRO) - Law enforcement (full police powers, employed by a police agency). These are the Utica City Police Officers assigned to the high school and middle schools throughout the district. They respond to serious incidents, fights in and around the school, and 941 requests etc. They are not enforcers of UCSD code of conduct.
 - School Safety Officer (SSO) and Special Patrol Officer (SPO). Oneida County uses the latter term, they are peace officers. In our case these titles refer to Oneida County Sheriff personnel assigned to elementary schools throughout the district. They have full police powers and are employed to provide a higher measure of protection for the schools. Their function and role within the district is similar to that of the SRO; they are not tasked with enforcing code of conduct matters.
 - School Monitor - Supervisory staff (no security license necessary, student-focused) these are UCSD employees that respond promptly to all incidents and code of conduct matters in the school and on school property. Additionally, they operate the weapons detection systems, enforce cell phone collection and maintain/operate the monitor room.
 - 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: oversees and maintains order of students passing between classes and in other designated rooms and areas on the school premises; assists teachers with play supervision and with lunches; may be responsible for overall building security.
 - 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 school safety personnel are as follows: Emergency Response, Mental Health, Violence Prevention, Sexual Harassment, Workplace Violence Prevention, DASA, Fire Prevention, Right to Know, 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:

- **Human Caused Threats/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/Biological Hazards/Emergency:** Injury/illness, accident, mass illness/epidemic, pandemic.

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 responding to various threats and hazards 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.
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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
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Parents/caretakers are notified of drills through the Parent Square app and social media platforms.

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 the Oneida County Emergency 911 Center, the Parent Square app, 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
Parents/caretakers are notified of emergencies or early dismissal through the Parent Square app, social media platforms, radio, and/or TV stations.

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 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 Oneida County Sheriff's, Utica Police, Utica Fire, threat assessment teams, and Oneida County Emergency Services.
 - **Resources Available:** District facilities, vehicles, and equipment are available.
 - **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 Defrillation 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 plan outlines the protocols and procedures for responding to a communicable disease outbreak or global pandemic as mandated by Labor Law §27-c and Education Law §2801-a,. This framework ensures the safety and well-being of students, staff, and the community while maintaining educational operations.

The plan incorporates guidance from the United States Centers for Disease Control and Prevention (CDC), the New York State Department of Health (NYDOH), and the New York State Education Department (NYSED). It remains fluid and adaptable to orders or Executive Orders issued by local and state government officials.

Prevention / Mitigation

Essential Positions, Telecommuting, and Health Education

- **Essential Roles:** Positions across Facilities, Human Resources, Business Office, and Food Services are designated as essential to maintain continuity of vital district operations.
- **Shift Management:** Staggered work shifts and precise logging of hours and work locations are implemented to prevent workplace overcrowding.
- **Telecommuting & Equity:** Non-essential employees and contractors will utilize telecommuting protocols, with measures in place to support digital equity for staff and students.
- **Equitable Standards-Based Remote Instruction:** Under the direction and supervision of building principals, classroom teachers will provide standards-based remote instruction. Equity protocols ensure access for students without technology or internet access.

The district actively re-educates staff and students on CDC germ-prevention guidance:

- **Hand Hygiene:** Wash hands with soap and water for at least 20 seconds, or use hand sanitizer with at least 60% alcohol if soap and water are unavailable.
- **Respiratory Etiquette:** Cover coughs and sneezes with a tissue, throw the tissue in the trash immediately, and wash hands.
- **Physical Contact & Exposure:** Stay home when sick and avoid close contact with individuals who are sick.
- **Facial Contact:** Avoid touching eyes, nose, and mouth.
- **Surface Hygiene:** Clean and disinfect frequently touched objects and surfaces using household cleaning sprays or wipes.

Outbreak Monitoring & Early Intervention

- **Guidance Dissemination:** Continuously monitor and issue updated guidance from the CDC, NYDOH, and NYSED.
- **Absenteeism Tracking:** Monitor student and staff absenteeism daily, reporting abnormalities to the Oneida County Health Department.
- **Travel & Quarantines:** Monitor travel restrictions and collaborate with the Oneida County Health Department regarding mandatory or precautionary quarantines.

- **Activity Assessment:** Evaluate school-sponsored events and field trips to determine whether to cancel or postpone them.

Protection / Preparedness

District Coordination & Incident Command

- **Incident Command Structure:** Establish District-Wide and Building-Level Command Centers along with designated Pandemic Coordinators for each school building.
- **Staff Training:** Provide comprehensive training for all school personnel regarding applicable CDC, NYDOH, and NYSED guidelines.
- **Communication Channels:** Inform parents, staff, and students using district media, including the district website, individual school websites, the district Facebook page, Channel 3, and automated call systems. A Public Information Officer (PIO) manages public announcements.

Personal Protective Equipment (PPE) Reserves

During a pandemic the district will use the following guidelines to plan for the PPE needs to support ongoing operations:

Disposable Face Coverings Supply Baseline

- **Students:** 100 masks per week per 100 students (supplements parent-provided masks).
- **Teachers/Staff:** 500 masks per week per 100 staff members (5 disposable masks/week per teacher).
- **Nurses/Health Professionals:** 1,000 masks per week per 100 health personnel (10 disposable masks/week per nurse).

PPE for High-Intensity Student Contact (Per Staff Member / Week)

- **Disposable Nitrile Gloves:** 10 per week.
- **Disposable Gowns:** 10 per week.
- **N-95 Respirators:** 10 per week.
- **Reusable Eye Protection & Face Shields:** 2 units per staff member.
- **Waste Disposal Medium:** 1 unit total per staff member.

Response Protocols

- **Immediate Notification:** Immediate reporting of any confirmed positive test result to the District Office and the Oneida County Health Department.
- **Mandatory 24-Hour Building Closure:** Pursuant to NYSDOH protocols, any affected school building will close for an initial minimum period of 24 hours following a confirmed positive case, with mandatory notification sent to the NYSDOH.
- **Contact Tracing:** The Oneida County Health Department conducts contact tracing investigations to direct further necessary closures, classroom isolations, or individual quarantine orders.
- **State Reporting Portals:** Formally report school closures to NYSED via the NYSED

Business Portal using the *Report of Closure Form*. Re-openings must be logged via the *Report of School Re-Opening Form* once the building is cleared.

- **Routine Cleaning:** Execute enhanced cleaning and disinfection routines across all school buildings, targeting high-traffic and high-touch areas.
- **Transportation Sanitization:** Coordinate directly with student transportation providers to enforce regular cleaning and disinfection of school buses.
- **Post-Exposure Decontamination:** Thoroughly clean and disinfect affected school buildings before reopening following a positive case or closure.
- **Specialized Student Services:** Implement all NYSED special education guidance and necessary accommodations for English as a New Language (ENL) and Special Education students.
- **Essential Student Support:** Execute the Food Service Department's meal distribution plan and coordinate with local community agencies for essential child care provisions.

Disposable Face Covering Supplies (Example Table)					
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	120,000	60,000	30,000	1 Disposable Mask per Week per Student (supplements parent provided)
Teachers/Staff	500	24,000	12,000	6,000	5 Disposable Masks per Week per Teacher
Nurse/Health Professionals	1000	240	120	60	10 Disposable Masks per Week per School Nurse

PPE for High Intensity Contact with Students (Example Table)			
Item	1 Week Supply for 1 Staff	12 Week Supply	Assumptions
Disposable Nitrile Gloves	10	240,000	10 per Week per Staff
Disposable Gowns	10	240,000	10 per Week per Staff
Eye Protection	2	48,000	2 Re-usable per Staff
Face Shields	2	48,000	2 Re-usable per Staff
Waste Disposal Medium	1	24,000	1 Unit per Staff Total
N-95 Respirators*	10	24,000	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

This section ensures educational continuity when a school building is closed due to an emergency, such as a natural disaster, pandemic, or infrastructure failure. It outlines the specific protocols for transitioning from in-person to remote learning, including methods for student-teacher interaction, the distribution of devices and internet hotspots, and strategies for providing required services to students with disabilities and English language learners.

Below is an overview of the district's plan. If you have any questions or would like to see the plan in its entirety contact the Assistant Superintendent of Curriculum, Instruction and Assessment at 315-792-2228.

UCSD Emergency Remote Instruction Plan Highlights

Availability of computer device and internet accessibility

The school district conducts surveys to assess which students need computer and mobile Wi-Fi devices. This survey information will be used by principals to prepare for the deployment of computers and mobile Wi-Fi devices in the event of an emergency school closure.

Expectations for school staff to ensure synchronous (live) instruction with asynchronous instruction as a supplement

All teachers will establish and train students in the use of their Google Classroom at the beginning of the school year. During an emergency school closure, teachers will provide and students will receive synchronous (live) instruction, utilizing a virtual platform such as Zoom or Google Meets according to their daily schedule. Asynchronous instruction may be posted in the teacher's Google Classroom to supplement the daily lesson; however it may not supplant synchronous (live) instruction. Guidance Counselors will execute lessons, classroom and student support in accordance with the school district's guidance plan.

Instruction for those students where digital technology may not be available or appropriate

The proportion of synchronous (live) and asynchronous instruction will be adjusted at the discretion of the teacher or grade level team with authorization from the building principal to ensure that is the age and developmentally appropriate (i.e. severely disabled students and students in grades K-2). Instruction may combine live instruction, teacher check-ins and independent activities as approved by the building principal.

Special education students services and related services will be provided according to student's Individualized Education Program.

In order to implement supports and services for students according to their Individual Education Plan to the greatest extent possible, teacher assistants will be present in virtual classrooms as per their daily schedule to provide assistance and the support. Related service providers such as Occupational Therapist, Speech Therapist, and Physical Therapist, as well as Social Workers will provide IEP services virtually as per the students schedule.

The number of instructional hours the school district intends to claim for each day spent in remote instruction due to an emergency condition.

By providing synchronous (live) instruction during an emergency school closure the Utica City School District intend to claim the same number of instructional hours on an emergency remote day that it would report during a regular school day:

Elementary- 6 hours (1,080 instructional hours per year)

Middle and high school - 5.6 hours (1008 instructional hours per year)

** The Utica City School District builds (5) snow days into its yearly calendar in order to meet the required minimum of 180 days of instruction As this time, emergency remote instruction will not take place on these days unless otherwise announced by the school district.