BETHLEHEM CENTRAL SCHOOL DISTRICT

DISTRICT-WIDE SCHOOL SAFETY PLAN
PROJECT SAVE (Safe Schools Against Violence in Education)
Commissioner's Regulation 155.17

Introduction

Emergencies and violent incidents in school districts are critical issues that require comprehensive planning and training. The New York State Safe Schools Against Violence in Education (SAVE) law requires school districts to develop a school safety plan to prevent or minimize the effects of serious violent incidents and natural/manmade disasters and to facilitate the coordination of state, local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed Building-Level Emergency Response Plans required at the school building level. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools.

District Chief Emergency Officer

Bethlehem Central Schools has designated the Superintendent as the district's chief emergency officer (CEO). The CEO is responsible for coordinating communication between staff and law enforcement and first responders, and for ensuring staff understanding of the District-Wide School Safety Plan. Additionally, the CEO ensures that Building-Level Emergency Response Plans are annually updated.

Section I: General Considerations and Planning Guidelines

A. Purpose

The Bethlehem Central School's District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Board of Education, the Superintendent appoints the District-Wide Safety Team and charges it with making recommendations regarding the development, maintenance, and implementation of the District-Wide School Safety Plan. The finalization of the plan ultimately rests with the Superintendent, with adoption by the Board of Education by September 1st of each school year.

B. Identification of School Teams

The Bethlehem Central School District has created a District-Wide Safety Team and Building-Level Emergency Response Teams for every school building. Both consist of, but are not limited to, representatives of staff, administrators, school safety personnel, law enforcement and other first responders.

C. Coordination of District and School Plans and Teams

The District-Wide School Safety Plan is directly linked to the individual Building-Level Emergency Response Plans for each school. The protocols reflected in the District-Wide School Safety Plan guide the development and implementation of each Building-Level Emergency Response Plan.

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by that building's emergency response team. Upon the activation of this team, the Superintendent, or his/her designee, will be notified and, where appropriate, local emergency officials will also be notified. Efforts may be supplemented by county and state resources through existing protocols when needed.

1

D. Plan Review and Public Comment

Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan was originally adopted by the school board on July 7, 2015. Full copies of the District-Wide School Safety Plan and any amendments were submitted to the New York State Education Department (NYSED) within 30 days of this adoption.

The commissioner's regulation also requires that this plan shall be reviewed by the District-Wide Safety Team on an annual basis on or before July 1st of each year, and recommendations for updates provided to the Superintendent. Herein after, all updates made by the District-Wide Safety Team shall be presented to the Board of Education for adoption pursuant to the aforementioned regulations. In most cases, recommendations are specific and included in Building-Level Emergency Response Plans. A copy of the district-wide plan is available at the Bethlehem District Office located at 700 Delaware Avenue, Delmar, New York and online at the district's website (www.bethlehemschools.org). While linked to the District-Wide School Safety Plan, Building-Level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with New York State Education Law Section 2801-a, Building-Level Emergency Response Plans and all updates are given to the New York State Police, Bethlehem Police Department and Albany County Sheriff's Department within 30 days of adoption.

Section II: General Emergency Response Planning

The District-Wide School Safety Plan provides the framework for the Building-Level Emergency Response Plans. The purpose of a uniform plan is to ensure district-wide continuity for emergency responses. These general emergency responses will provide one consistent response system that will be used by all school employees, students, parents and emergency responders. This is particularly beneficial as students move from elementary to middle school and then to high school, and as full-time, part-time and substitute employees travel among the schools.

The District-Wide Safety Team has identified many factors that could cause an emergency in our schools and facilities within the district as well as factors that need to be considered when responding to an emergency. The detailed list of potential internal and external hazards or emergency situations is included in the confidential Building-Level Emergency Response Plans.

A. **Identification of Potential Emergency Situations (on and off school property):**

Lists of areas on school property that have the potential to create an emergency situation have been identified. These lists and floor/site plans have been created for reference and awareness. These lists are not all-inclusive for every emergency. However, these areas have been identified as having the most probable impact on district facilities or district boundaries should they have or create an emergency, such as natural gas lines, fuel tanks and chemical storage. The detailed lists and floor plans are included in the confidential Building-Level Emergency Response Plans and are updated on an annual basis.

The District-Wide Safety Team in conjunction with the New York State Police, Albany County Sheriff's Department, Bethlehem Police Department, local fire departments and town officials have identified potential emergency situations off school property that could have an impact on the district. Factors that were considered include population, presence of hazardous materials, potential for emergency based on geographical potential and/or national trends and proximity to district property, such as airports, bridges, dams, major intersections, primary routes of hazardous cartage and SARA Title III locations of hazardous materials. The detailed lists are included in the confidential Building-Level Emergency Response Plans and are updated on an annual basis.

B. Multi-Hazard Response Guidelines

1. **Actions** – Included in the Building-Level Emergency Response Plans are actions for handling multi-hazard emergencies that are in compliance with the Incident Command System (ICS). These guidelines include but are not limited to:
   - Initial actions
   - Command post location (primary and secondary)
   - Before, during and after school evacuation including evacuation routes and relocations sites (internal and external)
   - Shelter-in-place
   - Lockdown/lockout
   - Emergency school cancellations, closing, early dismissal and delays including after-school, evening activities and weekends.

2. **Emergencies** – These include, but are not limited to the following Multi-hazard Response Guidelines:

Emergency	Air Pollution	Epidemic	Mass Casualty
	Anthrax/Biological	Explosion	Medical
Gas Leak	Aviation Crash	Fire Alarm Activation	Natural
	Bldg. Structural Failure	Flood	Radiological
School Bus Accident	Bomb Threat	HAZMAT on & off-site	
Severe Weather Emergency	Civil Disturbance	Heating System Failure	
Violence	Crimes Against People	Hostage Situation	Threats of
Exposure	Earthquake	Intruder Situation	Toxic
Emergency	Elec. System Failure	Loss of Building	Water
	Energy Supply Loss	Loss of Buses	

3. **Resources** – The district has identified various resources that may be available for use during an emergency, including: the identification of personnel via school building teams; use of Incident Command System (ICS); a list of volunteer faculty/staff trained in first aid, CPR and AED use; master list of all vehicles in the Transportation Department; building floor plans/maps with shut-offs and potential hazards noted; American Red Cross sheltering agreements; and designated shelter sites with backup shelter sites. The district has agreements with any shelters that are used within the community. The specific, detailed information is included in the confidential Building-Level Emergency Response Plans.

4. **Incident Command System (ICS)** – The district has identified school personnel authorized to make decisions during an emergency. Through ICS, the procedures to coordinate the use of school district

resources and manpower during emergencies are clearly defined. ICS identifies the staff members and their backups assigned to provide assistance during emergencies. Each school building has a safety team that works under the Incident Command System. Each team is documented in detail. This document is given only to the Building-Level Emergency Response Team, district administration, the New York State Police, Bethlehem Police Department and the Albany County Sheriff's Department. The safety team details are located in the confidential Building-Level Emergency Response Plans. Each safety team has been given an overview of the ICS, an ICS flow chart, ICS training and specific ICS roles and responsibilities.

5. **Policies and Procedures for Training** – The district has developed policies and procedures for National Incident Management System (NIMS) Compliant annual refresher school safety training for staff and school safety training and drills for students including scenarios based upon the Multi-Hazard Response Guides. Procedures have been established to provide this training on an annual basis to include but not be limited to: early dismissal/go home drill, fire drills, lockdown drills and table top exercises. Individual schools obtain feedback from faculty/staff on the drill practiced. School administrators then address any concerns or questions noted. District administrators and principals will meet to discuss any reports of multi-hazard training, hazards and/or violence (implied threats, direct threats and/or actual acts of violence). The discussions are the key to debriefing as a district. Actions and procedures that are carried out successfully are verified and areas in need of improvement are noted as needed. This level of district awareness assists each principal and administrator in responding to future training, actual emergency responses and implied threat, direct threats and/or actual acts of violence.

The district conducts drills and other training exercises to test components of the safety plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials. The district administrators and building-level teams participate in tabletop exercises with local responders. Schools that have multiple floor levels also prepare and practice a non-ambulatory emergency evacuation plan.

6. **Pandemic Continuity of Operations Plan** – The district has developed this plan to meet the requirements of subsection (2)(m) of Education Law §2801-a which requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. This plan is built upon the components of the District-Wide School Safety and the Building-Level Emergency Response Plans. The Plan includes elements of COVID-19 Reopening Plan and will be updated annually to reflect current guidance and best practices. The District Level Safety Team assumes responsibility for development and compliance with all provisions of this plan and implementation at the building level through the Building-Level Emergency Response Teams. This plan is located under Attachment #1 of the District Wide School Safety Plan.

Section III: Responding to Threats and Acts of Violence

A. **Policies and Procedures** – Schools will activate their Building-Level Emergency Response Team and will refer to their Building-Level Emergency Response Plan and the Multi-Hazard Response Guide. The multi-hazard response guides are reviewed by the District-Wide Safety Team to ensure content and consistency throughout the district. These policies and procedures are for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence. These policies and procedures also include

4

2020-21 School Year – Revised 3/8/2021

threats by students against themselves, which include suicide. The following types of procedures are addressed in the confidential Building-Level Emergency Response Plans:

- Contacting appropriate law enforcement agency, if necessary.
- Informing the building principal and Superintendent.
- Using staff trained in de-escalation or other strategies to diffuse the situation. Informing the building principal of implied or direct threats.
- Determining the level of threat with principal and Superintendent/designee.
- Monitoring the situation, adjusting the district's response as appropriate to include possible implementation of the safety team.
- If the situation warrants, isolating the immediate area and evacuating if appropriate.
- If necessary, initiating lockdown procedure and contacting appropriate law enforcement agency.
- Monitoring the situation; adjusting the level of response as appropriate; if necessary, initiating early dismissal, sheltering or evacuation procedures.
- Communicating with parent/legal guardian, and general public, as needed.

NOTE: The Bethlehem Central Code of Conduct also describes policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school. The district's code of conduct also supports school safety and security. The code of conduct is pursuant to the district's safe and drug-free schools policy and the no weapons policy.

B. **Response Protocols** – These are identified in the district-wide school safety plan, along with definitions of ICS roles and responsibilities. The Multi-Hazard Emergency Response Guides address specific procedures and protocols for responding to bomb threat, intruders, hostage takings and kidnapping, including:

- Identification of decision-makers.
- Notification of administrators/agencies - All district administrators, principals, their secretaries and building custodians have a confidential emergency reference card. This card specifically outlines which agency and which administrator(s) need to be contacted under which emergency circumstances. This document is updated as needed and designed to be kept near the phones at work and at home if needed during "off" hours.
- Plans to safeguard students and staff.
- System for student release (reunification).
- Procedures to provide transportation, if necessary.
- Debriefing procedures.

C. **Communications Protocols** – The district has established policies and procedures to contact parents, legal guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal. In the Bethlehem Central School District, the following communication methods will be taken:

- For small-scale incidents, schools may activate their Crisis Team and will refer to their crisis intervention plan. Depending on the incident, school personnel may directly call the parents/legal guardians of all students directly impacted. All other parents/legal guardians will receive an informational notification via the district website and School Messenger. Meetings may be scheduled in a timely manner for further discussion if necessary.
- For any major incident, the Building-Level Emergency Response Team will be activated. The district will be working with the media (TV, radio, newspaper), website, social media and the School

BETHLEHEM CENTRAL SCHOOLS: DISTRICT-WIDE SCHOOL SAFETY PLAN

Messenger to relay pertinent school related information (i.e., how and where parents can be reunited with children, etc.). Community meetings and/or press conferences may be scheduled in a timely manner to discuss the particulars of the incidents and the district's response.

Section IV: Communication with Other Agencies

The District-Wide School Safety Plan provides the framework for the Building-Level Emergency Response Plan with regard to communication with other agencies.

A. The Bethlehem Central School District is fortunate to have substantial ties to the Town of Bethlehem. In case of an emergency within any one of our facilities, that facility would dial 911 for emergency assistance. If involvement were needed from other local government agencies, the Superintendent or their designee would act as that contact person. Additional procedures for communications can be found in the Building-Level Emergency Response Plans and the Capital Region BOCES Emergency Communications Network Flowchart. The following examples are the types of arrangements that could be used by the district:

- Principal (building-level IC or backup IC) or Superintendent (district-wide IC or backup IC) in an emergency would contact the town dispatch center for fire, EMS, or police by calling 911.
- Principal (building-level IC or backup IC) or Superintendent (district-wide IC or backup IC) contacts the highest-ranking local government official for notification and/or assistance.

B. Arrangements for obtaining advice and assistance from local government officials, including town officials responsible for implementation of Article 2-B of the Executive Law, will be carried out through the protocols established in the Capital Region BOCES Communication Flowchart. The following are examples of the types of arrangements that could be used by the district during countywide emergencies:
- Superintendent (district-wide IC or backup IC) in an emergency will contact the Albany County Emergency Management Coordinator and/or the highest-ranking local government official for obtaining advice and assistance.
- The district has identified resources for an emergency from the following agencies: Town of Bethlehem Emergency Management Office, Town of Bethlehem Police Department, Albany County Department of Health, American Red Cross, New York State Police, Albany County Sheriff's Office, Albany County Department of Mental Health and Capital Region BOCES Health/Safety/Risk Management Office.
- If the emergency is within the school district boundaries and has the potential to impact the surrounding community, the Superintendent or designee will notify the appropriate town officials (ex: highway dept., town supervisor, and/or public safety).

C. If there is an emergency within the district that has the potential to impact bus transportation capabilities either to or from other educational agencies within the district boundaries, the Director of Transportation in close coordination with the school emergency coordinator will activate a phone tree to inform all necessary parties. The phone tree will be located in the Transportation Emergency Relocation Plan. In the event that phones are not operational, media (radio, television, district website and other social media) may be utilized to convey the pertinent emergency information.

D. Along with the phone tree, the district has access to the following information about each educational agency located in the school district, including information on:
- School population.
- Number of staff.

6

- Transportation needs.
- Business and home telephone numbers of key officials of each such educational agency.

The details are considered confidential, due to the school-specific information and administrator home phone numbers, and are located in the confidential Building-Level Emergency Response Plan.

Section V: Prevention and Intervention Strategies

- **Security Measures and Procedures** – The district procedures require the following: visitor sign-in and visitor badges (during regular school hours), single point of entry, buzz-in door surveillance systems, fingerprinting of employees, volunteer screening, and employee badges. The district also employs school monitors and School Resource Officers (SROs) that are routinely present on campus. Video surveillance and security intrusion systems are also used to improve security.

- **Security Policies** – To further enhance school security and student, faculty and staff safety, the district has the following policies in place:

  - Suspected Child Abuse in a Domestic Setting – 5460 and 5460-R
  - Code of Conduct – 5300
      o Covers Anti-Harassment in the School District, Dignity for All Students, Unlawful Possession of a Weapon on School Grounds, Weapons in School and the Gun-Free Schools Act,
  - School District Officer & Employee Code of Ethics – 2160
  - Drug-Free Workplace – 9320 and 9320-R
  - Drug-Free Workplace Act – 9125
  - Emergency Closings – 8134
  - Recruiting and Hiring (covers fingerprinting of prospective school employees) - 9240
  - School Building Safety – 8110
  - School Safety Plans and Teams – 8130
  - Child Abuse in an Educational Setting – 5465
  - Violent or Disruptive Incident Reporting – 5710
  - Anti-Harassment in the School District – 5062 and 5062-R

- **Identification of Warning Signs** – The Bethlehem Central School District has implemented procedures for the dissemination of materials regarding the early detection of potentially violent behaviors (threat assessment) when deemed appropriate. The district employs school social workers, counselors and psychologists/behavioral specialists who assist the district in identifying early warning signs in students and early intervention/prevention strategies. Designated personnel also play a key role in suicide prevention programs.

- **Appropriate Prevention and Intervention Strategies**
  - Collaborative efforts with state and local law enforcement officials.
  - Training of hall monitors and other security personnel.
  - Compliance with DASA regulations.
  - Non-violent conflict resolution training programs.
  - OCIP – Off-Campus Intervention Program
  - Extended day school programs.

- **Prevention and Intervention Programs** – Strategies for improving communication among students, between students and staff and the reporting of potentially violent incidents. Highlights of the major programs are noted below (not all inclusive):

Bethlehem High School (Grades 9-12):
- Counseling Center – All students are assigned a school counselor who works with the students and parents.
- Pupil Studies Team (PST) – Members (principal, assistant principal, psychologist, school counselors and school nurse) meet monthly to discuss students who are referred by members of the committee or teachers. Specific interventions are developed and staff are assigned to monitor progress.
- Progressive Discipline Process – Teachers discuss behavior with students, communication with parents/legal guardians and use classroom behavior consequences. Teachers write referrals to document behavior that continues after teacher intervention. The student meets with the Assistant Principal or Principal or Class Assistant Principals (CAPs) to discuss the behavior and its consequences.
- Extracurricular Activities – There are extensive opportunities for students to become involved in productive, fun activities before and after school.
- Gender Equity Club, Students for Peace and Survival, Peer Helpers – To foster mutual respect in the high school.
- Mentoring Program – To improve school performance and/or social interactions.
- Key Club – Organized to promote pride and service to school and community.

Middle School (Grades 6-8):
- Middle School Rights and Expectations – Provided in written form in the Student Code of Conduct.
- Home Base Assemblies – Character and code of conduct.
- Counseling Center – All students are assigned a school counselor who works with the students and parents. Counselors discuss study/organizational skills, goal setting, interim/report card grades, strategies for improving grades/attitudes, learning styles, getting along with others and related topics that concern a student and/or parents.
- Child Study Team – Members (principal, assistant principal, psychologist, intervention counselor, school counselors and school nurse) meet weekly to discuss students who are referred by members of the committee or teachers. Specific interventions are developed and staff are assigned to monitor progress.
- Extracurricular Activities – There are extensive opportunities for students to become involved in productive, fun activities before and after school.
- Student Agenda – The 'What is Character' section of the student's agenda is provided for student reading and teacher use in school to help students learn the skills of making responsible choices and being proactive in facing challenges.
- Progressive Discipline Process – Teachers discuss behavior with students, communication with parents/legal guardians and use classroom behavior consequences. Teachers write referrals to document behavior that continues after teacher intervention. The student meets with the assistant principal or principal to discuss the behavior and its consequences.

Elementary Schools (K-5):
- Character/Bullying Assemblies.
- Response to complaints protocol.
- Comprehensive approach to work toward an atmosphere of tolerance school-wide.

8

- Conflict resolution.
- Social skill training.
- DARE drug education program.
- K-5 classroom lessons with counselor and psychologist.
- Reporting system to report serious offense school violence.
- Feelings; counselor works with all students on the four basic feelings – happy, sad, mad, scared.
- Problem solving strategies.
- School-wide approach to appropriate behavior – three rules.

- **Prevention and Intervention Training** – The district's Human Resources Department has developed descriptions of job duties, the hiring process and the screening process. As required by the SAVE legislation, all employees are fingerprinted and have a criminal background check via the NYS Education Department. All Aides to Students with Disabilities receive the SAVE required de-escalation training (TCIS - Therapeutic Crisis Intervention for Schools).

Section VI: Recovery

A. **District Support for Buildings**
The district realizes that some emergencies may require external support for an individual school since it may require additional expertise or personnel requirements. If/when a Building-Level Emergency Response Team or Crisis Team is faced with threats of violence or actual violent incidents, the District-Wide Safety Team will assist as follows:
- Acting as a sounding board for the building principal/supervisor of implied or direct threats and/or violent acts.
- Assisting in determining the level of threat and appropriate responses.
- Sending a district-wide team member to support the Building-Level Emergency Response Team.
- Monitoring the situation and adjusting the district's response as appropriate.
- Assisting with parent/legal guardian, faculty/staff, and media communication.
- Assisting with coordinating building and grounds security.
- Assisting with offering a "backup" crisis team (another school team and/or an outside group) if the affected team needs assistance.
- At the monthly Administration Council meetings, threats and/or violent acts are shared and discussed with administrators.

B. **Disaster Mental Health Services**
The district realizes that some emergencies may require external support for an individual school since it may require additional expertise or personnel requirements. If/when the Building-Level Emergency Response Team is faced with threats of violence or actual violent incidents, the District-Wide Safety Team will assist as follows:
- Sending a district-wide team member to each affected school building as a liaison between the school building and the district office.
- The team may involve the school physicians, school nurse coordinator, school psychologists or district office administrative staff as needed. If necessary, additional Albany County or Town resources can be called upon.
- Continued feedback from those directly impacted is sought. Building and district support is offered during the incident with projected plans to assist if needed during heightened stressful times such as a re-occurrence of a similar event and anniversaries of the original incident.

● Assisting with parent/legal guardian, student, and faculty/staff debriefing and/or post-incident crisis intervention. If needed, assisting in contacting additional outside mental health resources.
● Assisting the schools with the creation of written statements being distributed to faculty/staff, parents/legal guardians; press releases and media requests through the district's public information officer and communications office. The district has a large resource of letters, press releases and media procedures that take the burden off the individual school building team.

Section VII: Roles & Responsibilities – School/Law Enforcement (SRO)

● As per Education Law, it is important for schools to define the roles and responsibilities of school personnel, security personnel and law enforcement working in the schools. District officials are committed to cooperating with police officials and other law enforcement authorities to maintain a safe school environment. The District's Code of Conduct (Policy 5300), Article VII, Section C.2.d defines the relationship between the school administration, students and law enforcement. It also clearly delegates the role of school discipline to the school administration.
● A written contract or memorandum of understanding between the district and local law enforcement shall be developed with input from stakeholders. School Resource Officer's (SRO's) primary duty is to protect the school's environment and to maintain an atmosphere where students, teachers and staff feel safe. A copy of this agreement with the Town of Bethlehem Police Department is attached.

ATTACHMENT #1

Bethlehem Central School District

Pandemic Continuity of Operations Plan

<mark>Adopted by BOE on 3-17-2021</mark>

This Pandemic Continuity of Operations Plan has been developed to meet the requirements of subsection (2)(m) of Education Law §2801-a which requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. This plan is built upon the components of the District-Wide School Safety and the Building-Level Emergency Response Plans. The Plan includes elements of COVID-19 Reopening Plan and will be updated annually to reflect current guidance and best practices. The District Level Safety Team assumes responsibility for development and compliance with all provisions of this plan and implementation at the building level through the Building-Level Emergency Response Teams.

The district will carefully monitor health data to note concerns that require further evaluation and communication with our school physician and/or Albany County Department of Health (ACDOH). Some of the key health-related district data that will be monitored include: overall percent of absenteeism; daily COVID-19 survey/tracker for students and staff; and, health services data, including health office visits and dismissals. As needed, district nurses will report suspected and confirmed communicable diseases to ACDOH, mandated under the New York State Sanitary Code (10NYCRR 2.12), which may also include the completion of NYSDOH Communicable Disease Reporting Form DOH-389 (4/20)"

The local health department will monitor county-wide communicable disease cases and inform school districts as to appropriate actions.

When this plan is activated, the District Level Safety Team may invite additional people to the meetings to aid in the planning efforts:

- Principals/Supervisors/ Teachers Reps
- District Medical Director
- Additional School Nurses
- Human Resources Director
- Food Service Director

Communication with parents, students, staff, board members and the school community is important throughout a pandemic outbreak. Communication methods may include postings to the district website, general mailings, email, social media, School Messenger system and the public media. The district Communications Office is designated to coordinate this effort.

A. Essential Positions/Titles

The district has developed this plan to prepare for any future government ordered shutdowns that may occur, similar to the coronavirus shutdown in the spring of 2020.   Attachment 1 includes a list of essential positions that would be required to be on-site or in district to continue to function as opposed to those positions that could work remotely. The list includes:

- Title – a list of positions/titles considered essential (i.e., could not work remotely) in the event of a state-ordered reduction of in-person workforce.

- Description – brief description of job function.
- Justification - brief description of critical responsibilities that <u>could not be provided remotely</u>.
- Work Shift – brief description of how work shifts of essential employees and/or contractors will be staggered in order to reduce overcrowding in the district.
- Protocol – how precise hours and work locations, including off-site visits, will be documented for essential employees and contractors.

Continuity of operations could be severely impacted by a loss of staff. The table below describes the procedures for maintaining essential functions and services by planning for backup personnel.

Role/Topic	Task- Essential Function/Service	Primary/Backups
Overall Operations	Have decision-making authority for the district. Make district policies and procedures to reflect crisis response. Review essential functions and responsibilities of back-up personnel. Monitors overall absenteeism to ensure appropriate essential functions/services are provided.	Superintendent Asst. Supt of Education CBFO Asst. Supt. Of Special Education Technology Director Director of Facilities Director of Transportation Director of Food Service
Business Office	Maintain overall accounts payable operations: invoice processing can be done remotely; however, checks must be printed on-site, bi-weekly (but could go to monthly if needed). Periodic collection/distribution of mail from a central location (HS). Maintain payroll/check printing: payroll can be generated remotely, most staff have direct deposit with emailed remittance info. Printing of checks must be done on-site, bi-weekly. Maintain overall financial management: can be done remotely, including debt service payments, banking, and financial reporting.	Accounts Payable staff: Account Clerk (primary), Accountant & Treasurer (backups) Payroll Supervisor (primary), Account Clerk & Treasurer (backups) Purchasing Agent (primary), Deputy Purchasing Agent (backup) Claims Auditor (primary), Asst. Claims Auditor (backup Banking: Accountant (primary), Treasurer & CBFO (backups)
Facilities	Maintain and support all district facilities and operations. Monitor staff ability to maintain essential functions. Inform Business Office of any problems	Director of Facilities 2 Asst, Supt. Of Bldgs & Grounds Supervising Custodians

Human Resources	Human Resources- Cross-training of Human Resources staff to ensure essential functions are completed. Benefits Administrator- Amy Baluch – Backup is Michelle Curtis Attendance & New Employee Paperwork Tina Mc Kay and Nancy Clark for respective parts of the district- backup each other Human Resources will be essential in monitoring absenteeism and assuring appropriate entry of leave credits. Staff will continue to follow regular attendance protocols including entering an absence into NVision and obtaining appropriate backup documentation. Human Resources will work with bargaining units and CBFO to develop the plan for emergency use of personnel in non-traditional functions and changes in the normal work-day such as alternate or reduced work hours, working from home, etc.	HR Director CBFO Asst. Supt. of Instr. Programs
Food Service/Transportation	Food Service operations for families in need of assistance (meal pick or delivery).	Food Service Director Director of Transportation
Technology	Student/Staff Technical support (chrome book/computer repair), network maintenance	Director of Technology Senior Network and Systems Tech
Continuity of Instruction	Will be implemented in the event of significant absences or school closure. Alternate learning strategies will include: ● Hard copy, self-directed lessons ● Use of mobile media storage devices for lessons (CDs, Jump Drives, IPads) ● On-line instruction; on-line resources; on-line textbooks ● Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone, cell phone mail, text messages; e-mail; automated notification systems; website postings	

B. Working/Learning Remotely

The District will assess devices and technology needs of all non-essential employees in order to enable remote working/learning/telecommuting.

Options for assessing district needs include stakeholder meetings or surveys to ascertain:

- Who will need devices and/or peripherals at home,
- What programs will need to be added to these devices, and
- The availability of viable existing at-home internet service.

The information from these surveys will be used to determine what items need to be purchased, which programs need to be installed on devices and if appropriate internet bandwidth can be provided to those in need.

C. Staggered Shifts

Depending on the exact nature of the communicable disease and its impact, the district is prepared to use some if not all the strategies below to reduce traffic congestion and maintain social distancing:

- Limiting building occupancy to 25%, 50% or 75% of capacity or the maximum allowable by state or local guidance.
- Forming employee work shift cohorts to limit potential contacts.
- Limit employee travel within the building and/or between buildings.
- Limit restroom usage to specific work areas.
- Stagger arrival and dismissal times.
- Alternate work-days or work weeks.
- Implement a four-day work week.
- Limit or eliminate visitors to the building.

The district may need to include additional strategies based on updated federal, state, and local guidance.

D. Personal Protective Equipment (PPE) and Face Coverings

The district will procure a six-month supply of face coverings and PPE required for essential work tasks. Disposable PPE will be provided in quantities of at least two pieces per work day.

PPE Type	Task/Role
N-95 and/or Face Masks	Nurses Custodians (based on potential disinfectants used)
Face Shields & Protective Eyewear	Nurses Teachers & Support Staff Special Education
Gowns	Nurses Special Education
Gloves	Nurses Teachers & Support Staff Special Education Custodians Maintenance/Mechanics
Face Masks*	All faculty, staff and students

* Cloth face coverings are not considered personal protective equipment by OSHA because their capability to protect the wearer is unknown. However, cloth face coverings are important as a source control for COVID-19 and provides some protection to the wearer. As such, OSHA strongly encourages workers to wear face coverings.

Those individuals that are requesting to wear N-95 respirators will be fit-tested and medically screened prior to use to ensure they are physically able to do so.

The use of cloth face coverings to reduce the spread of communicable diseases is important to the health and safety of faculty, staff and students. Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (asymptomatic) and are essential when physical distancing is difficult. Information will be provided to faculty, staff and students on proper use, removal, and cleaning of cloth face coverings. All faculty, staff and students will be encouraged to utilize their own personal face coverings but the district will secure and provide face coverings as needed.

PPE and face coverings will be stored in a manner which will prevent degradation. These supplies will be monitored to ensure integrity and track usage rates. District communication on how to access PPE will be provided.

E. Response Protocols for Preventing Spread

The District Level Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the local health department and other experts.

- The Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the plan's activation and review responsibilities and communication procedures.
- An alert will be sent to the school community upon activation of this plan. The communication will be based on the latest information from federal, state and local health authorities.
- If the decision is made to close a school building, the district will notify the NYS Education Department.

The district will assign a Communicable Disease Safety Coordinator, Superintendent and/or designee whose responsibilities include continuous compliance with all aspects of the district's reopening plan and any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels. The coordinators shall be the main contact upon the identification of positive communicable disease cases and are responsible for subsequent communication. Coordinators shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the public health emergency and plans implemented by the school.

Hand Hygiene

Faculty, staff, and students will be trained on proper hand hygiene. Information will be provided to parents and/or legal guardians on ways to reinforce hand hygiene at home. The district will provide stations around the school buildings:

- o For hand washing: soap, running water, and disposable paper towels.
- o For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where hand washing facilities may not be available or practical.

o   Accommodations for students who cannot use hand sanitizer will be made.

Communicable Disease Exposures

The district must be prepared for communicable disease outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission. The Centers for Disease Control and Prevention (CDC) and New York State Department of Health (NYSDOH) have provided recommendations for strategies to follow after an exposure:

o   Close off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;

o   When possible, open outside doors and windows to increase air circulation in the area.

o   Wait at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;

o   Clean and disinfect all areas used by the person suspected or confirmed to have a communicable disease, such as offices, classrooms, bathrooms, lockers, and common areas.

o   Once the area has been appropriately cleaned and disinfected, it can be reopened for use.

o   Individuals without close or proximate contact with the person suspected or confirmed to have a communicable disease can return to the area and resume school activities immediately after cleaning and disinfection.

o   If more than seven days have passed since the person who is suspected or confirmed to have a communicable disease visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

Returning after Illness

The district has established protocols and procedures, in consultation with the local health department(s), about the requirements for determining when individuals, particularly students, who screened positive for communicable disease symptoms can return to the in-person learning environment at school. This protocol includes:

●   Documentation from a health care provider following evaluation
●   Negative diagnostic test result
●   Symptom resolution, or if positive for a communicable disease, release from isolation

The district will refer to the NYSDOH's "COVID 19 Toolkit " and other applicable guidance regarding protocols and policies for faculty, staff, and students seeking to return to work after a suspected or confirmed communicable disease case or after the faculty or staff member had close or proximate contact with a person with a communicable disease.

The district requires that individuals who were exposed to a communicable disease complete quarantine and have no symptoms before returning to in-person learning. The discharge of an individual from quarantine and return to school will be conducted in coordination with the local health department.

Cleaning/Disinfecting

The district will ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and NYSDOH, including "Guidance for Cleaning and Disinfection - Public Spaces, Workplaces, Businesses, Schools and Homes" and other guidance, as applicable.

Attachment 2 describes cleaning and disinfection protocols and procedures for the district. Regular cleaning and disinfection of the facilities will occur, including more frequent cleaning and disinfection for high-risk and frequently touched surfaces. This will include desks and cafeteria tables, which will be cleaned and disinfected between each individual's use. Cleaning and disinfection will be rigorous and ongoing and will occur at least daily, or more frequently as needed.

The district will ensure regular cleaning and disinfection of restrooms. Restrooms will be cleaned and disinfected more often depending on frequency of use.

Employee Communications

The school district has determined employee procedures for available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine. These procedures will comply and are consistent with all existing federal, state, or local law, including regarding sick leave and/or health information privacy.

F.   Contact Tracing Supports

The district will notify the state and local health department immediately upon being informed of any positive communicable disease diagnostic test result by an individual within school facilities or on school grounds, including students, faculty, staff, and visitors of the district.

Districts may assist with contact tracing by:

- Keeping accurate attendance records of students and staff members
- Ensuring student schedules are up to date
- Keeping a log of any visitor which includes date and time, and where in the school they visited
- Assisting the local health departments in tracing all contacts of the individual in accordance with the protocol, training, and tools provided through the NYS Contact Tracing Program

The district, in consultation with the local health department, will determine what process will be followed when communicable disease cases are discovered in the school (e.g., how many individuals will be quarantined, closing of areas or classrooms, etc.).

Confidentiality must be maintained as required by federal and state laws and regulations. School staff should not try to determine who is to be excluded from school based on contact without guidance and direction from the local health department.

G.   Housing for Essential Employees

Emergency housing for essential workers is not considered to be required for school faculty and staff. The need for emergency housing will be determined with direction from the local department of health.

Recovery

Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. The district will

- Work towards a smooth transition from the existing learning methods to the normal process.
- Use the described communication methods to keep the school community aware of the transition process.
- Work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- Evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.

Each Building-Level Post-Incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention. The District Level Safety Team and Building-Level Emergency Response Teams will meet to de-brief and determine lessons learned with input from *all essential functions*. The District-Wide School Safety Plan and Building-Level Emergency Response Plans will be updated accordingly. Curriculum activities that may address the crisis will be developed and *implemented*.

Attachment 1 – Essential Positions that could not work remotely in the event of a governmental shutdown

Title	Description	Justification	Work Shift	Protocol
Superintendent	Overall operations to support the District's essential functions	There are some functions of the District that cannot be completed efficiently in a remote work environment so the Superintendent would be on-site when necessary	Work shifts can be flexible but there would be no issues with social distancing	Schedules will be flexible and time in the buildings will be scheduled in a safe manner that does not put any employees at risk
Assistant Superintendent of Instructional Program	Overall operations to support the District's essential functions	There are some functions of the District that cannot be completed efficiently in a remote work environment so the Assistant Superintendent would be on-site when necessary	Work shifts can be flexible but there would be no issues with social distancing	Schedules will be flexible and time in the buildings will be scheduled in a safe manner that does not put any employees at risk
Business Office	Overall operations to support the District's Business essential functions (e.g. Check Printing, Accounts Payable/Receivable)	There are some functions of the District that cannot be completed in a remote work environment so the Chief Business & Financial Official (CBFO) would be on-site when necessary	Work shifts can be flexible but there would be no issues with social distancing	Schedules will be flexible and time in the buildings will be scheduled in a safe manner that does not put any employees at risk
Human Resources	Health Insurance processing, New Hire paperwork, Leave time processing	Activities related to health insurance, payroll deductions payroll docking of hours and leave time changes affecting payroll	Work shifts and staggering of time can be flexible. There would be no issues with social distancing	Employees will log onto district email accounts and monitor those regularly, as well as adhere to payroll processing timelines for deductions and leave time

O&M Services	Overall operations to support every district facility (e.g. Maintenance & Custodial Services, Administrative Deliveries, Inter office Mail & Lunch Deliveries	There are some Maintenance activities that must be completed in the field (e.g. boiler operational checks, HVAC system repairs, roof leak repair, building security, miscellaneous maint. services). Custodial cleaning and school office support has to occur. Some essential Administrative functions must be completed in the office (e.g. payroll/time card processing, Accounts Payable & Supply ordering). Administration and staff would be on-site as necessary.	Work shifts can be flexible but there would be no issues with social distancing	Schedules will be flexible and time in the buildings will be scheduled in a safe manner that does not put any employees at risk
Mail & Delivery Services (O&M Dept)	US Mail, Fed Ex, UPS, InterOffice Mail, etc processing to support the District's essential functions	US Mail, Fed Ex and all other school deliveries will be consolidated to the High School. Building Staff would periodically come to collect and process	Work shifts can be flexible but there would be no issues with social distancing	Schedules will be flexible and time in the buildings will be scheduled in a safe manner that does not put any employees at risk
Food Service	Food Service operations for families in need of assistance (meal pick or delivery).	Anticipating state and federal requirements to provide services.	Work shifts can be flexible but there would be no issues with social distancing	Schedules will be flexible and time in the buildings will be scheduled in a safe manner

				that does not put any employees at risk
Transportation	Operations to include Transportation for Food Service and Mandated Bus Inspections and Service/Maintenance as may be required.	Anticipating state and federal requirements to provide meals, transportation would offer delivery of meals as may be needed.	Work shifts can be flexible but there would be no issues with social distancing	Schedules will be flexible and time in the buildings will be scheduled in a safe manner that does not put any employees at risk
Technology	Student/Staff Technical support (chrome book/computer repair), network maintenance	Consolidate Help Desk activities in Cafeteria. This provides direct access to/from the outside	Work shifts can be flexible but there would be no issues with social distancing	Schedules will be flexible and time in the buildings will be scheduled in a safe manner that does not put any employees at risk
Instructional Programs - Principals	Related Administration Services (payroll, teacher sub class coverage)		Work shifts can be flexible but there would be no issues with social distancing	Schedules will be flexible and time in the buildings will be scheduled in a safe manner that does not put any employees at risk
Special Education	Related Administration Services (payroll, teacher sub class coverage, CSE Mtgs)		Work shifts can be flexible but there would be no issues with social distancing	Schedules will be flexible and time in the buildings will be scheduled in a safe manner that does not put any employees at risk

Attachment 2 – Cleaning and Disinfection Protocols and Procedures (may vary depending upon the situation)

Room Types/Areas	Cleaning Frequency	Disinfection Frequency	Responsible Party	Additional Information
Classrooms Elementary	Daily	Daily	Teachers	Desks & chairs

Classrooms Secondary	Daily	In between classes	Teachers	Desks & Chairs
Restrooms	Daily	2x daily plus once at night	Custodial staff	Disinfection of modesty panels, door handles, door frames, faucets, flush values, all dispensers. Floors done once nightly by custodians.
Health Offices/Isolation Rooms	Various	Various	Nursing staff; Custodial staff nightly	Cots, bathrooms and health office equipment disinfected after each use. Floors and bathrooms cleaned nightly by custodians.
Breakrooms/Faculty	Daily	Daily	Occupant	Disinfected after use by occupant
Cafeterias	After each use	After each use	Lunch Aides and Custodial staff at night	Tables and chairs will be cleaned/disinfected in between each student use. Floors done nightly.
Outside Seating Areas (tents)	After each use	After each use	Teachers and custodial staff at night	Tables and chairs will be cleaned/disinfected in between each use.
Custodial Office	After each use	After each use	Custodial staff	Door handles, tables, chairs
Transportation	Daily	2x daily plus once at night	Transportation staff and custodial staff once at night	High touch areas
Libraries	n/a	n/a		
Playgrounds	After each use	After each use	Noon Hour Aides	Used playground elements
School Buses	After each run	After each run	Transportation staff	High contact spots will be disinfected after the morning and afternoon runs.
Maintenance Vehicles	Daily	Daily	Staff using the vehicle	
Offices	Daily	n/a	Custodial staff	typically no visitors, student countertop disinfected at night by custodial staff
Large Meeting Areas (e.g., gymnasiums, auditoriums, music rooms)	N/A	N/A	N/A	These areas are not going to be used. When these areas will be returned to use, then an appropriate frequency for cleaning/disinfection will be established.
Locker/Team Rooms	N/A	N/A	N/A	These areas are not going to be used. When these areas will be returned to use, then an appropriate frequency for cleaning/disinfection will be established.
Frequently touched surfaces (e.g., doorknobs, door frames, light switches, elevator	3x daily	3x daily	Custodial staff	Disinfected 2x during the day and 1x at night by the custodial staff

buttons, hand rails, hallway corner walls, etc.)				
Shared frequently touched surfaces (e.g., keyboards, desks, phones, laptops, tablets, remote controls, etc.)	N/A	N/A	N/A	Not sharing equipment

Only district approved chemicals will be used. At no time will students be allowed use cleaners or disinfectant