

Burnt Hills-Ballston Lake Central School District
DISTRICT – WIDE SCHOOL SAFETY PLAN
Project SAVE (Safe Schools Against Violence in Education)
Commissioner’s Regulation 155.17

Reviewed/Revised: 5/24/2022

The 2022-2023 District-wide School Safety Plan is being developed with full building capacity in mind post COVID-19 reopening.

Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a district-wide school safety plan designed to prevent or minimize the effects of serious violent incidents, declared state disaster emergencies involving a communicable disease or local public health emergency declaration and other emergencies and to facilitate the coordination of the district with 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 emergency response plans required at the school building level. The District-wide School Safety Plan provides the framework for the Building-level Emergency Response Plan.

Districts stand at risk from a wide variety of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses preparedness through prevention, mitigation, protection, response, and recovery with respect to a variety of emergencies in each school district and its schools.

The Burnt Hills-Ballston Lake Central School District supports the SAVE Legislation and facilitates the planning process. The Superintendent of Schools encourages and advocates ongoing district-wide cooperation and support of Project SAVE.

Section I: General Considerations and Planning Guidelines

A. Purpose

The District-wide School Safety Plan was developed pursuant to Commissioner’s Regulation 155.17. At the direction of the Board of Education, the School Superintendent appoints a District-wide Health & Safety Committee and charges it with the development and maintenance of the District-wide School Safety Plan.

B. Identification of Chief Emergency Officer

The district designates Zach Cicardi, School Resource Officer, as the district’s chief emergency officer whose duties shall include, but not be limited to:

- a. Coordination of the communication between school staff, law enforcement, and other first responders;
- b. Lead the efforts of the district-wide school safety team in the completion and yearly update by September 1st, of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plan;
- c. Ensure staff understanding of the district-wide school safety plan;
- d. Ensure the completion and yearly update by September 1st, of building-level emergency response plans for each school building;

- e. Assist in the selection of security related technology and development of policies for the use of such technology;
- f. Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan yearly by September 15th; and
- g. Ensure the conduct of required evacuation and lockdown drills in all district buildings as required by Education Law section 807.
- h. Ensure the development of protocols for responding to a declared state disaster emergency involving a communicable disease that are substantially consistent with the provisions of section 27-c of the Labor Law.

C. Identification of School Teams

The Burnt Hills-Ballston Lake Central School District has a District-wide School Safety Team consisting of, but not limited to, representatives of the School Board, teachers, administrators, school safety personnel and other school personnel, including bus drivers and monitors.

D. Concept of Operations

- The District-wide School Safety Plan is directly linked to the individual Building-level Emergency Response Plans for each school building. Protocols reflected in the District-wide School Safety Plan guides the development and implementation of individual Building-level Emergency Action Guides.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school is by the Building Crisis Team.
- Upon the activation of the Building Crisis Team, the Superintendent of Schools or his/her designee is notified and, where appropriate, local emergency officials are also notified.
- Efforts may be supplemented by County and State resources through existing protocols.

E. Plan review and public comment

- This plan is reviewed and maintained by the District-wide Health & Safety Committee and reviewed on an annual basis on or before September 1st of each year.
- Pursuant to Commissioner’s Regulation ~~155.17(e)(3)~~ 155.17 (c)(3), this plan is available for public comment 30 days prior to its annual adoption. The district-wide plan is adopted by the Board of Education after one public hearing that provides for the participation of school personnel, including bus drivers and monitors, parents, and any other interested parties.
- While linked to the District-wide School Safety Plan, the Building-level Emergency Response Plans are confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a. The building-level emergency response plan shall be kept confidential and shall not be disclosed except to authorized department staff and law enforcement officers. The District-wide Health & Safety Committee and the Board of Education review the confidential Building-level Emergency Action Guides yearly before September 1st of each year.
- The District-wide School Safety Plan is posted on the district’s website as requested by the New York State Education Department. Building-level Emergency Response Plans are supplied to both local and State Police within 30 days of adoption.

The district has many Board of Education (BOE) policies that support school safety, including but not

limited to #4526.1 and #AR4526.1 Internet Safety, #5300 Code of Conduct, #5300.05 Introduction to the Code of Conduct, #5300.30 Prohibited Student Conduct, #8110 Student Safety, #8130 Emergency Plans, #8210 Building Security, and #9245 Schools Against Violence in Education (SAVE).

Section II: General Emergency Prevention, Mitigation, Protection, Response and Recovery

Planning

The District emergency preparedness includes prevention, mitigation, protection, response and recovery planning to decrease the likelihood of an emergency and to reduce losses or damage should one occur. Preparedness includes ensuring policies and protocols are in place as well as the readiness and knowledge to respond. This involves clarifying team member roles, having the incident command system (ICS) in place, continuous training on ICS and the plan procedures, and conducting exercises and drills. Mitigation involves the identification of risks and vulnerabilities, an assessment of resources and facilities, identification of stakeholders including knowledgeable and collaborative emergency responders and mental health resources, and the communication process.

Response and recovery occur when the plan is activated and involves the action to contain and resolve a crisis. The emergency plan in place is activated as needed to promote effective decision-making. Consistent communication is maintained with staff, students, family and media, actions are documented, and after-action briefings are conducted. Emergency response and recovery planning have proceeded with the assistance of the Capital Region BOCES Risk Management Service and coordinated at the District level by the Assistant Superintendent for Support Services and the Chief Emergency Officer. Development of the plan has included involvement of the local police, fire and rescue squad personnel. The District emergency response plan and the building plans linked to this plan use the incident command system. Staff have been identified at each building to assume roles in the incident command structure in the event of an emergency. Assignments, roles and procedures are adjusted on the basis of the emergency. The plan is further adjusted annually using exercises to test potential for emergency response. District and building plans include:

- A. Identification of sites of potential emergency, including:
 - Detailed plans for each school building;
 - The location of potential command and evacuation sites; primary and secondary for each site;
 - The kinds of action to be taken in the event of emergency, and
 - The potential internal or external hazards or emergency situations.

- B. Plans for taking the following actions in response to an emergency where appropriate, including but not limited to:
 - Initial Actions
 - Command Post Location (primary and secondary)
 - **Shelter in Place:** Used to shelter students/staff inside the school
 - Severe Weather
 - Bomb Threat
 - HazMat Incident
 - **Hold-In Place:** Limits student/staff movement while dealing with short term emergencies
 - **Evacuation:** Used to evacuate students/staff from the school
 - Before, during and after school hours, including security during evacuation and evacuation routes
 - Evacuation/Relocation Sites (internal and external)

- **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.
- School Cancellation
- Early Dismissal

Emergencies include, but are not limited to:

Threats of Violence	Intruder
Hostage/Kidnapping	Explosive/Bomb Threat
Natural/Weather Related	Hazardous Material
Civil Disturbance	Biological
School Bus Accident	Radiological
Gas Leak	Epidemic
Others as determined by the Building-level School Safety Team	

- C. The identification of district resources which may be available for use during an emergency, including the identification of personnel and other resources.
- D. Description of procedures to coordinate the use of school district resources and manpower during emergencies, including:
- Identification of the officials authorized to make decisions, and
 - Identification of the staff members assigned to provide assistance during emergencies
- E. Procedures for annual multi-hazard school training for staff and students, including the strategies for implementing training related to multi-hazards. These are conducted through a series of staff and student orientation exercises at the beginning of each school year and several times during each year. Beginning with the 2016-2017 school year, all staff undergo annual training by September 15, 2016 and each subsequent September 15th thereafter, on the building-level emergency response plan which includes components on violence prevention and mental health. New employees hired after the start of the school year receive this training within 30 days of hire or as part of the district’s existing new hire training program, whichever is sooner. The district certifies that this training is completed during the October NYSED BEDS data collection.

The following procedures have been established to provide this training on an annual basis to include but not limited to: early dismissal/go home drill, shelter-in place, hold-in-place, evacuation/fire drills, lockout, lockdown, table top exercises and Incident Command System training.

- F. Procedures for the review and conduct of drills and other exercises to test components of the emergency response plan, including the use of tabletop exercises and drills, in coordination with local, county and state emergency responders and preparedness officials.

Fire and Emergency Drills. The school district, at least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, conducts one test of its emergency response procedures under its building-level emergency response plan, including sheltering, lock-down, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.

Education Law §§ 807(1-a), 807 (b): Fire and Emergency Drills

The July 2016 amendments expanded fire drill requirements to also include emergency drills to prepare students to be able to respond appropriately in the event of a sudden emergency. The statute now requires twelve drills to be conducted each school year, four of which must be lock-down drills, the remaining eight are required to be evacuation drills. There is still a requirement that eight of the required twelve drills must be completed in the first half of the school year. However, the date of completion has been changed from December 1 to December 31 of each school year.

The statute now explicitly requires schools to conduct lock-down drills, which are essential, because they prepare students and staff to respond to the highest level of threat with the most urgent action and the least margin for error. The goal is to have schools conduct drills where they immediately clear hallways, lock doors and take positions out of sight to practice their ability to put the building into a protective posture as quickly as possible. These emergency measures allow time for responding law enforcement to arrive on scene and neutralize the threat. As possible, law enforcement is involved in the drills to help prepare students and staff for their interactions and release from lockdown by uniformed officers. However, law enforcement involvement is not required by the new legislative mandate. Other protective actions such as lock-out or shelter in place are emergency actions that are usually preceded by some degree of warning time and do not require the immediate response necessary for a lock-down. While the school should be well versed in their lock-out and shelter in place protocols, lock-down is the only type of protective action that is specifically required by the statute.

Section III: Responding to Threats and Acts of Violence

Both building and District emergency response plans use the incident command system to identify and respond to anticipated or unanticipated threats or acts of violence. These emergency response plans are for responding to implied or direct threats of violence by students, teachers, other school personnel, including bus drivers and monitors, and visitors to the school, **including threats by students against themselves, which includes suicide.**

Students, staff or parents that have concerns about an individual's potential threat to others or to themselves should immediately report those concerns to school administrators. Students are encouraged to contact a trusted adult who then will refer the matter to the appropriate administrator.

Plan appendices include the following:

- A. Policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel, including bus drivers and monitors, and visitors to the school.
Strategies for improving communications among students, and between students and staff, and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence, and establishing reporting mechanisms for school violence.
- B. Policies and procedures for responding to acts of violence by students, teachers, other school personnel, including bus drivers and monitors, and visitors to the school, including consideration of zero-tolerance policies for school violence.
- C. Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident. The appropriate procedure will always use the 911 emergency call system.
- D. Identification of appropriate responses to emergencies, including protocols for responding to:
 - Bomb threats
 - Hostage takings
 - Intrusions

- Kidnappings
- E. Policies and procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal. When a student implies or specifically threatens self-inflicted violence including suicide, the school’s social worker directly contacts the respective parents/guardians.
- F. The district also refers to the NYSED list of the required components of school violence prevention training (available at: <http://www.p12.nysed.gov/sss/documents/SVPIRequiredComponents.pdf>) and provides this training to all employees on an annual basis.

Section IV: Declared State of Emergency Involving a Communicable Disease

On September 7, 2020, Governor Cuomo signed into law Chapter 168 of the Laws of 2020 that requires public employers, including public school districts, to adopt a continuation of operations plan in the event that the Governor declares a state disaster emergency involving a communicable disease. The legislation (S.8617-B / A.10832) amended subdivision 2 of section 2801-a of New York Education Law to require that District Safety Plans include protocols for responding to a declared state disaster emergency involving a communicable disease that are “substantially consistent” with the provisions of section 27-c of the Labor Law. A technical chapter amendment (S.01295 / A.009980) to the legislation became effective February 16, 2021 (Chapter 30 of the Laws of 2021).

As per section 27-c of the Labor Law, the operations plan must include, but is not limited to:

- A. A list and description of the types of positions considered essential in the event of a State-ordered reduction of in-person workforce. For this purpose, essential is defined as required to be physically present at a work site to perform his or her job. Such designation may be changed at any time at the sole discretion of the employer.
- B. A description of protocols the employer will follow in order for nonessential employees to telecommute including, but not limited to, facilitating, or requesting the procurement, distribution, downloading, and installation of any needed technology, including software, data, and the transferring of office phone lines to work or personal cell phones as practicable or applicable to the workplace, and may include devices.
- C. A description of how the employer will, to the extent possible, stagger work shifts of essential employees to reduce overcrowding on public transportation and at worksites.
- D. Protocols the employer will implement to procure personal protective equipment (PPE), defined as equipment worn to minimize exposure to hazards, including gloves, masks, face shields, foot and eye protection, protective hearing devices, respirators, hard hats, and disposable gowns and aprons and, for essential employees, a quantity sufficient to provide PPE to each essential employee to meet his or her tasks and needs during any given work shift. A plan for storage of equipment and access to equipment must be included.
- E. Protocols in the event an employee is exposed to a known case of the disease, exhibits symptoms of the disease, or tests positive for the disease to prevent the spread or contraction in the workplace. The protocols shall not violate any existing federal, state, or local law regarding sick leave or health information privacy and must include detailed actions to immediately and thoroughly disinfect the work area, common area surface and shared equipment. The protocols must also describe the employer policy on available leave in the event of the need of an employee to receive testing,

treatment, isolation, or quarantine.

- F. Protocols for documenting hours and work locations, including off-site visits, for essential employees. The protocol shall be designed only to aid in tracking of the disease and to identify exposed employees and contractors to facilitate the provision of any benefits which may be available.
- G. Protocols for working with the employer's locality to identify sites for emergency housing for essential employees to further contain the spread of the communicable disease to the extent applicable to the needs of the workplace.
- H. Protocols for implementing any other requirements determined by the Department of Health such as contact tracing or testing, social distancing, hand hygiene and disinfectant, or mask wearing.

The employer must consider and respond to recommendations received from the recognized or certified representatives of the employer's employees in writing, within a reasonable timeframe. A copy of the final version of the plan shall be published in a clear and conspicuous location, and in the employee handbook, and in a location accessible on either the employer's website or on the internet accessible by employees. No employer shall take retaliatory action or otherwise discriminate against any employee for making suggestions or recommendations regarding the content of the plan. "Retaliatory action" is defined as the discharge, suspension, demotion, or discrimination against any employee, or other adverse employment action taken against an employee in the terms and conditions of employment.

Section V: Communication with Others

Community based emergency response services (police, fire and rescue squad) participate in the development, tabletop review and review of each building plan and the district plan. Copies of each written plan are made available to emergency service agencies and officials of each town and county government.

- A. A 911 protocol is used in every instance to request emergency assistance.
- B. Written copies of the plans are forwarded to county and town officials explaining the role that emergency response agencies have played in the development of the plan and seeking advice, suggestions or other feedback. This includes the discussion about the county officials responsible for implementation of Article 2-B of the Executive Law.
- C. If a disaster occurs that impacts the district, all internal communications run through the Chief Emergency Officer who activates building and district level emergency response teams as necessary. The district office informs all educational agencies within the school district of such a disaster.
- D. Maintenance of relevant information included in the confidential Building-level Plans and for each educational agency* located in the school district, include information on:
 - School population
 - Number of staff
 - Transportation needs
 - Business and home telephone numbers of key officials of each such educational agency

***Educational agencies means** public and nonpublic elementary and secondary schools, public and private nursery schools, approved private schools for the education of students with disabilities as

defined in section 200.1(d) of this Title, and public and private schools for the education of preschool children with disabilities.

Section VI: Prevention, Mitigation and Intervention Strategies

The District strives to provide and enhance emergency and violence prevention, mitigation and intervention strategies. Such strategies include improving communications among students and between students and staff, reporting of potentially violent incidents and establishing reporting mechanisms for school violence.

- A. The school climate is viewed as an important part of school safety. The Dignity for All Students Act supports an environment free of harassment and discrimination. The District provides training around bullying prevention through curriculum integration, which is overseen by the District's Dignity Act Coordinator. The District has a Bullying Prevention Coordinator (BPC), a district-wide Anti-bullying Task Force, as well as Bullying Prevention Coordinating Committees in each school. The BOE Policy #0115 DIGNITY FOR ALL/ANTI-BULLYING policy supports intervention and defines Disciplinary Consequences/Remediation. If appropriate, disciplinary action will be taken by the administration in accordance with the district's Code of Conduct, as applicable. If the behavior rises to the level of criminal activity, law enforcement is contacted.
- B. Policies and procedures related to school building security, including, where appropriate, the use of school safety officers and or/security devices or procedures.
- C. Policies and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to:
 - The identification of family, community and environmental factors to teachers, administrators, school personnel, including bus drivers and monitors, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information
- D. Appropriate prevention, mitigation and intervention strategies and strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of:
 - Anti-Bullying Programs
 - Youth-run programs
 - Conflict resolution
 - Others based on district need
- E. Description of duties, hiring and screening process, and required training of hall monitors and other school safety personnel are maintained in the Human Resources Department.

Section VII: Recovery

Recovery addresses the help needed for all involved to heal and to restore the school community to "normal" operations. The District supports the school buildings by deploying district resources that support the Emergency Response Teams and the Post-Incident Response Teams in the affected school(s).

Recovery plans include mental health/emotional recovery, academic, physical and business recovery, and can continue long after the actual emergency. The District has social worker and counselor resources and support systems. The District has the ability to coordinate with school, local, County and State disaster

mental health services. The District's role with mental health services includes looking at the school culture and climate, providing student access to services and following threat assessment procedures.

A. District Support for Buildings

Each Building-level Emergency Response Plan provides resources for supporting the Emergency Response Teams and Post-Incident Response Teams. The district's Incident Command System (ICS) identifies back-ups under ICS to relieve team members. This provides team members the opportunity to rotate personnel, to fill in if assigned personnel are unavailable and to debrief in a supportive environment.

The district realizes that some emergencies may overwhelm an individual school's ability to manage an extreme crisis. If/when a Building-level Response Team or Post-Incident Response Team is faced with an emergency such as threats of violence or actual violent incidents, the District-wide Crisis Team assists as follows:

- Acting as a sounding board for the building principal/supervisor regarding the implied or direct threats and/or violent acts.
- Assisting in determining the level of threat and appropriate response.
- If safe to do so, sending a district-wide team member to support the Building-level Team(s).
- Monitoring the situation and adjusting the district's response as appropriate.
- Assisting with parent/guardian, faculty/staff, and media communication.
- Assisting with coordinating building and grounds security in conjunction with local and State Police.
- Assisting with offering a backup Post-Incident Response Team (i.e., another school team and/or an outside group) if needed.
- Offering debriefing sessions as needed working in conjunction with local, County and/or State emergency responders.

B. Disaster Mental Health Services

If/when a Building-level Emergency Response Team or Post-Incident Response Team is faced with an emergency that may overwhelm an individual school's ability to manage an extreme crisis, the district-wide Emergency Response Team assists as follows:

- If safe to do so, sending a district-wide team member to each affected school/building as a liaison between the school/building and the District Office.
- Activating the district-wide Post-Incident Response Team. The district and schools have school counselors, school psychologists, school nurses, and social workers that have local connections to:
 - Neighboring school districts
 - Saratoga County Department of Mental Health and
 - Schenectady County Mental Health service providers
 - Ellis Hospital-Ellis Health Center and/or
 - Northeast Parent and Child Society
- Offering district support and looking for continued feedback from those directly impacted 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 event.
- Assisting with parent/guardian, student, and faculty/staff debriefing and/or post-incident crisis intervention. The debriefing is also used in part to evaluate the district's plan for possible revisions. If needed, assisting in contacting additional outside mental health resources such as the National Organization for Victim Assistance (1-800-try-nova; www.try-nova.org).

- Assisting the schools with written statements going out to faculty/staff, parents/guardians, press releases and media requests through the district’s Public Information Officer and Communications Office.
- Educators play a critical role in the success of students, not just academically, but socially and emotionally as well. Knowing how to recognize the signs of crisis, emotional trauma and other related mental health issues is critical. Additional resources are provided through NYSED’s mental health guidance for educators available via: <http://www.p12.nysed.gov/sss/documents/MentalHealthResourcesforEducators.pdf>, including the one-page summary from the U.S. Department of Health and Human Services, titled “What Educators Should Know”.

The district supports the recovery phase and reevaluates current multi-hazard and violence prevention practices and school safety activities.

Appendix A: Risk Reduction/Prevention, Mitigation and Intervention Components

Prevention/Mitigation/Intervention Strategies

This appendix summarizes strategies for improving communications among students, and between students and staff, and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence, and establishing reporting mechanisms for school violence, which are summarized below. SAVE Section ~~155.17(c)(1)(xvii)~~ 155.17(c)(1)(xvi) & v)

PROGRAM	MENTOR TITLES	STUDENT GRADE LEVEL	FREQUENCY OF MEETINGS	SUMMARY OF PROGRAM
Anti-Bullying Committee; Character Education	Varies by school and can include: Principals Teachers Parents Staff	Student Body (K-12)	Once a month (faculty and administration)	To promote values of citizenship and healthy relationships – student to student, student to adult and adult to student.
Best Buddies	MS staff	Student Body (6-8)	monthly	International organization designed to establish and build 1:1 friendships through volunteering. (JP)

Pride & RISE	HS Staff	9-12	periodic (typically monthly)	Both clubs provide a safe space for LGBTQ students. Pride Club, where students in the club raise awareness and promote the acceptance of diversity in the district, and RISE, a group that focuses on community service events and opportunities to raise student awareness on multiple social issues. RISE also focuses on peer mediation and restorative justice practices. Members of this group also serve on the District wide Diversity Committee and the High School Anti-Bullying Committee.
imPACT	Classroom Teachers & Administration	Student Body (6-8)	Once a month, may increase to once every two weeks	Modeled after High School X-Factor. Combines at-risk male students with student leaders. Community service and teambuilding.
Running Club	Classroom Teachers	Student Body (6-8)	Twice a week during fall and spring sessions	Promotes physical and emotional wellbeing and develops character strengths.
X-Factor	Classroom Teachers & Administration	Student Body (9-12)	Periodically throughout the year, usually more than once a month.	Combines at-risk male students with student leaders. Community service and teambuilding.
Girl Power	Classroom Teachers & Administration	Student Body (9-12)	Periodically throughout the year, usually more than once a month.	Combines at-risk female students with student leaders. Community service and teambuilding.
Girl Fusion	MS staff	female students (6-8)	2x monthly	The focus of Girl Fusion is on building confidence, leadership skills, growth and social consciousness. Foundational Pillars: leadership, inclusion, authenticity, service (JP)

Community Service Activity	Classroom Teachers	8 th -Grade	Intro, planning, and implementing meeting	To promote good citizenship and a spirit of volunteerism. no longer (JP)
DARE Program	Glenville Police Officer	All 5th grade elementary students	Weekly meetings with students	Non-violent training program aimed at conflict resolution and drug abuse prevention.
Peer Health Educators	HS/MS Health Teacher	HS Students mentor 8 th Grade Students	Twice a semester	High School students mentor 8 th Grade Health Class Students on decision making.
Peer Mediation	Social Worker	Student body (K-5)	Initial training with meetings as needed	To help students resolve minor issues without involving the administration.
Prevention Council	Health Teacher	Students of Charlton Heights, Pashley & Stevens	10 times a year	Targets different grade levels on alcohol, violence, smoking and other drug prevention programs.
Pupil Assistance Team (PAT)	Administrators, Teachers, Nurse, Guidance Counselors, School Psychologist	K- 5 6 th -12 th Grade	K-5 Weekly Middle school Weekly High School Weekly Teams may meet more frequently as circumstances dictate	To provide teachers with options for assisting students with academic and social concerns. If needed, refer students for evaluation or alternative services.

**Appendix A: Risk Reduction/Prevention, Mitigation and Intervention Components
Prevention/Mitigation/Intervention Strategies-continued**

PROGRAM	MENTOR TITLES	STUDENT GRADE LEVEL	FREQUENCY OF MEETINGS	SUMMARY OF PROGRAM
RTI Team	Administrators; Teachers, Nurse, Guidance Counselors; School Psychologist	K-5 as needed Charlton Heights Pashley Stevens	Weekly	To provide teachers with options for assisting students with academic and social concerns. If needed, refer students for evaluation or alternative services.
Student Council	Advisors (9-12) Social Studies Teacher (MS) Teacher(s) (K-5)	All Schools	Monthly (K-8) Daily-SGO Hour (9-12)	To provide students with the opportunity to contribute to the welfare of the school through social activities and other related government issues.
Leadership Training Program (LTP)	Staff, Faculty, Students	Grades 11 th -12 th	Daily-LTP Homeroom	To provide mentors for 9 th grade students by building relationships and establishing connections.
Mandatory Assistance Period (MAP)	Staff/Administrators	9-12 7-8	T, W, & Th (AAP) T & Th (AP)	To provide students with additional structure and resource meetings with teachers.

Appendix B: Annual Multi-Hazard Training for Staff and Students

*This appendix summarizes policies and procedures for annual multi-hazard training for staff and students.
SAVE Section ~~155.17(c)(1)(xiv)~~ 155.17(c)(1)(xiii)*

TYPE OF TRAINING	TRAINING PROVIDER (Titles only)	PARTICIPANTS (staff and/or students)	FREQUENCY OF TRAINING
Anti-Bullying Training	Varies among buildings	District-wide Faculty, Staff & Students	Throughout the year
Code of Conduct	Principals at Charlton Heights, Pashley and Stevens Elementary Schools; High School Administration; Middle School Administration	All staff, parents and students	Back-To-School night, information sent home in student handbook for parents & student signatures, and teachers review annually with students.
Code of Conduct Assembly (6-8)	Middle School Principal	Entire student body	Annually per school year
Code of Conduct Assembly (9-12)	High School Principal and Assistant Principals	Entire student body; assemblies are held per grade level	Annually per school year
Emergency Early Release Drill (District-wide)	Principals, Safety Committee	All school employees and students	Annually per school year
HazCom, Right-To-Know, Universal Precautions, Bloodborne Pathogens	Capital Region BOCES	All Employees	Annually per school year
Lockdown/Lockout Drills (K-12)	Principals, Safety Committee, local/State Police, Security Director	All staff and students; local and State Police	Minimum of four each school year
Tabletop Exercises	Director of School Safety & Security and Capital Region BOCES	Emergency Response Teams and First Responders	As needed
Tornado/Weather drill (K-12)	Principal	All school building students and staff	Annually per school year
Violence Prevention Training (K-12)	Director of School Safety & Security and/or Principals	All school building employees	Annually per school year

Appendix C: Training, Drills and Exercises

This appendix summarizes procedures for the review and conduct of drills and other exercises to test components of the emergency protection and response plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials. SAVE Section ~~155.17(c)(1)(xv)~~ 155.17(c)(1)(xiv)

TYPE OF DRILL, FUNCTIONAL EXERCISE OR TABLETOP EXERCISE	FACILITATOR (Titles only)	PARTICIPANTS (staff and/or students)	FREQUENCY
Bus Drills (K-12)	Transportation Director, Principals	All employees and students	Three bus evacuation drills annually
BOCES-wide Emergency Early Release Drill (K-12)	Principals	All district schools, BOCES communication drill, fire department, police department	Annually
Fire Drills (K-12)	Principals	All staff and students	8 between Sept. and June. If summer school, then 2 more.
Lockout/ Lockdown Drill (K-12) line	Principals	All employees, students and or local and State Police	Annually at least four times a year
Shelter in Place (K-12)	Principals	All employees, students	Annually
Tabletop Exercise (K-12)	Director of School Safety & Security and Capital Region BOCES	Emergency Response Teams and First Responders	As Needed

Appendix D: Description of the Duties of the Hall Monitors and Any Other School Safety Personnel

This appendix summarizes a description of the duties of the hall monitors and any other school safety personnel, the training required of all personnel acting in a school security capacity, and the hiring and screening process for all personnel acting in school security capacity. SAVE Section ~~155.17(c)(1)(xviii)~~ 155.17(c)(1)(xvii)

JOB TITLE	JOB DESCRIPTION	REQUIRED TRAINING	FREQUENCY OF REQUIRED TRAINING	HIRING & SCREENING PROCESS
Director of School Safety and Security	Oversight and responsibility for district-wide school safety and security.	Duty training	initial training when hired	Fingerprints and criminal background check done per SAVE
Greeter-Secretary & Assistant	Security check-in to sign-in and out all visitors	Duty training	initial training when hired	Fingerprints and criminal background check done per SAVE

High School and Middle School Security Monitors	Provide buildings and grounds security during school days and during special events	Duty training	initial training when hired	Fingerprints and criminal background check done per SAVE
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Appendix E: School Building Security

This appendix summarizes policies and procedures relating to school building security, including, where appropriate, the use of school safety officers and/or security devices or procedures. SAVE Section ~~155.17(e)(1)(xii)~~ 155.17(c)(1)(xi)

PERSONNEL, DEVICES AND/OR PROCEDURES	SECURITY PROCEDURE SUMMARY	AREA AND/OR BUILDINGS INVOLVED
ID Badges (all staff)	All school personnel must conspicuously wear an ID badge at all times (above the waist)	All buildings
Locking Doors (all buildings)	During the school day, all doors are locked. Visitor access is controlled at each Main Entrance.	All entrance points All classrooms
Locks on all lockers (grades 6-12)	All lockers not in use are secured by school administration.	All classrooms with lockers as well as gym locker rooms.
Security Alarm Systems (all buildings)	Security Alarm System is in use at all locations.	All buildings
School Buses (K-5)	Assigned Seating of students as needed	All K-12 school district buses
Visitor/Volunteer badges K-12 (sign-ins)	All visitors/volunteers must report to the main office or security desk to sign-in and obtain a visitor badge to be worn at all times. All visitors/volunteers are directed to sign out in the same location.	Entire building
Surveillance (all buildings)	Formal (i.e., video cameras) and natural surveillance techniques employed at all buildings.	All buildings and grounds
Walkie-talkies / Radios (all buildings)	Designated Staff have walkie-talkies to use in case of an emergency.	Access to all areas of the buildings and school grounds.
Afternoon school building security both during and after-school.	Security Monitors under the supervision of the Director of Safety & Security.	All K-5 Buildings.

Appendix F: Early Detection of Potentially Violent Behaviors

This appendix summarizes policies and procedures for the dissemination of information materials regarding the early detection of potentially violent behaviors, including, but not limited to the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information. SAVE Section ~~155.17(e)(1)(xiii)~~ 155.17(c)(1)(xii)

POLICIES & PROCEDURES FOR EARLY DETECTION	METHOD USED TO DISSEMINATE	GROUP RECEIVING THE DATA	DISSEMINATION TIME FRAME & FREQUENCY
Anti-Bullying Workshops (all buildings; DASA District Committee and Building Team Committees)	Faculty Meetings & Staff Workshops	All Employees	Annually (year round) with ongoing training and education
SAVE Annual Violence Prevention Training	Superintendent's Conference Days: 1. Superintendent's District Overview 2. Building-level Meetings 3. Building-level anti-bullying committees	All Employees	Annually
Crisis Prevention Institute Training (CPI) (De-escalation and physical restraint training)	Initial & re-certification trainings provided at the start of the school year as well as dates throughout the year	Special services staff and other personnel in designated positions that work with students with disabilities who have social/emotional and/or behavioral needs	Annually (year round) with ongoing training and education
Suicide and Violence Risk Assessments (Columbia Risk Assessments)	Completed by social workers	Administrators and parents are notified of the need and results of the assessments. Referrals are made to the appropriate agencies, when warranted.	As needed
Character Education speaker	All-school Assembly	All Students K-12	Annually; some schools in the fall and some schools in the spring

Parent Forums	Informal Meetings	All School Parents	Annually or as Needed
Safe Spring Program	Leadership Workshops	Grades 11-12	May of each year
SAVE required 2-hour training for all faculty and staff	Training when hired	As needed for new staff; initial training started in 2001-2002	Annually
Active Shooter Awareness	Workshop	All Buildings	Special Training as needed

Appendix G: Hazard Identification

This appendix summarizes the identification of potential emergency sites. Details of these findings are for the confidential Building-level Safe Schools Plans only. SAVE Section ~~155.17(c)(1)(i)~~ 155.17(c)(1)(xiv)

METHOD OF HAZARD IDENTIFICATION	PEOPLE INVOLVED	COMMENTS AND FEEDBACK
Committee Meetings and Discussions (District Level)	District-wide School Health & Safety Committee	The Health & Safety Committee meets on a regular basis to review safety concerns and addresses areas of need.
Committee Meetings and Discussions (Building Level)	Building-level Health & Safety Committees	Concerns about health/safety issues brought up by staff and shared with administrators so appropriate action can be taken.
Committee Meetings and Discussions (Building Level)	Building Advisory Council	Concerns about health/safety issues brought up by staff and shared with administrators so appropriate action can be taken.
Committee Meetings and Discussions (Building Level)	High School Grades 9-12: Shared Decision Making Council Principals' Advisory Council	Students from each grade level meet 8 times a year with the Principal to discuss topics with safety as a common topic, including review of student handbook.
Fire Inspection	Fire inspectors, maintenance and custodial personnel	Suggestions from the fire chief are noted and discussed with Emergency Action team. These ideas are implemented to the extent possible.
Safe Audit, School Walk-through and Lockdown Active Shooter Drills	Director of School Safety & Security, Local Police, State Police, Administrators, Maintenance Personnel, Union Reps	Suggestions from police are noted and discussed with Emergency Action Teams. These ideas are implemented to the extent possible.
Tabletop Exercises	Emergency Response Teams and First Responders	Emergency Response Teams and First Responders work through sample emergency situations.

Appendix H: Protection and Response: Notification and Activation for Contacting Appropriate Law Enforcement

This appendix summaries policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident. SAVE Section ~~155.17(e)(1)(vi)~~ 155.17(c)(1)(iv)

POLICIES & PROCEDURES	INTERNAL COMMUNICATION	EXTERNAL COMMUNICATION	TRAINING
The district will contact the appropriate law enforcement officials in the event of a violent incident or other emergencies as needed.	Eyewitness can call 911 directly and then inform the Main Office or Eyewitness can inform the Main Office to call 911, whichever expedites calling the police and/or other responders needed.	The district uses the Incident Command System (ICS) to communicate with responding agencies and activates the PIO (Public Information Officer) branch as needed. The district ICS protocols have been shared with responding fire, police and EMS agencies.	Annual training each September to review emergency reporting procedures, using employee handbooks and phone sheets as a handout.
<i>BH-BL Emergency Action Guide</i> Binders outlining emergencies procedures	Chain-of-Command and Incident Command System	Chain-of-Command and Incident Command System	Annual training each September

Appendix I: Protection and Response: Notification and Activation for Contacting Parents and Guardians

This appendix summarizes policies and procedures for contacting parents, guardians or persons in parental relation to the students of the district in the event of a violent incident or an early dismissal. SAVE Section ~~155.17(e)(1)(xi)~~ 155.17(c)(1)(ix)

POLICIES & PROCEDURES	INTERNAL & EXTERNAL COMMUNICATION	EMERGENCY CONTACTS	METHOD OF COMMUNICATION
<p>The district will contact the appropriate parent or guardian in the event of a violent incident or other emergencies that directly involve their child. The district will inform the employees, parents and students of a violent incident or emergency in a manner that ensures accurate, timely and consistent information.</p> <p>All parents and guardians will be informed at the beginning of the school year of the district’s policy regarding contacting them in the event of an emergency involving their child.</p>	<p>Eyewitness can call 911 directly and then inform the Main Office or Eyewitness can inform the Main Office to call 911, whichever expedites calling the police and/or other responders needed. The principal and school nurse will contact the parent/guardian and inform them of all details pertinent to share (summary of incident, location of student, if in transit, the destination and who has accompanied their child, if an ambulance is involved.)</p>	<p>Each September the school will request and collect pertinent emergency contact information for every student in the school. The parents and guardians will be reminded to keep the school informed of any changes to this information. All emergency contact information will be located in the main office.</p>	<p>As needed, the district will use letters home to parents, memos to faculty & staff and meetings to disseminate information regarding violent incidents or other emergencies. As appropriate, updates will be posted via district text alert, on the district’s website and School News Notifier (SNN). Phone calls/phone trees used as needed.</p>

Appendix J: Situational Protection and Responses: Multi-Hazard Response

This appendix summarizes a description of the district's multi-hazard response plans for taking actions in an emergency. SAVE Section ~~155.17(c)(1)(xiv) and (xv)~~ 155.17(c)(1)(xiv)

<p>MULTI-HAZARD RESPONSE</p>	<p>BASIC RESPONSE PROCEDURES</p>	<p>STUDENT, FACULTY & STAFF ACCOUNTABILITY & EVACUATION (before, during and after school) INCLUDING SPECIAL NEEDS</p>	<p>DISTRICT RESOURCES AND GRAB & GO BAGS</p>
<p>The district has detailed procedures in each confidential Building-level School Safety Plan for the following potential emergencies: Air Pollution, Anthrax/Biological Aviation Crash, Bldg. Structural Failure, Bomb Threat, Civil Disturbance, Crimes Against People, Earthquake, Elec. System Failure Energy Supply Loss, Epidemic, Explosion, Fire Alarm Activation, Flood, HAZMAT on & off-site, Heating System Failure, Hostage Situation, Intruder Situation, Loss of Building, Loss of Buses, Mass Casualty, Medical Emergency, Natural Gas Leak, Radiological, Roof Leak/Failure, School Bus Accident, Severe Weather Emergency, Threats of Violence, Toxic Exposure and Water Emergency</p>	<p>The district has annual training & drills for the following procedures: lockdown, lockout, shelter-in-place, duck & cover, early dismissal, school cancellation and evacuation. These basic procedures can be used on a case-by-case basis as best fits the incident at hand. Specific details are included in the confidential Building-level School Safety Plan. The district uses Incident Command System (ICS). The Incident Commander (IC) determines how many or few ICS branches are to be activated.</p>	<p>During each drill or real emergency, all students, faculty and staff are accounted for. The attendance also allows for the addition of visitor accountability via the Main Office sign-in/sign-out log. Each teacher is responsible for the attendance of his/her students and uses a green/red card for a quick visual attendance check.</p> <p>All non-ambulatory people on floors above or below the ground level are informed of the staff responsible for carrying them to the ground floor.</p>	<p>All district buildings have food storage. The Middle and High Schools can be used for longer term sheltering as communicated to town, county officials and the Red Cross.</p> <p>Emergency Instruction Information and emergency supplies are maintained in each Nurse's office. They are portable and taken by the nurse during all drills and real emergencies. First aid kits are also kept in each main office, each supervisor's office, in each school bus and in student occupied areas.</p>

Appendix K:

- a. **Responses to Acts of Violence: Implied or Direct Threats**
- b. **Responses to Actual Acts of Violence**

This appendix summarizes policies and procedures for responding to implied or direct threats of violence as well as for responding to actual acts of violence by students, teachers, other school personnel, including bus drivers and monitors and visitors to the school. SAVE Section ~~155.17(e)(1)(iv)~~ and Section ~~155.17(e)(1)(iii)~~ 155.17(c)(1)(i) and 155.17(c)(1)(ii)

POLICIES AND PROCEDURES
<p>The district has a written policy for responding to acts of implied violence or direct threats of violence.</p> <ul style="list-style-type: none">- BOE Policy: # 5300.30 Prohibited Student Conduct; ... “Violations of this policy may result in loss of possession of the weapon, destructive device, dangerous instrument or facsimile. In addition, persons not in compliance with the policy may be removed from school premises or arrested by local police authorities.” ...
<p>The district has a written policies for responding to acts of violence:</p> <ul style="list-style-type: none">- BOE Policy: # 5300.30 Prohibited Student Conduct; ... “Punishment for violation of this policy shall be a suspension from attendance upon instruction for a period of not less than one calendar year. The Superintendent of Schools will review the penalty and may modify such suspension on a case by case basis. ... The Superintendent of Schools shall refer a pupil who has been determined to have violated this policy as follows: A) If the pupil is under 16 years of age, to the Family Court in accordance with the Family Court Act, Article 3. B) If the pupil is 16 years of age or older, to the appropriate law enforcement agency.”- BOE Policy: # 5300.30 Prohibited Student Conduct; ... “Violations of this policy may result in loss of possession of the weapon, destructive device, dangerous instrument or facsimile. In addition, persons not in compliance with the policy may be removed from school premises or arrested by local police authorities. Students in violation of this policy may be disciplined under Section 3214 of the Education Law.”
<p>Every September, all faculty, staff, students and parents receive information about the signs of a direct or implied threats of violence, what the school wants them to do in that situation, who to report it to and how to go into Lockdown in response to a direct act of violence. The administrators in the impacted building are informed of all such implied or direct threats of violence.</p>
<p>Every September, all faculty, staff, students and parents receive information about what to do in the event of a violent act. Lockdown procedures are used in response to a direct act of violence. All District Office Administrators and School Principals are informed of all such acts of violence in order to take appropriate action. When any school in the district goes into Lockdown, all other schools in the district will go into Lockout.</p>
<p>Zero-tolerance policies are in effect for weapons on school grounds, in school buildings or on school buses and/or school violence and are written to be age appropriate.</p>
<p>All threats are evaluated and investigated. If warranted, security is increased, and the nature of the threat is reported to appropriate personnel.</p>

Appendix L: Protection and Response Protocols

This appendix includes an identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions and kidnappings. SAVE Section ~~155.17(e)(1)(xvi)~~ 155.17(c)(1)(xiv)

PROTECTION and RESPONSE PROTOCOLS
The district has developed a series of expected emergency responses that are color-coded by tab in the <i>BH-BL Emergency Action Guide</i> binders and includes emergency contact staff, specific procedures and telephone numbers. Procedures are compiled into a response flip chart and distributed to each staff member and posted in all classrooms.
The District invites local volunteer fire department staff to tour buildings during fire safety inspections and on other occasions. The district also invites local fire departments to use school buildings to practice fire control and evacuation techniques.
The district conducts tabletop exercises and emergency response exercises. Local police, fire emergency response and county emergency response personnel are invited to participate in these exercises.
The district communicates emergency response information through the Incident Command System (ICS) in each building. Incident Command staff participate in all tabletop exercises and report on discussion experiences to other building staff and to the District Health and Safety Committee.

Appendix M: Arrangements for Obtaining Emergency Assistance from Local Government and Procedures for Obtaining Advice and Assistance from Local Government Officials

This appendix includes a description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies. It also includes procedures for obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of article 2-B of the Executive Law. This also includes a description of procedures to coordinate the use of school district resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies. ~~SAVE Section 155.17(e)(1)(vii), Section 155.17(e)(1)(viii), and Section 155.17(e)(1)(x)~~ Section 155.17(c)(1)(v), Section 155.17(c)(1)(vi), and Section 155.17(c)(1)(viii)

<p>PROCEDURES FOR OBTAINING ADVICE & ASSISTANCE FROM LOCAL GOVERNMENT OFFICIALS</p>	<p>ARRANGEMENTS FOR OBTAINING ADVICE & ASSISTANCE FROM LOCAL GOVERNMENT OFFICIALS</p>	<p>PROCEDURES TO COORDINATE THE USE OF DISTRICT RESOURCES AND MANPOWER DURING AN EMERGENCY</p>
<p>The district uses the color-coded Emergency Flip Charts located in the <i>BH-BL Emergency Action Guide</i> binders to determine which emergency responders and officials need to be contacted under what circumstances. These Emergency Flip Charts are given to all employees.</p>	<p>The District-level School Safety team has included Sheriff, State Police, local police, fire chief, EMS, local hospital administrators, American Red Cross, Country Emergency Coordinator, County Mental Health, the Mayor, the Town Supervisor, etc. to attend various team meetings since 2001.</p>	<p>The district uses a chain of command through the Incident Command System (ICS) that clearly identifies the Incident Commander, who has emergency decision making authority, and the faculty and staff assigned to specific roles and responsibilities. The roles are identified for the primary person in each role as well as a 1st and 2nd backup person, should the other individual not be available or able to perform their assigned role. ICS allows the district to coordinate the designated school manpower with the district resources through their Logistics branch. The team members, roles and responsibilities are reviewed on an annual basis and updated as needed.</p> <p>In the event of an incident that involves emergency responders, the district Incident Commander (IC) will connect with the responders' ICs in a Unified Command Post.</p>
<p>Security assessments are made involving State/local police, fire, EMS, and Building-level School Safety Team members, and the Director of School Safety & Security.</p>	<p>As verbal suggestions are made, a designated school person takes notes. These notes are then reviewed at the next Building-level School Safety Team meeting and prioritized for putting into place.</p>	<p>The District-level and Building-level ICS teams are part of the confidential Building-level School Safety Plan. For the sake of school safety, the details are not included. The district does not want to publish the names or phone numbers of key school emergency response team members as recommended by the State and/or local police. The team members have been trained in their roles and practice them during drills.</p>
<p>The district in conjunction with the Town officials and emergency responders discuss and list the potential emergencies likely or probable for our community based on past history, physical layout, industry/businesses and other community specific factors. Responses and procedures are then formulated to prepare for such incidents.</p>	<p>Procedures, drills and/or tabletop exercises are conducted for the potential emergencies/incidents to simulate and to practice the best emergency response.</p>	<p>Each school Emergency Response Team consists of an Incident Commander (IC), Safety, Liaison, Public Information Officer (PIO), Operations, Logistics, Planning & Intelligence, Finance/Administration, Incident Log/Scribe, and Command Post.</p>

Appendix N: Protective Action Options

This appendix includes a description of plans for taking the following actions in response to an emergency where appropriate: (a) school cancellation; (b) early dismissal; (c) evacuation; and (d) sheltering. SAVE Section ~~155.17(c)(1)(ii)~~ 155.17(c)(1)(xiv)

PROTECTIVE ACTION OPTIONS	DRILLS & DEBRIEFINGS
<p>The District has procedures for school cancellation. Action is announced on selected radio stations, website, School News Notifier (SNN), and telephone system. Procedures are reviewed with faculty/staff and published in the school calendar.</p>	<p>The procedure is well published and understood. It is frequently used and practiced during the school year for situations such as snow days.</p>
<p>The District attempts to avoid early dismissal in the belief that many parents would not be at home. If necessary, action would be broadcast over radio, SNN, email, telephone and the website.</p>	<p>Early dismissal drill is held each year prior to a long weekend in the fall.</p>
<p>Each building has a primary and secondary evacuation site.</p>	<p>Evacuation drills are held periodically (not every building, every year) with a safety team debriefing and procedure review following the drill.</p>
<p>Sheltering decisions are made by the Superintendent in collaboration with principals, assistant superintendents, transportation supervisor and buildings & grounds supervisor.</p>	<p>A shelter drill is required on an annual basis prior to December 1. BOE Policy #8130 Emergency Plans.</p>

Appendix O: Required Plan Development Procedures: District-wide School Safety Team & District-wide School Safety Plan Review and Public Comment

BACKGROUND DETAILS
<p>The district has operated a formal safety committee for a number of years. The committee includes principals, teachers, support staff, a Board liaison and a community representative. The committee is charged by the school board each year. Minutes are kept of each meeting. The committee discusses a wide range of safety and health practices and makes recommendations to the board as necessary. The Assistant Superintendent for Support Services co-chairs the committee with the designated Teacher’s Union Representative.</p> <p>The formal District-wide School Safety Plan was originally completed in May 2001 and adopted on June 19, 2001 following a formal public hearing on May 22, 2001.</p>

Public Hearing/Public Comment & BOE Approval				
Written County Stakeholder Invitation	Public Comment Period Start Date	Public Comment Period End Date	BOE Review & Approval Date	District-wide School Safety Team Appointment Date

*Effective July 1st, 2019, NYSED amended Part 155.17, School Safety Regulation. The approved amendment is an emergency rule and is in effect. This requires schools who employ School Resource Officers (SRO) to establish a contract or memorandum of agreement (MOA) with law enforcement which delegates school discipline to school administration (which BHBL already does). For details about school discipline, see the attached Appendix P, MOA page 11 Schedule A, item #12. BHBL contracts with the Saratoga County Sheriff’s Office for their SRO. The district now includes and adopts such MOA language in Appendix P of their District-wide School Safety Plan (DWSSP). The BHBL MOA is developed with stakeholder input including:

- Parents
- Students
- School administrators
- Teachers
- Collective bargaining units
- Parent and student organizations
- Community members including, but not limited to:
 - Probation officers (Saratoga County and Schenectady County Probation Officers)
 - Prosecutors (Saratoga County and Schenectady County District Attorney)
 - Defense counsels (Saratoga County and Schenectady County Public Defender)
 - Courts that are familiar with school discipline (Saratoga County and Schenectady County Family Court)
 - Emails and letters inviting the County stakeholders to the annual public hearing are sent to Saratoga County and to Schenectady County.

Appendix P: BHBL SRO Contract and MOA with Saratoga County Sheriff's & Town of Glenville

Saratoga County 2018-2019 Original Agreement ([Link](#))

Saratoga County 2019-2020 Renewal ([Link](#))

Saratoga County 2020-2021 Renewal ([Link](#))

Saratoga County 2021-2022 Renewal ([Link](#))

Saratoga County 2022-2023 Renewal ([Link](#))

Multi-Year Agreement with Town of Glenville Police Department beginning January 1, 2022 ([Link](#))

Appendix Q: COVID-19 pandemic-specific changes to this plan.

BACKGROUND DETAILS
<p>On March 18, 2020, New York State Public Schools were closed as a result of the COVID-19 pandemic. Three reopening models emerged: full remote learning, a hybrid of remote learning and in-person instruction, and full in-person instruction. On August 7, 2020, Governor Andrew Cuomo provided guidance that New York State Public Schools were to open as long as the infection rate stays under 5 percent over a 14-day period. The Burnt Hills-Ballston Lake Central School District, following guidance from the CDC, NYSDOH, and NYSED, has made the following changes to this District-wide School Safety Plan.</p>

SPECIFIC CHANGES	
Risk Reduction/Prevention, Mitigation and Intervention Components Prevention/Mitigation/Intervention Strategies	Student, Staff, and Faculty meetings may be conducted remotely or in-person.
Training, Drills and Exercises	NYSED recommends maintaining social distancing while conducting evacuation drills and lockdown drills. Teachers may instruct students on the lockdown procedures without physically sheltering in the classroom.
Early Detection of Potentially Violent Behaviors	Training, workshops, and meetings may be conducted remotely or in-person.
Hazard Identification	Committee meetings may be conducted remotely or in-person.

Appendix R: Public Health Emergency Continuation of Operations Plan

Timeline

Reviewed by those on this email with feedback received by March 29, 2022

Presented to Health and Safety Committee as a full draft on April 26, 2022

Feedback from Health & Safety Committee received and incorporated into the document by May 15, 2022

Health & Safety Committee gives indication of support to full document - May 24, 2022

Note: Health & Safety Reps will send to union presidents after May 24th meeting

Item placed on Board of Education Agenda for public Hearing on June 15, 2022

Item Placed on Board of Education Agenda for adoption on July/August, ____ 2022

Promulgation

This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraph m of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable.

This plan has been developed with the input of the BHBL Civil Service Employees Association, BHBL Teachers' Association, BHBL Administrators Association, BHBL Operations Management Organization, as required by the amended New York State Labor Law, as well as the BHBL District-Wide School Safety Team/Health and Safety Committee as required by the NYSED SAVE Safe Schools Plan Ed Law.

No content of this plan is intended to impede, infringe, diminish, or impair the rights of us or our valued employees under any law, rule, regulation, or collectively negotiated agreement, or the rights and benefits which accrue to employees through collective bargaining agreements, or otherwise diminish the integrity of the existing collective bargaining relationship.

This plan has been approved in accordance with requirements applicable to the agency, jurisdiction, authority, or district, as represented by the signature of the authorized individual below.

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Table of Contents	
Promulgation	29
Purpose, Scope, Situation Overview, and Assumptions	31
Purpose	31
Scope	31
Situation Overview	31
Planning Assumptions	32
Concept of Operations	32
Mission Essential Functions	33
Essential Positions	34
Reducing Risk Through Remote Work and Staggered Shifts	36
Remote Work Protocols	36
Staggered Shifts	36
Personal Protective Equipment	37
Staff Exposures, Cleaning, and Disinfection	40
Staff Exposures	40
Cleaning and Disinfecting	42
Employee and Contractor Leave	43
Documentation of Work Hours and Locations	44
Housing for Essential Employees	46

Purpose, Scope, Situation Overview, and Assumptions

Purpose

This plan has been developed in accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraph m of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable. These laws were amended by the passing of legislation S8617B/A10832 signed by the Governor of New York State on September 7, 2020, requires public employers to adopt a plan for operations in the event of a declared public health emergency involving a communicable disease. The plan includes the identification of essential positions, facilitation of remote work for non-essential positions, provision of personal protective equipment, and protocols for supporting contact tracing.

Scope

This plan was developed exclusively for and is applicable to Burnt Hills-Ballston Lake CSD. This plan is pertinent to a declared public health emergency in the State of New York which may impact our operations; and it is in the interest of the safety of our employees and contractors, and the continuity of our operations that we have promulgated this plan.

Situation Overview

On March 11, 2020 the World Health Organization declared a pandemic for the novel coronavirus which causes the COVID-19 severe acute respiratory syndrome. This plan has been developed in accordance with amended laws to support continued resilience for a continuation of the spread of this disease or for other infectious diseases which may emerge and cause a declaration of a public health emergency.

The health and safety of our employees and contractors is crucial to maintaining our mission essential operations. We encourage all employees and contractors to use [CDC Guidance for Keeping Workplaces, Schools, Homes, and Commercial Establishments Safe](#). The fundamentals of reducing the spread of infection include:

- Using hand sanitizer and washing hands with soap and water frequently, including:
 - After using the restroom
 - After returning from a public outing
 - After touching/disposing of garbage
 - After using public computers, touching public tables, and countertops, etc.
- Practice social distancing when possible
- Face coverings for respiratory illnesses as applicable and appropriate.
- If you are feeling ill or have a fever, notify your supervisor immediately and go home
- If you start to experience coughing or sneezing, step away from people and food, cough or sneeze into the crook of your arm or a tissue, the latter of which should be disposed of immediately
- Clean and disinfect workstations at the beginning, middle, and end of each shift
- Other guidance which may be published by the CDC, the State Department of Health, or County health officials.

Planning Assumptions

This plan was developed based on information, best practices, and guidance available as of the date of publication. The plan was developed to largely reflect the circumstances of the current Coronavirus pandemic but may also be applicable to other infectious disease outbreaks.

The following assumptions have been made in the development of this plan:

- The health and safety of our employees and contractors, and their families, is of utmost importance
- The circumstances of a public health emergency may directly impact our own operations.
- Impacts of a public health emergency will take time for us to respond to, with appropriate safety measures put into place and adjustments made to operations to maximize safety
- The public and our constituency expects us to maintain a level of mission essential operations
- Resource support from other jurisdictions may be limited based upon the level of impact the public health emergency has upon them
- Supply chains, particularly those for personal protective equipment (PPE) and cleaning supplies, may be heavily impacted, resulting in considerable delays in procurement
- The operations of other entities, including the private sector (vendors, contractors, etc.), non-profit organizations, and other governmental agencies and services may also be impacted due to the public health emergency, causing delays or other disruptions in their services
- Emergency measures and operational changes may need to be adjusted based upon the specific circumstances and impacts of the public health emergency, as well as guidance and direction from public health officials and the governor
- Per S8617B/A10832, ‘essential employee’ is defined as a public employee or contractor that is required to be physically present at a work site to perform their job
- Per S8617B/A10832, ‘non-essential employee’ is defined as a public employee or contractor that is not required to be physically present at a work site to perform their job

Concept of Operations

The Superintendent of Burnt Hills-Ballston Lake CSD, their designee, or their successor holds the authority to execute and direct the implementation of this plan. Implementation, monitoring of operations, and adjustments to plan implementation may be supported by additional personnel, at the discretion of the Superintendent.

Upon the determination of implementing this plan, all employees, and contractors of Burnt Hills-Ballston Lake CSD shall be notified by email and district website posting, with details provided as possible and necessary, with additional information and updates provided on a regular basis. Parents, guardians, and community members will be notified of pertinent operational changes by way of district website posting and/or School News Notifier system for those that have signed up to receive such notifications. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The Superintendent and/or Communications Specialist will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The Superintendent of Burnt Hills-Ballston Lake CSD, their designee, or their successor will maintain awareness of information, direction, and guidance from public health officials and the Governor’s office, directing the implementation of changes, as necessary.

Upon resolution of the public health emergency, the Superintendent of Burnt Hills-Ballston Lake CSD, their designee, or their successor will direct the resumption of normal operations or operations with modifications, as necessary.

Mission Essential Functions

When confronting events that disrupt normal operations, Burnt Hills-Ballston Lake CSD is committed to ensuring that essential functions will be continued even under the most challenging circumstances.

Essential functions are those functions that enable an organization to:

1. Maintain the safety of employees, contractors, and our constituency
2. Provide vital services
3. Provide services required by law
4. Sustain quality operations
5. Uphold the core values of Burnt Hills-Ballston Lake CSD

The Burnt Hills-Ballston Lake CSD has identified as critical only those priority functions that are required or are necessary to provide vital services. During activation of this plan, all other activities may be suspended to enable the organization to concentrate on providing the critical functions and building the internal capabilities necessary to increase and eventually restore operations. Appropriate communications with employees, contractors, our constituents, and other stakeholders will be an ongoing priority.

Essential functions are prioritized according to:

- The time criticality of each essential function
- Interdependency of a one function to others
- The recovery sequence of essential functions and their vital processes

The mission essential functions for Burnt Hills-Ballston Lake CSD have been identified as:

Essential Function	Description
Food Service	Provides breakfast and lunch to students who participate in all models of learning (in person, remote, and hybrid).
Maintenance & Custodial	Maintenance provides daily maintenance and repairs. Custodial Provides cleaning and disinfection of district buildings.
Information Technology	Provides hardware along with technical assistance for remote students and staff.
Administration Operations	Oversees the development of plans, employment, policies, and procedures for emergency planning, mitigation, and recovery.

Business Operations	Processes invoices, payments, and payroll.
Clerical Operations	Answers phone calls and processes mail.
Human Resources	Ensures compliance with best practices by staff.
Transportation	Maintains transportation equipment.
Special Services	Serves as a liaison between the school district and the local Health Department.
YMCA/BHBL Childcare	Provides childcare for BHBL students.
Teaching	Provide curriculum instruction to students (depending on remote/hybrid/in-person learning models)
Construction	Oversees the entire construction project from planning to conducting the work.

Essential Positions

Each essential function identified above requires certain positions on-site to effectively operate. The table below identifies the positions or titles that are essential to be staffed on-site for the continued operation of each essential function. Note that while some functions and associated personnel may be essential, some of these can be conducted remotely and do not need to be identified in this section.

Essential Function	Essential Positions/Titles	Justification for Each
Food Service	Food Service Director Food Service Worker	The Food Services Director establishes the food menu, organizes staff, and coordinates food distribution. Food Service Worker prepares meals on-site and assists with food distribution.
Maintenance & Custodial	Director of Facilities Custodial Supervisor Maintenance Staff Custodial Staff	The Director of Facilities oversees the maintenance staff, establishes task priorities, and coordinates the supplies. The Custodial Supervisor oversees the custodial staff, establishes task priorities, and coordinates the supplies. Maintenance Staff performs maintenance duties within the building, including repairs. Custodial Staff routinely cleans and disinfects the district buildings.
Information Technology	IT Supervisor IT Staff	The IT Supervisor establishes all priorities for IT tasks and organizes staff.

		IT staff members provide support in setting up hardware and software, network management, and help desk support.
Administrative Operations	<p>Superintendent of Schools</p> <p>Assistant Superintendent for Curriculum & Instruction</p> <p>Assistant Superintendent for Support Services</p> <p>Building Principals</p>	<p>The Superintendent and Assistant Superintendents oversee emergency planning, daily operations, and community/district communication.</p> <p>The Principals oversee daily building operations, supervise employees, and building communication.</p>
Business Operations	<p>Business Administrator</p> <p>Business Office Staff</p>	<p>The Business Administrator, as part of the administrative team, assists with emergency planning, establishes task priorities, and oversees business office staff.</p> <p>The Business Office Staff process supplies/order invoices, makes payments, and completes payroll.</p>
Clerical Operations	Clerical Staff	Clerical Staff fields incoming phone calls and processes mail.
Human Resources	Human Resources Director	The Human Resources Director acts as the contact for schools and stakeholders, families, staff, and other school community members on matters related to procedures and will ensure the district is in compliance and following the best practices per state and federal guidelines
Transportation	<p>Transportation Director</p> <p>Bus Driver</p> <p>Bus Monitor</p> <p>Bus Attendant</p> <p>Bus Mechanic</p>	<p>The Transportation Director oversees the transportation staff and establishes task priorities.</p> <p>Bus Drivers transport students</p> <p>Bus Monitors and Attendants assist with the transportation of students on school buses.</p> <p>Mechanics ensure the buses, and any other equipment are in working order.</p>
Special Services	<p>Special Services Director and Assistant Director</p> <p>Special Education Teacher</p> <p>Social Worker</p> <p>Occupational Therapist</p> <p>Physical Therapist</p> <p>Speech Therapist</p>	<p>Special Education Teachers provide instruction to students.</p> <p>OT/PT/Speech Therapy/Social Workers provide various forms of therapy to special education students.</p> <p>Special Education Assistants provide assistance for special education teachers and students.</p>

	Special Education Teacher Assistants	
YMCA/BHBL Childcare	Workers	Provides childcare for BHBL students.
Teaching	Teachers	Provide curriculum instruction to students depending on remote/hybrid/in-person learning models.
Construction	Architect Engineer Contractors Sub-Contractors Project Manager Clerk-of-the-Works Construction Workers	The construction team oversees the entire construction project from planning to conducting the work.

Reducing Risk Through Remote Work and Staggered Shifts

Through assigning certain staff to work remotely and by staggering work shifts, we can decrease crowding and density at work sites and on public transportation

Remote Work Protocols

Non-essential employees and contractors able to accomplish their functions remotely will be enabled to do so at the greatest extent possible. Working remotely requires:

1. Identification of staff who will work remotely
2. Approval and assignment of remote work
3. Equipping staff for remote work, which may include:
 - a. Internet capable laptop
 - b. Necessary peripherals
 - c. Access to VPN and/or secure network drives
 - d. Access to software and databases necessary to perform their duties
 - e. A solution for telephone communications
 - i. Note that phone lines may need to be forwarded to off-site staff

Any staff member that is working remotely will be assigned a district computer with the appropriate access to secure network drives. Staff members have the ability to dial in to their district phone extension from any phone line.

As a general rule, teachers would come into the building and teach from their classrooms while students are learning remotely. However, specific circumstances that necessitate differing arrangements may need to be considered to properly accommodate faculty & staff.

Staggered Shifts

Implementing staggered shifts may be possible for personnel performing duties which are necessary to be performed on-site but perhaps less sensitive to being accomplished only within core business hours. As possible, management will identify opportunities for staff to work outside core business hours as a strategy of limiting exposure. Regardless of changes in start and end times of shifts, Burnt Hills-Ballston Lake CSD will ensure that employees are provided with their typical or contracted minimum work hours per week. Staggering shifts requires:

1. Identification of positions for which work hours will be staggered
2. Approval and assignment of changed work hours

Positions & Job Titles with Staggered Work Hours	Approval by	Building Access	Utilities Access (heat, lights, restrooms)	Building Security
Day Shift Cleaner to work 2nd shift	Custodial Supervisor or Head Custodian	Door swipe access card modified for evening access.	Available for entire 2nd shift	Leaves building before Head Night Cleaner makes final security check

Personal Protective Equipment

Identification of PPE Need

The details to implement these steps during the essential function period are as follows:

Essential Employee Job Titles and Contractors	Location	PPE per Supervisor's Hazard Assessment
Food Services Director Food Service Worker	High School	Face Coverings Disposable Gloves
Director of Facilities Custodial Supervisor Maintenance Staff Custodial Staff	District-wide	Face Coverings Disposable Gloves Goggles or Face Shields
IT Supervisor IT Staff	District-wide	Face Coverings Disposable Gloves
Superintendent of Schools Assistant Superintendent for Curriculum & Instruction Assistant Superintendent for Support Services	District Office	Face Coverings

Business Administrator Business Office Staff	District Office	Face Coverings
Clerical Staff	District-wide	Face Coverings
Human Resources Director	District Office	Face Coverings
Transportation Director Bus Driver Bus Monitor Bus Attendant Bus Mechanic	Bus Garage	Face Coverings Disposable Gloves Goggles or Face Shields
Special Services Director Special Education Teacher OT PT Speech Therapist Special Education Aide	High School	Surgical Masks Face Coverings Disposable Gloves Goggles or Face Shields Disposable Gowns
YMCA and/or BHBL Childcare Workers	Charlton Heights Pashley Stevens	Face Coverings Disposable Gloves
Teachers	District-wide	Face Coverings Disposable Gloves (upon request)
Architect Engineer Contractors Sub-Contractors Project Manager Clerk-of-the-Works Construction Workers	District-wide	Face Coverings

*District-wide means Charlton Heights, Pashley, Stevens, Middle School, High School, District Office, Bus Garage, Maintenance Bldgs.

The use of personal protective equipment (PPE) to reduce the spread of infectious disease is important to supporting the health and safety of our employees and contractors. PPE which may be needed can include:

- Masks
- Face shields
- Gloves

- Disposable gowns and aprons

Note that while cleaning supplies are not PPE, there is a related need for cleaning supplies used to sanitize surfaces, as well as hand soap and hand sanitizer. The Coronavirus pandemic demonstrated that supply chains were not able to keep up with increased demand for these products early in the pandemic. As such, we are including these supplies in this section as they are pertinent to protecting the health and safety of our employees and contractors.

Protocols for providing PPE include the following:

1. Identification of need for PPE based upon job duties and work location
2. Procurement of PPE
 - a. As specified in the amended law, public employers must be able to provide at least two pieces of each required type of PPE to each essential employee and contractor during any given work shift for at least six months
 - b. Public employers must be able to mitigate supply chain disruptions to meet this requirement
3. Storage of, access to, and monitoring of PPE stock
 - a. PPE must be stored in a manner which will prevent degradation
 - b. Employees and contractors must have immediate access to PPE in the event of an emergency
 - c. The supply of PPE must be monitored to ensure integrity and to track usage rates

PPE Suppliers and Backup Suppliers	Cleaning & Disinfectant Suppliers & Backup Suppliers
Supervisor and Administrators should keep current supply contractor information on hand.	Supervisor and Administrators should keep current supply contractor information on hand.
Backup Supplier County of Saratoga Office of Emergency Services 25 West High Street Ballston Spa, NY 12020 Schenectady County Emergency Management 30 Princetown Plaza Princetown, NY 12306	

Storage, Access, and Monitoring of PPE Stock

Location	PPE Bulk Storage stored in a manner to prevent degradation	PPE Immediate Access Storage	Stock Monitoring & Ordering

		stored in a manner to prevent degradation	Provided by
Charlton Heights Elementary School	Maintenance Storage Building	Nurse's Office Head Custodian Office Main Office	Department Directors and Supervisors
Pashley Elementary School	Maintenance Storage Building	Nurse's Office Head Custodian Office Main Office	Department Directors and Supervisors
Stevens Elementary School	Maintenance Storage Building	Nurse's Office Head Custodian Office Main Office	Department Directors and Supervisors
O'Rourke Middle School	Maintenance Storage Building	Nurse's Office Head Custodian Office Main Office	Department Directors and Supervisors
BHBL High School	Maintenance Storage Building	Nurse's Office Head Custodian Office Main Office	Department Directors and Supervisors
District Office	Maintenance Storage Building	District Office Storage Closet	Department Directors and Supervisors
Transportation	Maintenance Storage Building	Bus Garage Office	Department Directors and Supervisors
Maintenance Buildings	Maintenance Storage Building	Maintenance Building Storage Room	Department Directors and Supervisors

Staff Exposures, Cleaning, and Disinfection

Staff Exposures

Staff exposures are organized under several categories based upon the type of exposure and presence of symptoms. Following CDC guidelines, we have established the following protocols:

- A. If employees or contractors are exposed to a known case of communicable disease that is the subject of the public health emergency (defined as a 'close contact' with someone who is confirmed infected, which is a prolonged presence within six feet with that person):
 1. Potentially exposed employees or contractors who do not have symptoms should remain at home or in a comparable setting and practice social distancing for the lesser of 14 days or other current CDC/public health guidance for the communicable disease in question.

- a. As possible, these employees will be permitted to work remotely during this period of time if they are not ill.
 - b. The Director of Human Resources will be notified and is responsible for ensuring these protocols are followed in conjunction with other district administrators
 - c. See the section titled Documentation of Work Hours and Locations for additional information on contact tracing
 2. CDC guidelines for COVID-19 provide that critical essential employees may be permitted to continue work following potential exposure, provided they remain symptom-free and additional precautions are taken to protect them, other employees and contractors, and our constituency/public.
 - a. Additional precautions will include the requirement of the subject employee or contractor, as well as others working in their proximity, to wear appropriate PPE at all times to limit the potential of transmission.
 - b. In-person interactions with the subject employee or contractor will be limited as much as possible.
 - c. Work areas in which the subject employee or contractor are present will be disinfected according to current CDC/public health protocol at least every hour, as practical. See the section on Cleaning and Disinfection for additional information on that subject.
 - d. If at any time they exhibit symptoms, refer to item B below.
 - e. The Director of Human Resources will be notified and is responsible for ensuring these protocols are followed in conjunction with other district administrators
- B. If an employee or contractor exhibits symptoms of the communicable disease that is the subject of the public health emergency:
1. Employees and contractors who exhibit symptoms in the workplace should be immediately separated from other employees, customers, and visitors. They should immediately be sent home with a recommendation to contact their physician.
 2. Employees and contractors who exhibit symptoms outside of work should notify their supervisor and stay home, with a recommendation to contact their physician.
 3. Employees should not return to work until they have met the criteria to discontinue home isolation per CDC/public health guidance and have consulted with a healthcare provider.
 4. Burnt Hills-Ballston Lake CSD will not require sick employees to provide a negative test result for the disease in question or healthcare provider's note to validate their illness, qualify for sick leave, or return to work; unless there is a recommendation from the CDC/public health officials to do so.
 5. CDC criteria for COVID-19 provides that persons exhibiting symptoms may return to work if at least 24 hours have passed since the last instance of fever without the use of fever-reducing medications. If the disease in question is other than COVID-19, CDC and other public guidance shall be referenced.
 6. The Director of Human Resources will be notified and is responsible for ensuring these protocols are followed in conjunction with other district administrators.
- C. If an employee or contractor has tested positive for the communicable disease that is the subject of the public health emergency:

1. Apply the steps identified in item B, above, as applicable.
2. Areas occupied for prolonged periods of time by the subject employee or contractor will be closed off.
 - a. CDC guidance for COVID-19 indicates that a period of 24 hours is ideally given before cleaning, disinfecting, and reoccupation of those spaces will take place. If this time period is not possible, a period of as long as possible will be given. CDC/public health guidance for the disease in question will be followed.
 - b. Any common areas entered, surfaces touched, or equipment used shall be cleaned and disinfected immediately.
 - c. See the section on Cleaning and Disinfection for additional information on that subject.
3. Identification of potential employee and contractor exposures will be conducted
 - a. If an employee or contractor is confirmed to have the disease in question, the Human Resources Director, or their designee, will inform all contacts of their possible exposure. Confidentiality shall be maintained as required by the Americans with Disabilities Act (ADA).
 - b. Apply the steps identified in item A, above, as applicable, for all potentially exposed personnel.
4. The Director of Human Resources will be notified and is responsible for ensuring these protocols are followed in conjunction with other district administrators.

We recognize there may be nuances or complexities associated with potential exposures, close contacts, symptomatic persons, and those testing positive. We will follow CDC/public health recommendations and requirements and coordinate with our local public health office for additional guidance and support as needed.

Cleaning and Disinfecting

NYS Department of Health, NYS Education Department and CDC/public health guidelines are followed for cleaning and disinfection of surfaces and areas.

The district ensures adherence to hygiene, and cleaning and disinfection requirements as advised by the CDC and DOH, including “Guidance for Cleaning and Disinfection of Public and Private Facilities for COVID-19,” and the “STOP THE SPREAD” poster, as applicable. Cleaning and disinfection logs are maintained that include the date, time, and scope of cleaning and disinfection.

Examples of facility types where cleaning and disinfection frequency will be distinguished include Bathrooms; Athletic training rooms, locker rooms; Health offices, isolation rooms; Administrative offices (main office, reception area); Frequently touched surfaces in common areas (door handles, elevator buttons, copy machine keypads, etc.); Breakrooms; Cafeterias/Kitchens; Computer labs; Science labs; Classrooms; Maintenance offices and work areas; Bus Garage; Buses, school vehicles; Libraries; Large meeting areas (auditoriums, gymnasiums, music rooms); Playgrounds (cleaning only); Outdoor seating areas (plastic or metal).

Employees and contractors are trained on proper hand and respiratory hygiene, and such information. The district provides and maintains hand hygiene stations around the school, as follows:

- For handwashing: soap, running warm water, and disposable paper towels.
- For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where handwashing facilities may not be available or practical.
- Accommodations are made for those who cannot use hand sanitizer.

The Cleaners and Custodians provide regular cleaning and disinfection of the facilities, including more frequent cleaning and disinfection for high-risk and frequently touched surfaces and shared equipment. This includes desks and cafeteria tables, which should be cleaned and disinfected between each individual's use. Cleaning and disinfection is rigorous and ongoing and occurs at least daily, or more frequently as needed. The district ensures regular cleaning and disinfection of restrooms. Restrooms are cleaned and disinfected more often depending on frequency of use.

If possible, employees and contractors clean their own workspace "high touch" surfaces in the beginning, middle, and end of their shifts, at a minimum using district supplies such as disposable cleaning and disinfecting wipes.

Staff tasked with cleaning and disinfecting areas are issued and required to wear PPE appropriate to the task. Soiled surfaces are cleaned with soap and water or a cleaning product before being disinfected. Surfaces are disinfected with products that meet EPA criteria for use against the virus in question and which are appropriate for that surface. Staff follow instructions of cleaning products to ensure safe and effective use of the products.

CDC/public health guidelines will be followed for cleaning and disinfection of surfaces/areas. Present guidance for routine cleaning during a public health emergency includes:

1. As possible, employees and contractors will clean their own workspaces in the beginning, middle, and end of their shifts, at a minimum.
 - a. High traffic/high touch areas and areas which are accessible to the public/constituents will be disinfected at least hourly.
 - b. Building Custodial staff will be responsible for cleaning bathrooms hourly and all other common areas nightly.
2. Staff tasked with cleaning and disinfecting areas will be issued and required to wear PPE appropriate to the task.
3. Soiled surfaces will be cleaned with soap and water before being disinfected.
4. Surfaces will be disinfected with products that meet EPA criteria for use against the virus in question and which are appropriate for that surface.
5. Staff will follow instructions of cleaning products to ensure safe and effective use of the products.

Employee and Contractor Leave

Public health emergencies are extenuating and unanticipated circumstances in which Burnt Hills-Ballston Lake CSD is committed to reducing the burden on our employees and contractors. The

Families First Coronavirus Response Act provided requirements related to the COVID-19 pandemic, which form the policies outlined below. This policy may be altered based upon changes in law or regulation, as applicable.

It is our policy that employees of Burnt Hills-Ballston Lake CSD will not be charged with leave time for testing. Employees will be provided with up to two weeks (80 hours) of paid sick leave at the employee's regular rate of pay for a period which the employee is unable to work due to quarantine (in accordance with federal, state, or local orders or advice of a healthcare provider), and/or experiencing symptoms and seeking medical diagnosis.

Further, Burnt Hills-Ballston Lake CSD will provide up to two weeks (80 hours) of paid sick leave at two-thirds the employee's regular rate of pay if the employee is unable to work because of a bona fide need to care for an individual subject to quarantine (pursuant to federal, state, or local orders or advice of a healthcare provider), or to care for a child (under 18 years of age) whose school or child care provider is closed or unavailable for reasons related to the public health emergency, and/or the employee is experiencing a substantially similar condition as specified by the CDC/public health officials. This provision may be modified if an employee is able to effectively work remotely and the need exists for them to do so.

Additionally, Burnt Hills-Ballston Lake CSD will provide up to an additional 10 weeks of paid expanded family and medical leave at two-thirds of the employee's regular rate of pay where an employee, who has been employed for at least 30 calendar days by Burnt Hills-Ballston Lake CSD, is unable to work due to a bona fide need for leave to care for a child whose school or child care provider is closed or unavailable for reasons related to the public health emergency. This provision may be modified if an employee is able to effectively work remotely and the need exists for them to do so.

Additional provisions may be enacted based upon need and the guidance and requirements in place by federal and state employment laws, FMLA, executive orders, and other potential sources.

Contractors, either independent or affiliated with a contracted firm, are not classified as employees of Burnt Hills-Ballston Lake CSD, and as such are not provided with paid leave time by Burnt Hills-Ballston Lake CSD, unless required by law.

Documentation of Work Hours and Locations

In a public health emergency, it may be necessary to document work hours and locations of each employee and contractor to support contact tracing efforts. Identification of locations shall include on-site work, off-site visits. This information may be used by Burnt Hills-Ballston Lake CSD to support contact tracing within the organization and may be shared with local public health officials.

The Burnt Hills-Ballston Lake Central School District will implement the following practices to conduct mandated health screening.

The District will utilize a tool provided by Qualtrics to facilitate a daily health screening of all students and staff. Using this tool, all students and staff will be reminded daily of the health screening procedures by means of text message and/or email and given the opportunity to complete the screening simply and confidentially. The data collected will be limited to yes/no questions on the potential

infectious disease risk factors. Data will be collected under a strict data privacy contract which is in full compliance with NYS 2D Data Privacy laws and HIPPA regulations. The contract governing the privacy of all data collected, including data retention periods, will be published on the district's website.

The daily screening will include the following:

1. Daily completion of the screening questionnaire provided in the New York Forward Pre-K to Grade 12 School Guidelines for all staff prior to arrival at school. Completion of screening questions for all contractors, vendors, and visitors upon arrival.
2. Daily temperature of all staff and visitors will be taken upon entering the building.
3. Daily temperature check and completion of the screening questionnaire (mentioned above) for students done by parents prior to arrival/at school.
4. Daily temperature screening of ALL students prior to entry in the building.

Staff will be **required** to complete the questionnaire daily. Staff members that do not complete the questionnaire will be directed by their supervisor that daily completion of the questionnaire is a condition of continued employment and that failure to comply with the requirement for screenings would lead to appropriate corrective action.

Students will be **asked** to complete the questionnaire daily and **required** to complete it at least weekly. Student completion of the questionnaire on at least a weekly basis will be monitored by each building's attendance clerk. The attendance clerk will call parents who have not regularly completed the questionnaire to assist them in successfully submitting the information. If the questionnaire is not completed for each student minimally on a weekly basis, the student will not be allowed to attend school.

If a student or staff member has a temperature of 100°F or greater or has a positive response to a screening question, they will be immediately brought to a location designated by the school nurse for isolation and immediate dismissal from school. They must have a negative COVID-19 test or a note from their physician in order to return to school.

Students and staff should notify their school nurse and/or principal when they develop symptoms or if their answers to the questionnaire change during or outside school hours. Staff should notify the school nurse or principal by phone. Students/parents should notify the school nurse or principal by phone or email. Students or staff who develop symptoms outside of school or who are excluded based upon answers to the questionnaire must have a negative COVID-19 test or a note from their physician in order to return to school.

In-school temperature screening protocol will include:

- Staff supervision of students who are waiting their turn;
- Student social distancing requirements for students who are waiting their turn;
- Training for staff members who perform temperature screenings;

- Methods for ensuring sufficient supplies for taking temperatures;
- Use of PPE or barriers for staff members conducting the screening

Housing for Essential Employees

There are circumstances within a public health emergency when it may be prudent to have essential employees lodged in such a manner which will help prevent the spread of the subject communicable disease to protect these employees from potential exposures, thus helping to ensure their health and safety and the continuity of Burnt Hills-Ballston Lake CSD essential operations.

If such a need arises, hotel rooms are expected to be the most viable option. If hotel rooms are for some reason deemed not practical or ideal, or if there are no hotel rooms available, to help identify and arrange for these housing needs the district coordinates with the:

County of Saratoga
Office of Emergency Services
25 West High Street
Ballston Spa, NY 12020

Schenectady County Emergency Management
30 Princetown Plaza
Princetown, NY 12306

The district employee coordinating this is the Business Administrator in cooperation with the Assistant Superintendent for Support Services.

Appendix S: Alignment of Plan with National, State, and Local Emergency Planning Practices

In January 2021, NYSED began offering virtual training to support school officials and staff in the planning principles and planning process recommended in the federal "School Guide", *Guide for Developing High-Quality School Emergency Operations Plans* ([FEMA 6.2013](#)), along with the existing New York State's Project SAVE legislation for the District-Wide School Safety Plan and Building-Level Emergency Response Plans. Additional federal guidance is provided in the "District Guide", *The Role of Districts in Developing High Quality School Emergency Operations Plans*, a Companion to the School Guide ([REMS 9.2019](#)), and the Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center [website](#), including the [REMS TA Center Virtual Toolkit \(ed.gov\)](#). NYSED encourages schools to integrate the federal and REMS guidance into their district-wide and building-level school safety plans.

To ensure that our school district's emergency planning efforts are aligned with the emergency planning practices at the national, state, and local levels, REMS guidance including vocabulary, processes, and approaches are integrated into our plan. Revising and adapting our plan using REMS principles and process will help ensure alignment with the terminology and approaches used across the nation.

The REMS Emergency Operations Plan (EOP), as followed by the school district, is anchored in three main pillars that include:

1. **Integrated, Collaborative Approach**; The plan is developed with the notion that everyone has expertise to share and that planning should be a collaborative effort aligned at all levels for a common purpose — to create a safe learning environment for children.

2. **Five (5) Preparedness Missions** (Prevent, Mitigate, Protect, Respond and Recover); The plan is developed with the notion that specific, complementary activities along a continuum foster a safe learning environment for children. This approach to preparedness, represents an evolution in our collective understanding of national preparedness and is based on the lessons learned from terrorist attacks, hurricanes, school incidents, and other experiences.
 - I. **Prevention** means the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident.
 - II. **Mitigation** means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency. Mitigation involves the identification of risks and vulnerabilities, an assessment of resources and facilities, identification of stakeholders including knowledgeable and collaborative emergency responders and mental health resources, and the communication process.
 - III. **Protection** means the capabilities to secure schools against acts of violence and manmade or natural disasters.
 - IV. **Response** means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way.

- V. **Recovery** means the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

These mission areas generally align with the three time frames associated with an incident: **before, during, and after**. When planning, the paradigm before, during and after are used to consider actions we can take to help build capacity in each of the five mission areas. For example, we need to be ready to respond and recover throughout all five mission areas.

3. **Planning Principles**; The following six principles are key to developing a comprehensive high-quality school Emergency Operations plan (EOP) such as the school district's DWSSP and BLERPs, that addresses a range of threats and hazards.
- I. Planning must be **supported by leadership**. This principle translates into district-level prioritization of resources; allocation of time, budget, staff, etc.; and integration into district vision, policies, and practice.
 - II. Next, effective planning is built around comprehensive, ongoing **assessment** of the school community. Data gathered through assessments are used to **customize plans** to the building level, taking into consideration the school's unique circumstances and resources.
 - III. A comprehensive school emergency planning process must take into account a wide range of possible threats and hazards that may impact the school, addressing safety needs **before, during, and after** an incident. The assessments, community data, and local trends will help to identify the threats and hazards in a specific school setting.
 - IV. A key consideration is how specific threats and hazards might differ in severity depending on the population impacted. What are the **access and functional needs** of the whole school community? Are there students, staff, family, contractors, and other visitors who:
 - Have mobility issues (temporary or permanent) (e.g., sports injury, pregnancy, aging, wheelchair);
 - Are in the process of learning English and require additional linguistic support;
 - Have a disability that impairs the way they receive and process information (e.g., autism, blind/deaf);
 - Are from a different racial/ethnic, cultural or religious background that requires considerations on particular safety practices, or
 - Require medical assistance (e.g., diabetic).
 - V. School EOPs must account for incidents that may occur **during and outside the school day** as well as on and off campus. *This is even more significant now that schools have hybrid learning environments that may include outdoor classes, lunch, and other school activities.* Examples include:
 - Outside activities (e.g., recess, physical education);
 - Before and after school (e.g., the school bus, gathering times and places immediately before and after school);

- Outside of the school day (e.g., after school programs, athletic programs, clubs, school dances, weekend sporting events); and
 - Field trips during the school day and extended trips.
- VI. Creating and revising a model school EOP is done by following a **collaborative process**. If a planning team also uses templates, it must first evaluate their usefulness to ensure that the tools do not undermine the collaborative initiative and collectively shared plan. *Do not get stuck on what has been; focus on what needs to be.*

Research shows that creating positive school climates can help districts, schools, and teachers meet key goals, including: boosting student achievement and closing achievement gaps; increasing high school graduation rates; decreasing teacher turnover and increasing teacher satisfaction; and turning around low-performing schools. Positive school climates also enhance safety in the school and community by increasing communication between students, families, and faculty. At the same time, schools reduce various forms of harm to students that can stem from negative school climates, including violence, bullying, and even suicide. Positive school climates are inclusive of and responsive to students of all backgrounds, regardless of race, color, national origin, language, disability, religion, sex, sexual orientation, or gender identity

A positive school climate that provides students with ready access to emotional and behavioral supports can affect the capacity of students and staff to prevent, respond to, and recover from emergencies. For example:

Prevention and Mitigation: A positive school climate can help to prevent emergencies because it can reduce the incidence of behaviors that can contribute to crisis (e.g., violence, bullying, harassment, substance abuse). Further, schools with positive school climates engage students in developing strong relationships with staff and peers, increasing the likelihood that students will quickly report potential threats to trusted adults within the school.

Protection and Response: Schools with positive school climates teach students the social and emotional competencies that enable them to develop persistence, tolerance of frustration, and ability to manage their emotions during an emergency. The teachers, counselors, school resources officers, and other staff who create positive school climates train regularly on child and adolescent development, and on how to respond appropriately to a variety of student behaviors so they are able to de-escalate aggressive behavior before it becomes a threat to school safety.

Recovery: A positive school climate can help in the recovery from an emergency because it represents a commitment, even prior to an emergency, to providing emotional and mental health services and supports to all members of the community. Schools with such a climate create an environment that recognizes the importance of social and emotional health, and so support the recovery of all members of the school community and promote an understanding that individual needs will vary in a post-emergency situation.

This focus helps schools promote a positive school climate when implemented as part of a single, comprehensive, and integrated strategy for improving student health and safety.