

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: 5/23/2023

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:

- Coordination of the communication between school staff, law enforcement, and other first responders;
- 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;
- Ensure staff understanding of the district-wide school safety plan;
- Ensure the completion and yearly update by September 1st, of building-level emergency response plans for each school building;
- Assist in the selection of security related technology and development of policies for the use of such technology;
- 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

- Ensure the conduct of required evacuation and lockdown drills in all district buildings as required by Education Law section 807.
- 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 (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 |

- 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.

- Consideration of Silent Panic Alarm Systems: On June 23, 2022, Governor Hochul signed Alyssa’s Law, Chapter 227 of the Laws of 2022 (Chapter 227) which became effective immediately. Chapter 227 amends Education Law §2801-a to require that district-wide school safety teams consider the usefulness of silent panic alarm systems when reviewing and amending district-wide safety plans. District-wide school safety teams shall consider, as part of their review of the comprehensive district-wide safety plan, the installation of a panic alarm system. Internal and external communication systems in emergencies now may include the installation of a panic alarm system. Chapter 227 also authorizes the inclusion of panic alarm systems in building-level emergency response plans. The effective date of the final rule was January 25, 2023.

On January 31, 2023, the BHBL District-wide School Safety Team discussed silent panic alarm systems for the schools during their annual review of the District-wide School Safety Plan. Within the last 5 years, prior to the requirement to consider them, silent panic alarm systems were installed in various locations throughout the district. See *Appendix E School Building Security* for details.

The amended section 155.17(b) of the Regulations of the Commissioner of Education defines silent panic alarm systems as, “Panic alarm system means a silent security system signal generated by the manual activation of a device intended to signal a life-threatening or emergency situation requiring a response from local law enforcement or, in the case of a school building located in a municipality in which there is no municipal police department, a location designated by the superintendent of state police and may include one or more of the following: wired panic button or buttons, wireless panic button or buttons or a mobile or computer application.”

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)(xvi)

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.
Spartan Buddies	MS staff	Student Body (6-8)	monthly	Organization designed to establish and build 1:1 friendships through volunteering.
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.

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
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
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
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)(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)(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)(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

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(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.
Silent Panic Alarm Systems	School staff manually activate the device that sends a silent signal to local law enforcement during a life-threatening or emergency situation including but not limited to Lockdown. All other response procedures (e.g., Lockdown) remain the same.	Various locations throughout the district

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(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 school-based teams	Administrators and parents are notified of the need and results of the assessments. Referrals are made to the appropriate agencies, when warranted.	As needed

Appendix F: Early Detection of Potentially Violent Behaviors - continued

POLICIES & PROCEDURES FOR EARLY DETECTION	METHOD USED TO DISSEMINATE	GROUP RECEIVING THE DATA	DISSEMINATION TIME FRAME & FREQUENCY
Character Education speaker or activities	Delivered in All-school Assemblies, smaller group settings, or other activities as appropriate and applicable to the situation.	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)(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(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(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)

<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(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(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 *BH-BL Emergency Action Guide* 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(c)(1)(v), Section 155.17(c)(1)(vi), and Section 155.17(c)(1)(viii)

PROCEDURES FOR OBTAINING ADVICE & ASSISTANCE FROM LOCAL GOVERNMENT OFFICIALS	ARRANGEMENTS FOR OBTAINING ADVICE & ASSISTANCE FROM LOCAL GOVERNMENT OFFICIALS	PROCEDURES TO COORDINATE THE USE OF DISTRICT RESOURCES AND MANPOWER DURING AN EMERGENCY
<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)(xiv)

<i>PROTECTIVE ACTION OPTIONS</i>	<i>DRILLS & DEBRIEFINGS</i>
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.	The procedure is well published and understood. It is frequently used and practiced during the school year for situations such as snow days.
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.	Early dismissal drill is held each year prior to a long weekend in the fall.
Each building has a primary and secondary evacuation site.	Evacuation drills are held periodically (not every building, every year) with a safety team debriefing and procedure review following the drill.
Sheltering decisions are made by the Superintendent in collaboration with principals, assistant superintendents, transportation supervisor and buildings & grounds supervisor.	A shelter drill is required on an annual basis prior to December 1. BOE Policy #8130 Emergency Plans.

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
County Stakeholders Letters: 4/5/23 School Community Emails: 4/20/23	July 2023	August 2023	August 2023	August 2023

Effective July 1st, 2019, NYSED amended Part 155.17, School Safety Regulation. 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 SROs and school discipline, see Appendix P below and click on the following links: “Saratoga County 2018-2019 Original Agreement”, last page of the MOA *Schedule A SRO Job Duties*, item #12; and “Multi-Year Agreement with Town of Glensville Police Department beginning January 1, 2022”, MOA *Schedule A SRO Job Duties*, page 10, item #14. Both MOUs state, “Under no circumstances shall the SRO be a school disciplinarian. The SRO will not be involved in the enforcement of disciplinary infractions that do not constitute violations of law;” BHBL contracts with the Saratoga County Sheriff’s Office and the Town of Glensville Police Department for their SROs. All stakeholders are welcome to attend the annual public hearing and contribute to the public comment period during the annual Board of Education meeting. 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](#))([Link](#))

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

Multi-Year Agreement with Town of Glenville Police Department 2022-2023 Renewal ([Link](#))

Saratoga County 2023-2024 Renewal ([Link](#))

Multi-Year Agreement with Town of Glenville Police Department 2023-2024 Renewal ([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 28, 2023

Presented to Health and Safety Committee as a full draft on April 25, 2023

Feedback from Health & Safety Committee received and incorporated into the document by May 17, 2023

Health & Safety Committee gives indication of support to full document - May 23, 2023

Note: Health & Safety Reps will send to union presidents after May 24, 2023 meeting

Item placed on Board of Education Agenda for public Hearing on July 2023

Item Placed on Board of Education Agenda for adoption on August 2023

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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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 Teacher Assistant 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 Teaching Assistants	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 stored in a manner to prevent degradation	Stock Monitoring & Ordering 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.

Appendix T: Emergency Remote Instruction Plan (beginning 2023-2024)

This appendix addresses the 2022-2023 amendments of Sections 100.1, 155.17, and 175.5 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery under Emergency Conditions, and the amendments of Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education Relating to Remote Instruction and its Delivery Under Emergency Conditions and Length of School Day for Approved School-Age and Preschool Programs Serving Students with Disabilities

INTRODUCTION

The Burnt Hills-Ballston Lake Central School District developed the following Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan meets the requirements of New York State Education Commissioner’s Regulations for inclusion in the 2023-2024 District-Wide School Safety Plan. Additionally, the plan adheres to guidance set forth in the following Board of Education policies: AR5153.1 Emergency Regulation Regarding Student Registration and Attendance; AR8330.3 Staff Use of District Technology and Student Use of District Technology; 5300 Code of Conduct; 5300.75 Student Dress Code.

BACKGROUND INFORMATION

The NYS Education Department (NYSED) authorized a “snow day pilot” program during the Covid-19 pandemic 2020-2021 and 2021-2022 school years. This program allowed school districts to deliver instruction remotely on days in which they would otherwise have closed due to an emergency.

To give districts greater predictability, in September 2022, the NYSED Board of Regents amended section 175.5(e) of the Commissioner’s regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, **but are not required to**, remain in session and provide instruction through remote learning and count these instructional days towards the annual hours requirement for State Aid purposes. Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2023-2024 school year, such instruction must be consistent with the school district’s Emergency Remote Instruction Plan.

NYSED also amended section 155.17 of the Commissioner’s regulations to require public schools, BOCES, and county vocational education and extension boards amend their District-wide School Safety Plans to include plans for remote instruction beginning with the 2023-2024 school year. This gives the public an opportunity to provide feedback on such plans for remote instruction prior to their adoption. The Emergency Remote Instruction Plan must include the methods that the school district will ensure the availability of: devices; internet access; provision of special education and related services for students with disabilities; the expectations for time spent in different remote modalities.

Such plans also require that each chief executive officer of each educational agency located within a public school district report information on student access to computing devices and access to the internet each year.

NYSED additions to section 100.1 of the Commissioner’s regulations define the term “remote instruction.” This definition identifies various ways in which remote instruction may be delivered, but which must include, in all situations, regular and substantive teacher-student interaction with an appropriately certified teacher.

The NYS Board Regents adopted the amendments noted above that became effective as a permanent rule on September 28, 2022.

Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide remote instruction in the 2022-2023 school year on days they would otherwise close due to an emergency and to count such instructional days towards 14 minimum requirements and to identify the ways in which such remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private schools for the education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the final rule was January 25, 2023.

REMOTE INSTRUCTION

The Commissioner's regulations define remote instruction as “instruction provided by an appropriately certified teacher, or in the case of a charter school an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.” For the purpose of this plan, remote instruction means the instruction occurring when the student and the instructor are in different locations due to the closure of one or more of the district's school buildings due to emergency conditions as determined by the Superintendent of Schools. Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficient water supply, prolonged disruption of electrical power, shortage of fuel, destruction of a school building, shortage of transportation vehicles, or a communicable disease outbreak, and the school district would otherwise close due to such an emergency.

UNSCHEDULED SCHOOL DELAYS AND EARLY RELEASES

Instructional hours that a school district scheduled but did not execute, either because of a delay to the start of a school day or an early release, due to emergency conditions, may still be considered as instructional hours for State aid purposes for up to two instructional hours per session day, provided the School Superintendent certifies such to NYSED, on the prescribed NYSED form, that an extraordinary condition existed on a previously scheduled session day and that school was in session on that day ([NYSED Part 175.5](#)).

The Emergency Remote Instruction Plan shall identify various ways in which instruction may be delivered, including synchronous and asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified teacher.

Synchronous instruction engages students in learning in the direct presence (remote or in-person) of a teacher in real time. During remote instruction, students and teachers attend together from different locations using technology. Asynchronous instruction is self-directed learning that students engage in learning without the direct presence (remote or in-person) of a teacher. Students access class materials during different hours and from different locations. During an emergency closing, synchronous instruction is the preferred method of instruction, whereas asynchronous instruction is considered supplementary instruction.

ENSURING ACCESSIBILITY AND AVAILABILITY (INTERNET, COMPUTERS/DEVICES)

The Burnt Hills-Ballston Lake Central School District shall survey families to find out who has a reliable high-speed internet connection. A survey conducted in 2020 identified families who live in the district that do not have access, therefore remote learning is a challenge, if not impossible, for these students. Since 2020, every student who enrolls in the district provides information on internet access and computer accessibility. All survey information is stored and available in the SchoolTool database. When students do not have internet access, the district works with the families to develop a plan to provide instructional materials for them as well as a process for recording attendance and grading. The district works with the community to provide locations where internet access could be used if they are able to use these locations.

Commissioner's regulation 115.17(f) outlines the annual data collection that districts must submit to SED every year by June 30. It requires the school district to survey families regarding internet and device access at the student's place(s) of residence. The chief executive officer (School Superintendent) shall survey students and parents and persons in parental relation to such students to obtain information on student access to computing devices and access to internet connectivity.

District policy AR8330.3 and procedures are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

BHBL EMERGENCY CLOSURE REMOTE LEARNING PLAN

<p align="center">POLICIES</p>	<p>The plan adheres to guidance set forth in the following Board of Education policies: AR 5153.1 Emergency Regulation Regarding Student Registration and Attendance; AR 8330.3 Staff Use of District Technology and Student Use of District Technology; 5300 Code of Conduct; 5300.25 Student Dress Code.</p>
<p align="center">INTERNET AND DIGITAL DEVICE ACCESS</p>	<p>The Burnt Hills Ballston Lake CSD provides all students, teachers and teaching assistants in grades K-12 access to a personal computing device (chromebook). In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students, teachers and teaching assistants have their device at home for instruction.</p> <p>The Burnt Hills Ballston Lake CSD participates fully in the SED Digital Access Survey along with locally developed surveys to assess how many students have internet access at home. The district’s ERI Plan is consistent with the information provided by families in the Student Digital Resources data collection regarding the availability of computing devices made available to students or other means by which students will participate in synchronous instruction, and access to internet connectivity under emergency remote instruction. The district provides hotspots to any families, teachers and teaching assistants that indicate a need for reliable internet to facilitate access to learning at home.</p> <p>All faculty should have an alternative general activity for students in the instance that widespread power outages or other disruptions to connectivity occur preventing synchronous connection. If students lose connectivity, then the expectation is they will complete the alternate assignment provided.</p>
<p align="center">PEDAGOGY</p>	<p>All teachers in grades K-12 will use Google (Meet, Classroom, etc.) as their primary instructional platform.</p> <p>Several district provided instructional technology software programs are available to support instruction along with a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach may include a combination of:</p> <p><u>Synchronous “Live” Instruction</u> - Using Google Meet along with other digital platforms, teachers will deliver real time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project based opportunities within this model.</p> <p><i>Teachers will make personal connections with all students, including supporting English Language Learner/Multilingual Learner students, during scheduled class times via Google Meet. These connections will allow teachers to take attendance, introduce new content or skills and will allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The</i></p>

	<p><i>duration of these synchronous connections depends on the grade level and daily instructional plan but should be the primary mode of instruction and substantial enough to guide learning.</i></p> <p><u>Asynchronous “Flipped” Instruction</u> - Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students participation and assignment completion (i.e. “Flipped Classroom”). These activities may include teacher/student synchronous interactions for a portion of the lesson.</p> <p><u>Authentic Independent Instruction</u> - Using a variety of methods, teachers will engage students in high quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.</p> <p><u>Alternatives to Remote Instruction</u> - The district determines which students for whom remote instruction via digital technology is not appropriate via agreement between the administration, teaching professional and parent/guardian. In these instances alternative materials to guide instruction will be made available in advance. Teachers or other professionals will be available to support students for whom remote instruction is not appropriate or accessible upon return to school.</p>
<p style="text-align: center;">STUDENT EXPECTATIONS</p>	<p>All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction students are expected to be school ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations.</p> <ul style="list-style-type: none"> ● All students are expected to practice appropriate digital etiquette and responsible behavior during assigned Google Meets: <ul style="list-style-type: none"> ○ Mute yourself on meets as directed by your teacher ○ Cameras are to be kept on during classroom meets unless directed specifically by your teacher to do otherwise. ● Students are expected to work in an appropriate setting when participating remotely / on-line. Work places include a desk, table, kitchen counter, etc... Other locations are not appropriate or acceptable. ● Student dress must be appropriate in all platforms - the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms. <p>If there are any circumstances preventing full and appropriate participation the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.</p>
<p style="text-align: center;">DAILY SCHEDULE</p>	<p>The virtual day will follow the same schedule framework as the HS, MS and Elementary School to which the student is assigned. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including time for lunch.</p>

	Students will attend all assigned classes at their scheduled time. The method of instructional delivery will vary to facilitate appropriate screen time per age level within these parameters. MS and HS teachers must be available for academic support during AAP (Tues-Thurs).
COMMUNICATION PROTOCOL: INTERVENTION	Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.
SPECIAL SERVICES	School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach. Please see the "Support for Students with Disabilities During Emergency Closing Virtual Instruction" section below this chart for specific guidelines.
NON- INSTRUCTIONAL SERVICES -TRANSPORTATION -FOOD SERVICE -MAINTENANCE -CUSTODIAL -CLERICAL/ ADMINISTRATIVE SUPPORT	When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.

**SUPPORT FOR STUDENTS WITH DISABILITIES
DURING EMERGENCY CLOSING VIRTUAL INSTRUCTION**

School districts are required to implement supports, services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability, when providing virtual instruction.

Special education teachers who provide direct/indirect consultant services will initiate outreach to their students' general education teacher(s) to collaborate on instructional modalities and any necessary accommodations or modifications required of assignments or assessments for the day.

Special education teachers who teach resource room, self-contained special classes either content specific or specialized programs, should follow the same guidance and expectations as classroom teachers in regards to pedagogy, content, class meetings, and flexibility.

Teaching assistants are available for instructional support by way of participating in class meetings, keeping up on classroom assignments and expectations, and serving as additional academic support.

Related service providers are to provide “tele-therapy” services, to the best of their ability. Related service providers are expected to adhere to similar guidelines as other professionals in regard to student and teacher work at home, communication, and flexibility and they will use the students’ IEPs to determine an appropriate/reasonable level of communication and support.

Documentation Requirements-Special education personnel are expected to document all supports and services provided to students during this time. Document the manner, means, duration of time, follow up efforts, etc. IEP progress monitoring is required to be collected and reported to parents following the schedule listed on students’ IEPs. Medicaid session notes continue to be a requirement for eligible related service providers. Special education teachers/service providers are responsible to hold any virtual professional meetings already scheduled on a day that becomes a virtual instruction day.

NYSED Plan Requirements

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction;
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and
6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.

INSTRUCTIONAL HOURS FOR STATE AID AND REPORTING REQUIREMENTS

Pursuant to Section 175.5 of Education Law the school district may decide to transition to remote instruction in the event emergency conditions dictate the closure of the PreK through Grade 12 facilities. Under the provisions of New York State Education Law and the District Emergency Remote Instruction Plan any instruction sessions provided during the closure of the school facilities are counted towards annual hour requirements for meeting 180 days required for State financial aid.

For school districts such as BHBL that receive foundation aid, districts can estimate the number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions. This provision allows for districts to determine the number of hours per day that the district plans to provide instruction during emergency remote learning.

Annual hourly requirements for the purpose of apportionment of State Aid (for districts receiving foundation aid) are noted below:

- 450 instructional hours for pupils in half-day kindergarten
- 900 instructional hours for pupils in full-day kindergarten and grades one through six
- 990 instructional hours for pupils in grades seven through twelve

The district estimates the number of instructional hours it intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions from a minimum of 1 remote instruction day due to emergency conditions, up to the full year's annual hourly requirement.

How many hours of instruction will the district plan to claim for each day of an emergency closure? A BHBL remote instructional day is the same number of instructional hours as an in-person instructional day:

- i. Grades K-5: The instructional day shall be 6 hours, 15 minutes;
- ii. Grades 6-8: The instructional day shall be 6 hours, 36 minutes;
- iii. Grades 9-12: The instructional day shall be 6 hours, 35 minutes;
- iv. The actual hours of the instructional day shall be discussed each spring in building council.

For example, if the school district has three (3) remote instructional days in a school year, then it will claim an estimated total instructional hours for State Aid purposes due to emergency conditions as follows:

1. Grades K-5: 6 hours, 15 minutes X 3 days = 18 hours, 45 minutes
2. Grades 6-8: 6 hours, 36 minutes X 3 days = 19 hours, 48 minutes
3. Grades 9-12: 6 hours, 35 minutes X 3 days = 19 hours, 45 minutes
4. **For a district-wide estimated total of 58 hours, 18 minutes**

The Superintendent of Schools and the Teachers Association acknowledge that professional responsibilities are required for the school day, instructional day, and for periods outside the school day. Professionals shall exercise their responsibilities within the school day. The schedule will be as follows:

- The School Day for Grades K-5 shall begin between the hours of 8:05am and 8:35am
- School Day Length for Grades K-5: 7 hours, 10 minutes
- The School Day for Grades 6-12 shall begin between the hours of 7:25 am and 7:55am
- School Day Length for Grades 6-12: Monday, Tuesday, Wednesday, Thursday (7 hours, 40 minutes), Friday (6 hours, 38 minutes)

It is understood that the school calendar shall include the number of pupil attendance days needed to assure maximum state aid for operating purposes, and if the number of snow days or other authorized school closings should require makeup days to assure maximum state aid, all professionals will be required to work on these makeup days without additional compensation beyond the annual salary provided by the terms of the BHBL Teachers Association agreement.

REPORTING

IMMEDIATELY

Whenever a school building must **close to instruction** due to the activation of its District-wide School Safety Plan or Building-level Emergency Response Plan, a ***Report of School Closure*** must be submitted to the Commissioner of Education by the School Superintendent as required under CR 155.17(f) via the NYSED Report of School Closure portal. Even when remote instruction is provided during an emergency closure, a ***Report of School Closure*** must be submitted. This also applies when instruction can be delivered in an interim location or via another instructional modality.

When it is determined that it is safe to re-open a school building after an emergency closure, the School Superintendent must notify the Commissioner by completing a corresponding ***Report of School Re-Opening***, via the NYSED Report of School Re-Opening portal.

The ***Report of School Closure*** is intended to provide immediate notification to the Commissioner regarding an emergency closure. The ***Report of School Re-Opening*** notifies the Commissioner of the re-opening and also collects the actual duration of the closure, the location and modality of instruction, and detailed information that may not have been available at the time of the closure.

Reasons for building closures may include, but are not limited to, natural disasters, power outages, instances of infectious disease, extraordinary adverse weather conditions and threats of violence. It is no longer required to submit a ***Report of School Closure*** for routine snow days.

ANNUALLY BY JUNE 30TH

The School Superintendent shall notify the NYSED Commissioner the results of the survey on student access to computing devices and access to internet connectivity through the Student Information Repository System (SIRS) every year by June 30th.

END OF THE SCHOOL YEAR

The school district shall report Emergency Remote Instruction through the State Aid Management System at the end of the school year. After the close of the school year **starting with the ending of 2023-2024**, the School Superintendent reports remote instructional days under emergency conditions through the State Aid Management System, and certifies this at the time NYSED's *Form A* is submitted as part of other required certifications. Using the NYSED prescribed form, the School Superintendent certifies to NYSED:

- That an emergency condition existed on a previously scheduled session day and that the school district was in session and provided remote instruction on that day;
- How many instructional hours were provided on such session day; and
- Beginning with the 2023- 2024 school year, that remote instruction was provided in accordance with the district's Emergency Remote Instruction Plan.

BOARD OF EDUCATION APPROVAL

As part of the District-wide School Safety Plan, the school district's Board of Education shall make the Emergency Remote Instruction Plan available for public comment and public hearing for no less than thirty days (30) prior to adoption. The plan must be adopted as part of the District Wide School Safety Plan annually prior to September 1st and posted on the district website in a conspicuous location.