LEARNING
A Shared Goal, A Shared Responsibility

District-Wide
School Safety Plan

2023-24

TABLE OF CONTENTS

HOOSIC VALLEY CENTRAL SCHOOL DISTRICT
District-wide School Safety Plan

Commissioner's Regulation 155.17 Project 14

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 and 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 School Safety Plan is responsive to the needs of the Hoosic Valley K-6 Elementary School and the 7-12 Secondary School, and is consistent with the more detailed emergency response plans required at the school building level. Districts are at risk of a wide variety of acts of violence, and natural and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law with implementing regulations.

This component of Project SAVE is a comprehensive planning effort that addresses risk reduction/prevention, response, and recovery with respect to a variety of emergencies in the school district and its schools.

The Hoosic Valley Central School District supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

GENERAL CONSIDERATIONS

A. Purpose

The Hoosic Valley Central School District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Hoosic Valley Central School District Board of Education, the Superintendent of Hoosic Valley Central School District identified a District-wide School Safety Team and charged it with the development and maintenance of the District-wide School Safety Plan.

B. Identification of School Teams

The Hoosic Valley Central School District has appointed a District-wide School Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations, school safety personnel, and other school personnel. The members of the team and their positions or affiliations are as follows:

- Superintendent
- 7-12 Secondary Principal
- K-6 Elementary Principal
- Assistant Principal
- Transportation Supervisor
- Business Administrator
- Head Custodian
- Board of Education member
- Parent(s)

- School Resource Officer
- K-6 Elementary Nurse
- 7-12 Secondary Nurse
- Teacher, K-6 Elementary
- Teacher, 7-12 Secondary

C. Concept of Operations

- The District-wide School Safety Plan is directly linked to the individual Building-level Emergency Response Plans as a matter of protocol. The activation of the Building-level Emergency Response Plan triggers the notification of the chain of command and the assessment of the activation of the District-wide Emergency School Safety Plan and District-wide Response Team.

- The District-wide School Safety Plan was developed through extensive analysis of the local environment, emergency potential, and available resources. Through training and workshops that included school employees, administration, and local emergency services, the plan has been developed to address the specific needs of the Hoosic Valley Central School District and the community.

- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team, the membership of which is specified in the Building-Level Plan. The Building Principal is responsible for notifying the Superintendent or the highest-ranking person in the chain of command of any necessary Building-level plan activation. This notification shall be accomplished through the use of telephone or the district's radio network.

- Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee shall be notified and, where appropriate, local emergency officials shall also be notified.

- County and state resources shall supplement the school district's emergency action planning in a number of ways:

  o State and local law enforcement provide building reviews and employee training.

  o Local law enforcement and emergency services participate in planning and training exercises and develop strategies for managing building-level emergencies.

  o A protocol exists for the school district to use certain facilities for sheltering during times of emergencies.

  o A protocol exists for the use of county mental health resources during post-incident response.

D. Plan Review and Public Comment

- Pursuant to Commissioner's Regulation, Section 155.17 (e)(3), this plan will be made available for public comment at least 30 days prior to its adoption. The School Board shall adopt the District-wide Plan only after one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan shall be formally adopted by the Board of Education.

- Full copies of the District-wide School Safety Plan and any amendments shall be made available to the New York State Education Department as prescribed within 30 days of adoption.

- This plan shall be reviewed periodically during the year and maintained by the District-wide School Safety Team. The required annual review shall be completed on or before September 1 of each year after its adoption by the Board of Education. A copy of the plan will be available in the District Office.

RISK REDUCTION/PREVENTION AND INTERVENTION

A. Prevention/Intervention Strategies
Program Initiatives

The district and community have developed a number of programs and activities to aid in risk reduction. These initiatives are run at different age groups within the district.

- Character Education programming
- Student's Bill of Rights and Responsibilities
- The district's Code of Conduct
- Sheriff's Smart Choice Education Program
- Bullying awareness for staff members
- The district has anti-bullying awareness programming in place for students
- Group counseling, individual counseling, and student counseling
- Cyber bullying awareness programming
- Internet safety programs
- SADD (Students Against Destructive Decisions)

Facilities Initiatives
The district has attempted to enhance the security of its facilities through a number of initiatives, including the following:

- The school has developed a parent/visitor sign-in procedure and requires the use of visitor ID badges with visual contact.
- The school has developed limited access for visitors at each building.
- The school district has enhanced entrance door hardware.
- The district has installed surveillance equipment on school buses.
- The district has installed electronic surveillance systems in key areas of the building.
- The school has implemented handheld communication systems for key school officials.
- The district has implemented individual safety plans for students requiring assistance during emergencies.
- The school has implemented classroom emergency procedures.
- The district has implemented an enhance school bus driver communication system.

- The district has provided identification badges for staff.
- The district's planned construction project will enhance facility security by changing exterior features of the grounds and adding electronic security.

Training, Drills, and Exercises
- The district has established policies and procedures for annual multi-hazard school safety training for employees and students. Training includes:

    o An annual review of the Building-level emergency guides and general employee awareness training for building employees.

    o The annual early go home drill to test evacuation and sheltering procedures.

    o Each school building conducts fire drills throughout the course of the year in compliance with the SED schedule for the purpose of familiarizing employees and students with emergency procedures. o The Building-level tabletop exercise run in cooperation with members of local emergency services.

- The district may conduct drills and other exercises to test and evaluate the effectiveness of the district emergency response plan. Each building principal will forward a schedule of planned emergency drills and fire drills to the Superintendent by September 1 of each school year. Each principal will be required to complete a minimum number of student drills as follows:

    <u>Fire Drills</u>   6 by December 31
    2 by May 1

    <u>Lockdown Drills</u>   2 by December 31
    2 by June 1

- The district may conduct tabletop exercises with the building-level safety teams to test the components of the emergency response plan. The narratives, sequence of events and messaging for each exercise shall be developed by select members of the District-wide Safety Team, Emergency Management consultants and local emergency services. A controller, evaluator and simulator shall conduct each tabletop exercise. The suggestions and necessary enhancements of the Building-level plan noted during the evaluation shall be documented by the evaluator and provided to the Building-level Safety Team and District-wide Safety Team for further evaluation.

- Topics for training will include general security and safety measures, intervention strategies with difficult or challenging students, building security awareness, and reporting requirements and procedures.

    In the execution of their duties, faculty, aides and administrators shall have responsibility for:

    o Monitoring halls, lavatories, locker rooms, locker bays and similar areas, assuring orderly passage of students and pre-emptive intervention in potentially disruptive situations.

    o Observation of the general property, including the immediate outside area/perimeter of the building(s), with an obligation to report suspicious activity to district or building administration.

o   Overseeing study halls, cafeterias, or other areas of student assemblage with the goal of assisting to maintain an orderly, safe environment is the responsibility of administrators.

School Safety Personnel

School safety personnel have a critical role in violence prevention. The following represents a description of the responsibilities of school safety personnel in the district:

The building principal or his/her designee shall serve as the School Safety Representative for the school building. The responsibilities of the School Safety Representative are as follows:

o   Monitor hallways, entranceways, exits and outside grounds during school hours for unusual occurrences or unauthorized visitors.
o   Act as building liaison in communicating building level safety issues or concerns.
  -   Represent the building on the District-wide Health and Safety Committee.
  -   Serve on building level School Building Response Team.
  -   Attend school safety meetings and be a resource on school safety and security issues for building employees.
  -   Develop plans and strategies for building security, crime and violence prevention, safety planning and employee training.
  -   Participate in school incident investigations.
  -   Respond to all school emergencies as part of the building's Emergency Response Plan.
  -   Coordinate annual school safety multi-hazard training for students and employees. Multi hazard training shall include crisis intervention, emergency response and management.
  -   Employees and students shall receive annual training and drill practice on protocols for bomb threats, evacuation, sheltering, lock-down, relocate to hallway, fire emergency, bus drills and appropriate violence prevention strategies.
  -   Designate procedure for informing substitute teaching and non-teaching employees of school safety protocols.
o   Comply and encourage compliance with all school safety and security policies and procedures established by the Board of Education.
o   Attend professional development activities on school safety and violence prevention; including mental health awareness and suicide prevention.

All school safety personnel shall be provided with training on violence prevention and school safety. All training courses shall receive prior approval from the Superintendent.

Fingerprint and Background Checks

The following hiring and screening practices are followed for the hiring of all personnel:

Fingerprinting and Criminal Background Checks

For all employees hired by the school district, the district completes a fingerprinting and criminal background check prior to appointment. Employees include: any person receiving compensation for work from the school district; any employee of a contracted service provider involved in direct student contact; any worker assigned to a school under a public assistance employment program (includes part-time employees and substitutes) and volunteers (in compliance with OSPRA guidelines).

<u>Reference Checks</u>
References are thoroughly checked prior to extending an employment offer.
- o Reference check forms are used for instructional, non-instructional and transportation personnel. o Reference checks are completed and reviewed by the administrative team along with the application.
- o Prior to making a job offer to a prospective employee, the following mandatory questions are asked during reference checks with immediate and/or past supervisors:
  - Do you have knowledge of any violations of safety or security by (prospective employee) related to students, employees or others?
  - Why did (prospective employee) leave your employment? Or, Do you know why (prospective employee) is leaving your employment?
  - Would you rehire (prospective employee)? If no, why not?

B. Early Detection of Potentially Violent Behaviors
The district has implemented policies and procedures related to the early detection of potentially violent behaviors. Each building principal is responsible for the dissemination of informative materials regarding the early detection of potentially violent behaviors to employees and parents each school year. (See Appendix 5). In addition, employees shall receive training on the districts Code-of-Conduct and awareness training on violent behaviors, including mental health awareness and suicide prevention. to be conducted or coordinated by the Superintendent.

C. Hazard Identification
The following sites have the potential for internal or external emergency situations:

Building
Hoosic Valley 7-12 Secondary School
Hoosic Valley K-6 Elementary School

The buildings and grounds associated with each of these facilities have the potential for a district or building-level emergency or incident.

The following items/facilities that are proximate to the Hoosic Valley Central School District have been identified as having a potential for presenting emergencies that could affect the district:

- Routes 40 & 67 commercial traffic
- Gas stations
- Bulk petroleum and propane storage on district premises
- Schaghticoke Fairgrounds
- Registered sex offenders within district boundaries
- Water Tower on school grounds

RESPONSE

A. Notification and Activation (Internal and External Communications)

• In cases of a serious violent incident, the district would use the procedure listed below to meet the requirements for notification and activation. A serious violent incident is an incident of violent criminal conduct that is, or appears to be, life threatening and warrants the evacuation of students and employees because of an imminent threat to their safety or health, this includes but is not limited to: the use or threatened use of a firearm, explosive, bomb, incendiary device, chemical, or biological weapon, knife or other dangerous instrument capable of causing death or serious injury, riot, hostage taking, or kidnapping.

      o Identified communications systems are as follows:

Internal

Teachers and building staff	Public address system
Administrators and Office staff	Activation of emergency calling system
Students	Public address system and verbally from supervising teachers
Superintendent of Schools	Phone by principal's secretary
Buildings and Grounds	Phone or radio by principal's secretary
Board of Education	Phone

External

State Police/Rensselaer County Sheriff	911
County Emergency Dispatch	911
Town of Hoosic Rescue Squad	911
Hoosic Fire Department	911 (Direct to specific entrance)
Parents	By School Connects All Call system whenever possible; mass direction via radio to a neutral location.
News Media	Superintendent of Schools

• The Superintendent of Schools shall be responsible for conveying emergency information to educational facilities within the Hoosic Valley Central School District. The Superintendent shall take appropriate steps to secure the following information about each educational agency within the district: number of students, number of employees, transportation requirements associated with the evacuation of each facility; and the business and home telephone numbers of key officials of each agency. Such information shall be updated at least annually by the Superintendent. Each such agency would report material changes to such data to the Superintendent of Schools, in writing, within 7 days of such change.

    There are no Non-Public schools within the Hoosic Valley Central School district.

A list of daycare centers in the Hoosic Valley Central School District are listed in the building-level plan.

Information will be provided to parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal through the use of School Connects (preferred option), or via phone at the building level using the student/parent directory and/or local and regional radio and TV Stations. These are the same stations that are used to announce official school delays or closings. This information is provided to parents through the School District website and building handbooks. Additionally, if an event occurs at the school district where students cannot be released immediately, a parent/community public information center will be established and disseminated to parents/guardians.

In the event that this public information center is established, parents and community members are encouraged not to report to the school district where a building may be in crisis, but rather gather at the identified media release location where regular public information statements will be made by the Superintendent or designee.

B. Situational Responses – Multi-Hazard Response and Response Protocols

Staff cooperation is critical when an act of violence occurs. In the event of a criminal act, bomb threat, civil disturbance, intrusion, hostage-taking, kidnapping, serious violent incident, or other threatening event, staff response may include:

1. Verbal instructions to cease the behavior.
2. Call for assistance from other staff.
3. Verbal instructions to follow classroom emergency procedures based on the administrator's instruction over the public address system.
4. Call law enforcement and other necessary emergency response agencies.
5. Removal of any onlookers that could aggravate the situation.
6. Not invading the space of the individual(s) involved.
7. Removal of any potentially dangerous weapons or objects.
8. Physical restraint if other actions do not stop the violence.

In the event of a violent incident, the following policies and procedures are to be followed at the district level:

- The Superintendent will ensure the building-level team has adequate resources to respond to the emergency.
- The Superintendent will develop a public information strategy to communicate necessary information to the media, parents and staff.
- The District Office will notify the Committee on Special Education (CSE) Chair who is the leader of the district's Crisis Intervention Team of the event.
- The Superintendent will notify appropriate Board of Education members of the incident.
- The Superintendent will notify the BOCES District Superintendent that the school's emergency plan has been activated and file any necessary information with the State Education Department (for example, school bomb threat data cards).

In the event of a violent incident, the following policies and procedures are to be followed at the <u>school building level</u>:

- ⬜ Student reports an incident to an adult or adult observes an incident.
- ⬜ Adult takes appropriate action as necessary to respond to the incident.
- ⬜ A written referral is forwarded to the building principal after the event has been managed.
- ⬜ School guidance counselor, social worker and nurse are involved when necessary.
- ⬜ Building principal will conference with the student(s) involved to determine the problems/issues.
- ⬜ If parental notification is necessary, building principal will contact the parent(s) and may arrange a parent conference.
- ⬜ Appropriate discipline will be administered following the District Code of Conduct and incident reported to the State Education Department, when appropriate.

Follow-up of the violent incident should include:

1. Investigation of the incident by building principal and law enforcement, as necessary
2. Preparation of written accounts of the incident by all involved as soon as possible but always within 24 hours
3. Review of written accounts by the building principal for any disparities
4. Appropriate disciplinary action according to the code of conduct
5. Review of the entire incident by administration for future planning:
   a. What happened?
   b. Where did it happen?
   c. When did it happen?
   d. Why did it happen?
   e. How did it happen?
   f. How many individuals were involved?
   g. Are the individuals associated with a group?
   h. How could the incident have been prevented?
   i. What warning signs were missed?
   j. What can we do to prevent a future incident?
6. Counseling or other needed support for the victim(s), other students and staff involved in the incident.
7. Necessary reporting and parental notification.

Each school's building-level plan lists building specific response actions to criminal acts, serious violent incidents, bomb threats, civil disturbance, intrusion, hostage-taking, kidnapping, as well as technological and natural disasters.

Response Protocols
The Hoosic Valley Central School District has a comprehensive multi-hazard Emergency Response Plan. Such plan is updated annually. Elements of the plan include:

- Chain of Command
- Other Relevant Parties
- Emergency Planning Committee
- Emergency Telephone Numbers
- Telephone Tree
- First Aid List - Fleet List

- A list of hazardous incidents and a response plan for each (e.g. bomb threat, hostage, intruder, natural disaster, structural failure, et. al.)

Chain of Command

> Superintendent
> Business Administrator
> 7-12 Secondary Principal
> K-6 Elementary Principal
> Assistant Principal
> Transportation Supervisor
> Head Custodian

Arrangements for Obtaining Emergency Assistance from Local Government

The School's Administration shall use the following process in making arrangements for obtaining assistance during emergencies from emergency services organizations and local county government agencies including the Village of Schaghticoke and the Town of Schaghticoke:

- Superintendent/Designee in an emergency contacts dispatch point or 911 center for fire or EMS response. Contact information is contained in the Building-Level School Safety Plan in Appendix 1.
- Superintendent/Designee contacts highest-ranking local government official for notification and/or assistance.

Procedures for Obtaining Advice and Assistance from Local Government Officials

The School's Administration shall use the following protocol 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:

- Superintendent/Designee in an emergency will contact emergency management coordinator and/or the highest-ranking local government official for obtaining advice and assistance.

- The district has identified resources for an emergency from the following agencies: (examples include the Red Cross, fire department, police, Rescue Squad, private industry, private individuals, religious organizations, and others).

District Resources Available for Use in an Emergency

The Hoosic Valley Central School District has created a comprehensive list of resources available during an emergency, including fuel sources, communications, food service capability, school bus and maintenance vehicle lists, and medical supplies and AED, CPR and First Aid trained staff. Specific information in each of these categories is contained in the building-level plan.

Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies

The district shall use the following procedure to coordinate the use of school district resources and manpower during emergencies:

- The Building Principal of the affected facility shall contact the Superintendent or the District-wide Safety Team and request the necessary manpower or resources.
- The Superintendent of Schools, or the highest-ranking person in the chain of command shall assess the request and allocate personnel and resources as necessary.

Protective Action Options

The Hoosic Valley Central School District shall follow the protocols set forth below in assessing the appropriate protective action option. The decision to cancel school, to dismiss early, shelter in place or evacuate shall be made in cooperation with state and local emergency responders as appropriate.

- School cancellation o Monitor any situation that may warrant a school cancellation – *Superintendent/ District Team.*
    - o Make determination – *Superintendent.* o Contact local media – *Superintendent.*

- School delay o Monitor any situation that may warrant school delay – *Building Administrators/ Superintendent/District Team.*
    - o If conditions warrant, delay opening of school – *Superintendent.* o Contact Transportation Supervisor to coordinate transportation issues.
    - o Contact local media to inform parents of delayed opening.
    - o Set up information center so that parents may make inquiries as to situation.
    - o Provide for safety and security of employees and students who do come to school.

- Early dismissal o Monitor situation – *Superintendent/District Team.* o If conditions warrant, close school – *Superintendent.* o Contact Transportation Supervisor to arrange transportation. o Contact local media to inform parents of early dismissal.
    - o Set up an information center so that parents may make inquiries as to the situation.
    - o Retain appropriate district personnel until all students have been returned home.

- Evacuation (before, during and after school hours, including security during evacuation and evacuation routes) o Determine the level of threat – *Superintendent.* o Contact the Transportation Supervisor to arrange transportation – *Superintendent or Designee.* o Clear all evacuation routes and sites prior to evacuation. o Evacuate all employees and students to pre-arranged evacuation sites.
    - o Account for all students, employees, and visitors. Report any missing employees, students or visitors to Building Principal.
    - o Verify the building is safe for re-occupancy. o Make determination regarding early dismissal – *Superintendent or Designee.*
    - o If determination was made to dismiss early, contact local media to inform parents of early dismissal.

- o Ensure adult supervision or continued school supervision/security.
- o Set up an information center so that parents may make inquiries as to the situation. o Retain appropriate district personnel until all students have been returned home. o Verify the building is safe for re-occupancy.

- Sheltering sites (internal and external) o Determine the level of threat – *Superintendent / Incident Commander / Designee.* o Determine location of sheltering depending on nature of incident.
  - o Account for all students and employees. Report any missing employees or students to designee.
  - o Determine other occupants in the building.
  - o Make appropriate arrangements for human needs.
  - o Take appropriate safety precautions.
  - o Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties.
  - o Retain appropriate district personnel until all students have been returned home.

RECOVERY

A. District Support for Buildings
The Hoosic Valley Central School District District-wide Team will support the Building-level Emergency Response Team and the Crisis/Post-Incident Response Teams in affected schools.

B. Disaster Mental Health Services
The district office shall assist in the coordination of Disaster Mental Health Resources, in support of the Post-Incident Response Teams in the affected schools. The Superintendent or his/her designee may gain additional resources as the situation requires. Potential providers include Questar III BOCES Crisis Management Team, Unified Services, Samaritan Hospital, and the Rensselaer County Department of Mental Health.

APPENDICES

Appendix 1:
 Listing of all school buildings covered by the District-wide School Safety Plan

Appendix 2:
 The Early Detection of Potentially Violent Behaviors- Guide for Families and Communities

Appendix 3:
  Public Health Emergency Continuation of Operations Plan

Appendix 4:
  Memorandum of Understanding with Rensselaer County Sheriff's Department- School Resource Officer
Appendix 5:
Emergency Remote Instruction Plan

Appendix 1 - Listing of all school buildings covered by the District.

Hoosic Valley Central School District Office and Bus Garage
2 Pleasant Ave
Schaghticoke, NY 12154
Telephone: 518-753-4450

Hoosic Valley 7-12 Secondary School
1548 State Route 67
Schaghticoke, NY 12154
Telephone: 518-753-4432

Hoosic Valley K-6 Elementary School
22 Pleasant Ave
Schaghticoke, NY 12154
Telephone: 518-753-4491

Appendix 2 - The Early Detection of Potentially Violent Behaviors – A Guide for Families and Communities

Early Warning Signs

It is not always possible to predict behavior that will lead to violence. In some situations and for some youth, different combinations of events, behaviors, and emotions may lead to aggressive rage or violent behavior toward self or others. School personnel and students as well as parents are often in a good position to observe these early warning signs.

None of these signs alone is sufficient for predicting aggression and violence. Moreover, it is inappropriate--and potentially harmful--to use the early warning signs as a checklist against which to match individual children. Rather, the warning signs are offered only as an aid in identifying and referring children who may need help. A good rule of thumb is to assume that these warning signs, especially when they are presented in combination, indicate a need for further analysis to determine an appropriate intervention.

The information that follows and such other information as may be appropriate concerning Early Warning shall be made available to all employees in a form to be determined by the Superintendent. It is the policy of the Hoosic Valley Central School District that employees and students use the early warning signs only for identification and referral purposes. Trained professionals should make diagnoses in consultation with the child's parents or guardian.

The following early warning signs are cited by the United States Department of Education in its publication entitled **Early Warning, Timely Response: A Guide to Safe Schools** and are presented with the following qualifications: they are not equally significant and they are not presented in order of seriousness. They include:

- Social withdrawal. In some situations, gradual and eventually complete withdrawal from social contacts can be an important indicator of a troubled child. The withdrawal often stems from feelings of depression, rejection, persecution, unworthiness, and lack of confidence.

- Excessive feelings of isolation and being alone. Research has shown that the majority of children who are isolated and appear to be friendless are not violent. In fact, these feelings are sometimes characteristic of children and youth who may be troubled, withdrawn, or have internal issues that hinder development of social affiliations. However, research also has shown that in some cases feelings of isolation and not having friends are associated with children who behave aggressively and violently.

- Excessive feelings of rejection. In the process of growing up, and in the course of adolescent development, many young people experience emotionally painful rejection. Children who are troubled often are isolated from their mentally healthy peers. Their responses to rejection will depend on many background factors. Without support, they may be at risk of expressing their emotional distress in negative ways-including violence. Some aggressive children who are rejected by non-aggressive peers seek out aggressive friends who, in turn, reinforce their violent tendencies.

- Being a victim of violence. Children who are victims of violence-including physical or sexual abuse-in the community, at school, or at home are sometimes at risk themselves of becoming violent toward themselves or others.

- Feelings of being picked on and persecuted. The youth who feels constantly picked on, teased, bullied, singled out for ridicule, and humiliated at home or at school may initially withdraw socially. If not given adequate support in addressing these feelings, some children may vent them in inappropriate ways-including possible aggression or violence.

- Low school interest and poor academic performance. Poor school achievement can be the result of many factors. It is important to consider whether there is a drastic change in performance and/or poor performance becomes a chronic condition that limits the child's capacity to learn. In some situations--such as when the low achiever feels frustrated, unworthy, chastised, and denigratedacting out and aggressive behaviors may occur. It is important to assess the emotional and cognitive reasons for the academic performance change to determine the true nature of the problem.

- Expression of violence in writings and drawings. Children and youth often express their thoughts, feelings, desires, and intentions in their drawings and in stories, poetry, and other written expressive forms. Many children produce work about violent themes that for the most part is harmless when taken in context. However, an overrepresentation of violence in writings and drawings that is directed at specific individuals (family members, peers, other adults) consistently over time, may signal emotional problems and the potential for violence. Because there is a real danger in misdiagnosing such a sign, it is important to seek the guidance of a qualified professional--such as a school psychologist, counselor, or other mental health specialist--to determine its meaning.

- Uncontrolled anger. Everyone gets angry; anger is a natural emotion. However, anger that is expressed frequently and intensely in response to minor irritants may signal potential violent behavior toward self or others.

- Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors. Children often engage in acts of shoving and mild aggression. However, some mildly aggressive behaviors such as constant hitting and bullying of others that occur early in children's lives, if left unattended, might later escalate into more serious behaviors.

- History of discipline problems. Chronic behavior and disciplinary problems both in school and at home may suggest that underlying emotional needs are not being met. These unmet needs may be manifested in acting out and aggressive behaviors. These problems may set the stage for the child to violate norms and rules, defy authority, disengage from school, and engage in aggressive behaviors with other children and adults.

- Past history of violent and aggressive behavior. Unless provided with support and counseling, a youth who has a history of aggressive or violent behavior is likely to repeat those behaviors. Aggressive and violent acts may be directed toward other individuals, be expressed in cruelty to animals, or include fire setting. Youth who show an early pattern of antisocial behavior frequently and across multiple settings are particularly at risk for future aggressive and antisocial behavior. Similarly, youth who engage in overt behaviors such as bullying, generalized aggression and defiance, and covert behaviors such as stealing, vandalism, lying, cheating, and fire setting also are at risk for more serious aggressive behavior. Research suggests that age of onset may be a key factor in interpreting early warning signs. For example, children who engage in aggression and drug abuse at an early age (before age 12) are more likely to show violence later on than are children who begin such behavior at an older age. In the presence of such signs it is important to review the child's history with behavioral experts and seek parents' observations and insights.

- Intolerance for differences and prejudicial attitudes. All children have likes and dislikes. However, an intense prejudice toward others based on racial, ethnic, religious, language, gender, sexual orientation, ability, and physical appearance--when coupled with other factors--may lead to violent assaults against those who are perceived to be different. Membership in hate groups or the willingness to victimize individuals with disabilities or health problems also should be treated as early warning signs.

- Drug use and alcohol use. Apart from being unhealthy behaviors, drug use and alcohol use reduces self-control and exposes children and youth to violence, either as perpetrators, as victims, or both.

- Affiliation with gangs. Gangs that support anti-social values and behaviors--including extortion, intimidation, and acts of violence toward other students--cause fear and stress among other students. Youth who are influenced by these groups--those who emulate and copy their behavior, as well as those who become affiliated with them--may adopt these values and act in violent or aggressive ways in certain situations. Gang-related violence and turf battles are common occurrences tied to the use of drugs that often result in injury and/or death.

- Inappropriate access to, possession and use of firearms. Children and youth who inappropriately possess or have access to firearms can have an increased risk for violence. Research shows that such youngsters also have a higher probability of becoming victims. Families can reduce inappropriate access and use by restricting, monitoring, and supervising children's access to firearms and other weapons. Children who have a history of aggression, impulsiveness, or other emotional problems should not have access to firearms and other weapons.

- Serious threats of violence. Idle threats are a common response to frustration. Alternatively, one of the most reliable indicators that a youth is likely to commit a dangerous act toward self or others is a detailed and specific threat to use violence. Recent incidents across the country clearly indicate that threats to commit violence against oneself or others should be taken very seriously. Steps must be taken to understand the nature of these threats and to prevent them from being carried out.

Identifying and Responding to Imminent Warning Signs

Unlike early warning signs, imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to self and/or to others. Imminent warning signs require an immediate response.
No single warning sign can predict that a dangerous act will occur. Rather, imminent warning signs usually are presented as a sequence of overt, serious, hostile behaviors or threats directed at peers, employees, or other individuals. Usually, imminent warning signs are evident to more than one employee member--as well as to the child's family.
Imminent warning signs may include:

- Serious physical fighting with peers or family members.
- Severe destruction of property.
- Severe rage for seemingly minor reasons.
- Detailed threats of lethal violence.
- Possession and/or use of firearms and other weapons.
- Other self-injurious behaviors or threats of suicide.

Threat Assessment

A threat is an expression of intent to do harm or act out violently against someone or something. A threat can be written, spoken, or symbolic – as in motioning with one's hands as though shooting or strangling another person. There are principally four types of threats – direct, indirect, veiled and conditional.

Threats are made for a variety of reasons: as a warning signal, a reaction to fear of punishment, anxiety, demand for attention or as retribution for a perceived or actual slight or affront. Threats may be intended to taunt, intimidate, assert power, punish, manipulate, coerce, frighten, terrorize, compel desired behavior, to strike back for an injury, injustice or slight; to be disruptive, to challenge authority or to protect oneself.

Individuals who make threats normally manifest other behaviors or emotions that are indicative of a problem. These can include: signs of depression, prolonged brooding, evidence of frustration or disappointment; fantasies of destruction or revenge in conversations, writings, drawings or other actions; expressions of intense love, fear, rage, revenge, excitement or pronounced desire for recognition. Use of alcohol or drugs can be an aggravating factor, as can a romantic breakup, failing grades or conflicts with parents or friends.

Personality Traits
Personality traits and behaviors that should be considered in assessing the likelihood of a student carrying out a threat include:

- a student intentionally or unintentionally revealing clues to feelings, thoughts, fantasies, attitudes, or intentions that may signal an impending violent act;
- low tolerance of frustration, easily hurt, insulted, angered by real or perceived injustices;
- poor coping skills, demonstrating little ability to deal with frustration, criticism, disappointment, failure, rejection or humiliation;
- lack of resiliency, is unable to bounce back from frustrating and disappointing experiences; failed love relationship, cannot accept or comes to term with humiliation or rejection;
- injustice collector, nurses resentment over real or perceived injustices, will not forgive or forget those who s/he believes are responsible;
- depression manifested by lethargy, physical fatigue, morose or dark outlook on life, malaise, lack of interest in activities once enjoyed, unpredictable anger, generalized or excessive hatred to others, hopelessness about the future, psychomotor agitation, restlessness, inattention, sleep and eating disorders;
- narcissism, self-centered, lacking insight to the needs / feelings of others, blames others for failure and disappointment, may embrace the role of victim, display signs of paranoia, self-importance, or grandiosity masking feelings of unworthiness, notably think or thin skinned;
- alienation, feels different or estranged from others, more than being a loner, involves feelings of isolation, sadness, loneliness, not belonging or fitting in;
- dehumanizes others, fails to see others as humans, sees them as objects to be thwarted;
- lacks empathy, demonstrates inability to understand feelings of others, may ridicule displays of emotion as weak or stupid;
- exaggerated sense of entitlement, has a sense of being superior and constantly expects special treatment and consideration;
- attitude of superiority, has a sense of being superior to others, smarter, more creative, talented, experienced, more worldly;
- exaggerated / pathological need for attention, positive or negative, regardless of the circumstances;
- externalizes blame, consistently refuses to take responsibility for own actions, blames others, often seems impervious to rational argument and common sense;
- masks low self-esteem, may display arrogance, self-glorifying attitude, avoids high visibility or involvement, may be considered a "non-entity" by peers:
- anger management problems, manifested by consistent temper tantrums, melodramatic displays, brooding, sulking, seething silence, reacts out of proportion to cause, may direct anger to those who have no connection to triggering incident;
- intolerance, racial, ethnic, religious and other, displays symbols and slogans of intolerance on self or possessions;
- inappropriate humor, macabre, insulting, belittling, or mean.
- Attempts to manipulate others, attempts to con and manipulate to win trust so others will rationalize aberrant behavior;
- Lack of trust, is untrusting and suspicious of the motives and intentions of others, may approach clinically paranoid state;
- Closed social group, introverted, with acquaintances rather than friends, may associate only with a single small group to the exclusion of others;
- Manifests a dramatic change in behavior, academic performance, disobedience of school rules, schedules, dress codes etc.
- Rigid and opinionated, judgmental, and cynical, strong opinions on topics about which little knowledge is possessed, disregards facts, logic and reasoning;
- Demonstrates unusual interest in sensational violence;

- Fascination with violence-filled entertainment, movies, TV, computer games, music videos, printed material, inordinate amount of time with violent computer games and websites involving violence weapons and disturbing objects;
- Has negative role models, drawn to negative, inappropriate role models, Hitler, Satan or others associated with violence and destruction;
- Manifest's behavior that is relevant to carrying out a threat, spends inordinate amount of time practicing with firearms, on violent websites, begins excluding normal pursuits such as homework, class, work, time with friends.

Family Dynamics

Family dynamics that should be considered in assessing the likelihood of a student carrying out a threat include:

- Turbulent parent / child relationship, relationship is particularly difficult, can be uniquely evident following recent or multiple moves, loss of parent, addition of stepparent, dismisses parent's role in his / her life, evidence of violence in the home.
- Acceptance of pathological behavior, parents do not react to behavior that most would find disturbing' parents appear unable to recognize or acknowledge problems in their children, respond quite defensively to real or perceived criticism of child, parents appear unconcerned about, minimize or reject reports of inappropriate behavior by child;
- Access to weapons, family keeps guns, weapons, explosives materials in the home and accessible to the children, weapons treated carelessly, without normal safety precautions, parent or role model may handle weapons irresponsibly or use as device for intimidation;
- Lack of family intimacy or closeness;
- Student "rules the roost," few limits set for children, parents regularly submit to child's demands, student insists on inordinate degree of privacy, parents have little information about student activities, school life, friends, or other relationships.
- No limits or monitoring of TV or Internet, parents do not supervise, limit or monitor TV, Internet, computer use or access.

School Dynamics

School dynamics that should be considered in assessing the likelihood of a student carrying out a threat include:

- Student attachment to school, student appears detached from school, other students, teachers, and school activities;
- Tolerance for disrespectful behavior, school does little to prevent or punish disrespectful behavior between students, bullying is part of the school culture, school authorities are oblivious to bullying, little or no intervention by school authorities, school atmosphere promotes racial or class divisions, allows them to remain unchallenged;
- Inequitable discipline, discipline is inequitably applied or is perceived as such by students or employees;
- Inflexible culture, official and unofficial patterns of behavior, values and relationships among students, teachers and administrators are static, unyielding, and insensitive to changes in society and the changing needs of newer students;

- Pecking order among students, certain groups have more prestige and respect – both officially and unofficially by students and school officials;
- Code of silence, prevails among students, little trust between students and employees;
- Unsupervised computer access, access is unsupervised and unmonitored, students are able to play violent games, explore inappropriate websites, promote violent hate groups, give instruction in bomb making etc.

Social Dynamics

Social dynamics that should be considered in assessing the likelihood of a student carrying out a threat include:

- Media, entertainment and technology, easy unmonitored access to media, entertainment and Internet sites with violent themes and images;
- Peer groups, intense and extensive involvement with a group that shares fascination with violence or extremist beliefs;
- Drugs and alcohol, knowledge of student's use of drugs or alcohol or changes in such use is important;
  - Outside interests, outside interests of students are important to note as they can mitigate or increase the school's level of concern in assessing a threat;
- Copycat effect, school shooting and other violent incidents that receive intense media attention can generate threats or copycat violence elsewhere, school employees should be highly vigilant in the aftermath of such incidents.

Appendix 3 – Public Health Emergency Continuation of Operations Plan

Purpose

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 public health emergency involving communicable disease. The legislation (S.8617-B/ A.10832) amends subdivision 2 of section 2801-a of New York Education Law to require that District Safety Plans include protocols for responding to a declared public health emergency involving a communicable disease that are "substantially consistent" with the provisions of section 27-c of the Labor Law.

Scope

The Public Health Emergency Continuation of Operations Plan (PHECOP) identifies the varied aspects of providing a safe work environment for continued education of students and district operations during a declared public health emergency. Essential roles and critical functions are outlined to assist in delivering required assets and support to instructional and non-instructional functions to effectively continue district operations during a declared public health emergency. Planning and response efforts ultimately support the whole school community: students, parents and staff of our district.

Requirements Essential Titles

The following provides a list and description of positions and titles considered essential in the event of a state-ordered reduction of in-person workforce, as well as a justification for such consideration for each position and title. This anticipates how certain positions/titles may be necessary to assist in response to a pandemic or communicable disease outbreak.
- 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
  - '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
    - Note that per NYS Department of Health COVID-19 toolkit guidance, school staff are not essential workers.

A list of district-identified essential job functions and workers can be found on the chart below. It is important to note that those performing essential job functions will abide by the staggered schedule, in order to maintain and ensure safety for all employees. Whenever possible, employees should work from home and only be on-site at district premises for the completion of the essential functions listed below.

Department	Essential Position or Title	Description
Operations and Maintenance	Head Custodian Custodians Custodial Workers Substitute Cleaners	Maintain the cleanliness and continued functioning and maintenance of school buildings Deep clean as necessary based on state and local health department requirements for public health emergencies Assist with building operations in the event of district provided childcare for community essential workers
Grounds	Head Custodian Custodian (.6 FTE)	Snow removal and grounds keeping

District Administration	Superintendent School Business Administrator	Required to ensure continuity of the response efforts Coordinated response with state and local health departments Communication to families and staff Ensure all essential daily functions are completed
Information Technology	District Data Coordinator Educational Technology Specialist Network and Systems Techs (Questar)	Maintain internet capability, including remote learning and working from home Provide troubleshooting for internet and program access Assist with internet connectivity to ensure Digital Equity
Transportation	Transportation Supervisor Bus Drivers Bus Attendants	To transport: Students that are attending in person instruction Food to students who receive home meals Distribution of technology (laptops, hotspots, etc.) as necessary for Digital Equity
Food Service	Cafeteria Manager Food Service Helper	To prepare and distribute meals to students at home with remote learning and at district childcare for community essential workers.
Business Office	Purchasing Agent Accounts Payable Payroll Administrator	Processing of payroll deposits and checks Timely payment of district bills Processing and approving purchase orders for emergency supplies related to the public health emergency
Building Level Administration & Clerical Support	Building Administrators - Principals Clerical Support	Required to ensure continuity of the response efforts Communications to parents and staff Processing of purchase orders for emergency supplies & building invoices

Faculty and Staff		
	Teachers Related Service Providers Teaching Assistants Teacher Aides School Nurse	Should it become necessary to meet a student's needs under IDEA and/or Section 504 regulation (FAPE), teachers/related service providers may be deemed essential Assist with district provided childcare for community essential workers as required Assist with distribution of meals to students as needed

Remote Work and Telecommuting

The following is a description of the protocols the District will follow in order to enable all nonessential employees and contractors to telecommute. This description is not limited to, facilitating or requesting the procurement, distribution, downloading and installation of any needed devices or technology, including software, data, office laptops or cell phones, and the transferring of office phone lines to work or personal cell phones as practicable or applicable.

To enable all non-essential employees and contractors to telecommute, the District will follow a contingency plan in a similar format as during the pandemic shut down with full remote instruction in March 2020.

Non-essential employees will complete telecommuting agreements prior to working remotely in the event that the District will need to close for an extended period of time.
Staff required to work remotely will be provided with adequate district technology support to carry out their normal daily work functions. All district phones are able to be programmed to transfer to personal phone lines, which will be conducted to ensure continuity communications.

Non-essential employees will continue to have access to various digital platforms, including, but not limited to:

Remote District Platforms

Finance Manager	SchoolTool
IEP Direct	IT/Help desk technology, work order systems, remote access
Raptor Visitor Management	School Dude

Remote Instructional Technology Platforms

Email and video conferencing technology and software	Google Classroom Suite- Learning Management System Grades 3-12

Google Suite Tools (Docs, Slides, Forms, etc.)	Other digital instructional platforms programs required to support remote learning

District Technology Hardware, Software, and Devices

Laptops and Chromebooks	Video/webcam hardware
Virtual Private Network (VPN) access	Other computer hardware as needed
Specialty software available by download	District issued cell phones for appropriate staff

Staggered Work Shifts

In the event of a public health emergency, the School District has determined that essential employees / outside contractors will follow a predetermined work shift schedule set by the district in an effort to minimize viral contact or employee overcrowding within the building.

Essential Employee Title / Outside Contractor	Building Name	Shift / Work Hours
Custodial & Maintenance	HV Elementary HV Jr./Sr. High School District Office	Time(s) TBD based upon established school schedule
Faculty	HV Elementary HV Jr./Sr. High School	Time(s) TBD based upon established school schedule
Cafeteria	HV Elementary HV Jr./Sr. High School District Office	Time(s) TBD based upon established school schedule

Aides/Assistants	HV Elementary HV Jr./Sr. High School	Time(s) TBD based upon established schedule
Administration	Business Office Superintendent's Office	Time(s) TBD based upon established school schedule
Questar III BOCES contracted staff	District-wide	Time(s) TBD based upon established school schedule
Outside contractors	Designated District Schools	Time(s) TBD based upon established school schedule the potential spread of viral contact

Transportation of Students or with District Vehicles

In the event of a public health emergency, the School District will ensure all predetermined protocols and procedures as mentioned in the district's reopening plan are adhered to for transportation of students or supplies. All employees (bus drivers, monitors, maintenance etc.) who operate or occupy a district owned vehicle are subject to social distancing, face coverings, and daily health screenings.

Driver/Monitor/Aide/Maintenance
- All employees will be provided all necessary PPE to perform their duties safely.
- All employees are encouraged to sanitize their hands frequently before and after operating vehicles.
- Personnel operating school owned vehicles will be required to disinfect high touch surfaces periodically during the occupancy of their vehicle.
- Maintenance employees will operate their designated vehicles solo and passengers/coworkers are prohibited.

Cleaning and Sanitizing
- Each bus will have all high traffic areas properly cleaned between each run.
- Each bus utilized in the school day will be sanitized at least once daily.
- Maintenance vehicles will be routinely cleaned and sanitized placing emphasis on high touch surfaces.

Personal Protective Equipment

The following protocols will be implemented by the District to procure personal protective equipment (PPE) for essential employees, based upon tasks and needs related to the public health emergency.

Procurement
1. The District will abide by the Board of Education Procurement Policy. In the event an Executive Order by the Office of the Governor indicates that schools may suspend their procurement policy temporarily due to the public health emergency, the district reserves the right to suspend the BOE Procurement Policy per Governor's directive. (i.e. Executive Order 202 - 3/7/2020 for COVID19)
2. The District will secure and provide PPE for employees.
3. Procurement of PPE, other than basic preliminary purchases, will be done on a consolidated basis.
4. The District will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.
   a. Staff will be allowed to wear their own face covering pending district approval.
5. Information shall be provided to staff and students on proper use, removal, and washing of cloth face coverings.
6. The use of masks may be required per guidance from the CDC, State and Local Departments of Health, NYSED, as well as assessing various local factors.
7. The district will promote and reinforce the use of PPE among all staff as per guidance from the CDC, State and Local Departments of Health, NYSED.
8. Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary by a hazard assessment.
   a. Those individuals that are required to wear N-95 respirators will be medically screened and fit-tested prior to use to assure they are physically able to do so.

PPE Supply Management

The purchasing department will work with each department to determine the overall PPE needs of the district. Centralized purchasing will be used when possible.

All types of PPE must be:

- Selected based upon the hazard to the staff.
- Properly fitted and periodically refitted, as applicable (e.g., respirators).
- Consistently and properly worn when required.
- Regularly inspected, maintained, and replaced, as necessary.
- Properly removed, cleaned, and stored or disposed of, as applicable, to avoid   contamination of self, others, or the environment.
- The District will maintain an inventory of PPE in accordance with the NYS Education Department, NYS Department of Health and CDC guidelines. PPE will be continually restocked as needed.
- Storage of personal protective equipment will be on campus and comply with the manufacturer's storage recommendations for each item.
- PPE equipment will be readily available to all employees through identified disbursement protocols.

Exposure and Response

Effective prevention and mitigation steps are required to prevent the spread and/or contraction of the virus/disease. In the event an employee or contractor is exposed to a known case of the identified virus/disease, exhibits symptoms of the virus/disease, or tests positive for the virus/disease, the district will follow the current guidance from the Center for Disease Control, the New York Department of Health and/or the local health department. Appropriate cleaning and disinfection protocols will be followed. Steps will be followed to isolate the positive case and contact trace exposed individuals for quarantine. Contact tracing protocols will be implemented and followed in accordance with the local health department requirements as the lead agency. Established protocols shall not violate any existing federal, state, or local law, regarding sick leave or health information privacy.

1. Detailed actions for both daily and emergency cleaning of work areas, common area surfaces and shared equipment can be found by contacting the head custodian.
2. The District will adhere to privacy, accommodation, and HIPAA laws, and any federal or state requirements relating to protection of identified individuals during the public health emergency.
3. The District will adhere to any federal or state paid / unpaid leave provisions regarding quarantine, testing, exposure, and treatment protocols during a declared public health emergency.
   a. Represented employees will have access to contractual leave as outlined in their respective bargaining unit agreements.
   b. Non-represented employees have access to leave based on their current job titles and as outlined in board policy.
4. Contact tracing protocols will be implemented and followed in accordance with the local health department requirements as the lead agency.

Onsite Documentation

The following are protocols to limit exposure and facilitate contact tracing during a public health emergency. These protocols are for documenting precise hours and work locations, including off-site visits, for essential employees and contractors will be established. They are designed only to aid in tracking of the disease and to identify exposed employees and contractors for contact tracing and to facilitate the provision of any benefits which may be available.

On-Site Employee Contact Documentation
- Complete daily health screening questionnaire prior to arrival on site or immediately upon arrival on site. If symptomatic, do not enter.
- Employees should use a swipe badge or electronic access system. Such a system can be used to stagger access and limit staff numbers to reduce unnecessary interactions.
- Use district contact tracing forms
- Record person to person contacts (other than incidental contacts) as they occur
- Record accurate times of contact
- Have all contact logs available upon request
- Masks may be required as per guidance from the CDC, State and Local Departments of Health, NYSED with consideration of local factors.
- Social distance whenever possible, if a task limits social distancing re-examine the task to see if there is another way for it to be accomplished
- Conduct virtual meeting and interactions whenever possible
- Stagger task that involves multiple individuals to use the same space to improve social distancing

- Limit internal travel to location required by designed duties or tasks
- Limit number of staff in public location such as bathrooms or break rooms

Vendor Contact Documentation
- Deliveries should be scheduled in advance to minimize contact with staff.
- Establish a delivery drop zone where material can be dropped off at designated times contact free
- Vendor visits/meetings that do not involve delivery must be done remotely
- Vendors who must enter the facility and interact with staff will be screen with a daily health screening questionnaire
- Vendors must wear face covering at all times while on site
- Vendors must social distance wherever possible
- If staff must interact with vendors, they must record the interaction on the district contact tracing form, including accurate times of interaction ● Clean/disinfect the delivery area(s) between uses.

Contractors - Construction project related Contact Documentation
- Contractors must complete a daily health screening questionnaire with their employer either prior to arrival on site or immediately upon arrival on site. If symptomatic do not enter.
- Contractors must wear face-coverings at all times while on district grounds
- Contractor tasks should be scheduled to reduce or eliminate interaction will all district staff. The use of closed off zones or after-hours work should be considered.
- If contractors are required to interact with district staff or work in a shared space the district staff must record this interaction on the district contact tracing form, including accurate times of contact
- Contractor and related project meeting must be remote whenever possible.

Off-Site Employee Contact Documentation

The following pertains to employees who work off site; not from home, or must leave the main location to conduct district business.
- Complete daily health screening questionnaire prior to going to any off-site location
  - Complete screening survey at designated location as well
- Wear a mask at all times
- Social distance whenever possible
- Schedule virtual visits or meetings whenever possible
- Minimize the number of different locations visited in a day
- Record all person-to-person contacts (other than incidental contacts) as they occur
- Record accurate contact times
- Inquire about possible symptoms or exposure of individuals at locations that may need to be entered that are not business. If there are noted symptoms, or known exposure, do not enter these locations

Emergency Housing for a Public Health Emergency

Coordination with the local health department may be necessary in the event emergency housing is necessary during a public health emergency.

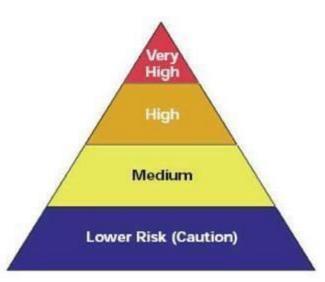**Infectious Disease Preparedness and Response Plan**

This plan was developed to help identify risk levels at Hoosic Valley Central School District and to determine appropriate control measures to implement when faced with infectious diseases. This plan will assist in implementing engineering, administrative, and work practice controls including personal protective equipment (PPE) in order to prepare and respond to infectious diseases.

Risk Factors

Employee risk of occupational exposure to infectious diseases during an outbreak may vary from very high to high, medium, or lower (caution) risk. The level of risk depends on the individual's job requirements, including the requirement for social distancing. During pandemics, the Occupational Safety and Health Administration (OSHA), may issue guidance on occupational risks for workers. In addition to the levels of occupational risk, there are factors that can greatly affect mortality and certain individual's ability to fight specific infectious diseases.

The Occupational Risk Pyramid depicts the four exposure risk levels in the shape of a pyramid to represent probable distribution of risk. Most job functions within the district will fall in the **medium** exposure risk level. (https://www.osha.gov/Publications/OSHA3993.pdf)

Occupational Risk Pyramid

- **Very high** exposure risk jobs with a high potential for exposure to known or suspected sources of infectious diseases during specific medical, postmortem, or laboratory procedures. Staff in this category include:
  - Healthcare and morgue staff performing aerosol-generating procedures on or collecting/handling specimens from potentially infectious patients or bodies of people known to have, or suspected of having, an infectious disease at the time of death.

- **High** exposure risk jobs with a high potential for exposure to known or suspected sources of an infectious disease. Staff in this category include:

- Healthcare delivery, healthcare support, medical transport, and mortuary staff exposed to known or suspected infectious disease patients or bodies of people known to have, or suspected of having, infectious disease at the time of death.

Medium exposure risk jobs that require frequent/close contact with people who may be infected, but who are not known or suspected patients. Staff in this category include:

- Those who may have contact with the general public (e.g., schools, high-populationdensity work environments, some high-volume retail settings), including individuals returning from locations with widespread infectious disease transmission.

- **Lower** exposure risk (caution) jobs are those that do not require contact with people known to be, or suspected of being, infected nor frequent close contact with (i.e., within 6 feet of) the general public.
  - Staff in this category have minimal occupational contact with the public and other coworkers.

Risk Control

Monitoring of current situations will be crucial. Federal and state, local department of health (LDOH) recommendations will be followed for situations that may arise as a result of outbreaks, such as:

- Increased rates of staff absenteeism.
- The need for social distancing, staggered work shifts, downsizing operations, delivering educational services remotely, and other exposure-reducing measures.
- Interrupted supply chains or delayed deliveries.
- Positive cases of infectious disease that require facility closures.

Conducting essential operations with a reduced workforce should be planned in advance through Continuity of Operations Planning (COOP). These mission critical functions would include at least:
- Payroll
- Benefits management for staff
- Accounts receivable/payable
- Delivery of educational services remotely
- Meal distribution programs and backpack programs
- Building cleaning and sanitization
- IT Support

Risk Reduction

Protecting staff will depend on emphasizing basic infection prevention measures. All staff should implement good hygiene and infection control practices. An aggressive communication plan in the school buildings and community help promote basic infection prevention measures should include:
- Promoting frequent and thorough hand washing by communicating to staff, students, contractors, visitors, and other individuals the importance of washing their hands.
  - Hand washing should last at least 20 seconds and include scrubbing all surfaces and under the nails.
  - If soap and running water are not immediately available, provide alcohol-based hand sanitizer containing at least 60% alcohol.
    - Handwashing should be conducted immediately when soap and running hot water is available.

- Encourage or enable staff to stay home if they are sick.
- Encourage respiratory etiquette, including covering coughs and sneezes.
    o Provide staff, students, and visitors with tissues and trash receptacles.
- Social distancing
- Discourage staff and students from using other's cell phones, desks, offices, or other work tools and equipment, whenever possible.

Regular housekeeping practices are also necessary in assisting in keeping facilities open. Proper cleaning, sanitizing, and disinfecting procedures are required to be completed by maintenance staff. Facility directors and staff must:

    o Follow manufacturer's instructions for use of all cleaning and disinfection products must be followed at all times (e.g., concentration, application method, contact time and required PPE).
    o Ensure selected disinfectant products are on the approved Environmental Protection Agency (EPA) List for use against emerging viral pathogens.

A comprehensive list of approved cleaning, sanitizing, and disinfecting products can be found by contacting the head custodian.

District policies and procedures should be written in advance to address the following needs:
- Reduction in essential workforce o Telecommuting o Job rotations o Staggered shifts
- Distance learning
- Meal/food preparation
- Childcare operations

Policies and Procedures for Prompt Identification and Isolation of Sick People

Prompt identification and isolation of potentially infectious individuals is a critical step in protecting staff, students, visitors, and others. The district must inform and encourage staff to monitor for signs and symptoms of any suspect contagions. Nursing staff must also have the proper resources to manage students presenting symptoms as school.

Federal, State, and LDOH guidance must be followed regarding protocols for:

- Stay at home,
- Self-quarantine,
- Mandatory isolation
- Return to school or work

Procedures for immediately isolating staff or students who have signs and/or symptoms of a contagious pathogen:
- Move potentially infectious people to a location away from staff, students, and other visitors. Isolation rooms or areas should be designated areas until potentially sick people can leave the building.

Follow Federal, State and Local guidance to take steps to limit spread of the respiratory secretions of a person who may have a virus. This would include providing the infected person with a face mask.

- Restrict the number of personnel entering isolation areas.
- Protect staff in close contact with (i.e., within 6 feet of) a sick person or who may have been exposed to or have made contact with a person carrying an infectious disease using additional engineering and administrative controls, safe work practices, and PPE. Staff whose activities involve close or prolonged/repeated contact with sick people are addressed further in later sections covering workplaces classified at medium and very high or high exposure risk.

Develop, Implement, and Communicate about Workplace Flexibilities and Protections

When faced with a contagious disease outbreak, the district shall:

- Follow the recommendations of Federal, State, and Local authorities.
    - Maintain regular or routine proactive communication with these authorities

- Ensure that sick leave policies are flexible and consistent with state and local guidance and that employees are aware of these policies.
- Maintain flexible policies that permit employees to stay home to care for a sick family member. Employers should be aware that more employees may need to stay at home to care for sick children or other sick family members than is usual.
- Encourage staff to follow the guidance of their physician or LDOH for notification of illnesses and stay at home procedures.
- Monitor staff concerns about pay, leave, safety, health, and other issues that may arise during infectious disease outbreaks.
- Provide adequate and appropriate training regarding essential worker functions. Ensure protocols are in place for staff health and safety, including proper hygiene practices and the use of any workplace controls. Informed staff who feel safe at work are less likely to be unnecessarily absent.

Implement Workplace Controls

The best way to control a hazard is to systematically remove it from the workplace, rather than relying on staff to reduce their exposure. During an outbreak, when it may not be possible to eliminate the hazard, the most effective protection measures are (listed from most effective to least effective):

1. Engineering controls
2. Administrative controls
3. Personal Protective Equipment (PPE)

There are advantages and disadvantages to each type of control measure when considering the ease of implementation, effectiveness, and cost. In most cases, a combination of control measures will be necessary to protect staff from exposure.

Engineering Controls

Engineering controls involve isolating employees from work related hazards. In workplaces where they are appropriate, these types of controls reduce exposure to hazards without relying on staff behavior. Engineering controls may differ depending on the infectious disease. Controls may include:

- Increasing HVAC ventilation rates in the work environment.
    - The HVAC system will require an evaluation to determine if this control method will be viable.
- Installing physical barriers, such as clear plastic sneeze guards.
    - Such barriers will require an evaluation prior to installation to maximize its efficiency.
- Utilizing exterior/outside methods for meal and schoolwork distribution. ○ Use of bags and boxes
- Isolation rooms and areas for sick students to use prior to being picked up or leaving the building(s).
    - If possible, select isolation rooms with secondary access so that compromised student(s) do not travel back into the shared space.

Administrative Controls

Administrative controls require action by the staff or employer. Typically, administrative controls are changes in work policy or procedures to minimize exposure to a hazard. Examples of administrative controls include:

- Encouraging or enabling sick staff to stay at home.
- Minimizing contact among staff, students, and visitors by replacing face-to-face meetings with virtual communications and implementing telecommuting when feasible.
- Establishing alternating days or extra shifts that reduce the total number of employees in a facility at a given time, allowing them to maintain distance from one another while maintaining a full onsite work week.
- Discontinuing nonessential travel to locations with ongoing outbreaks.
- Developing emergency communications plans, including a forum for answering staff and family concerns and internet-based communications.
- Providing staff with up-to-date education and training on contagious disease risk factors and protective behaviors (e.g., cough etiquette and care of PPE, when necessary).
- Training staff who need to use protective clothing and equipment how to put it on, use/wear it, and take it off correctly, including in the context of their current and potential duties. Training material should be easy to understand and available in the appropriate language and literacy level for all staff.

Safe Work Practices

Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard. Examples of safe work practices include:

- Providing resources and a work environment that promotes personal hygiene. For example, provide tissues, trash cans, alcohol-based hand sanitizer containing at least 60 percent alcohol, cleaners, disinfectants, and disposable towels for staff to clean, sanitize, and disinfect their work surfaces.

Requiring regular hand washing and use of alcohol-based hand sanitizer when hand washing is not readily available. Staff should always wash hands when they are visibly soiled and before and after removing any PPE.

- Post age-appropriate hand washing signs in restrooms.

Personal Protective Equipment (PPE)

While engineering and administrative controls are considered more effective in minimizing exposure to contagions, PPE may also be needed to prevent certain exposures. While correctly using PPE can help prevent some exposures, it should not take the place of other prevention strategies.

Examples of PPE include gloves, goggles, face shields, face masks, and respiratory protection, when appropriate. During an outbreak of an infectious disease, recommendations for PPE specific to occupations or job tasks may change depending on job tasks, updated risk assessments for staff, and information on PPE effectiveness in preventing the spread of the disease.

All types of PPE must be:

- Selected based upon the hazard to the staff.
- Properly fitted and periodically refitted, as applicable (e.g., respirators).
- Consistently and properly worn when required.
- Regularly inspected, maintained, and replaced, as necessary.
- Properly removed, cleaned, and stored or disposed of, as applicable, to avoid contamination of self, others, or the environment.
- Storage of personal protective equipment will be on campus and comply with the manufacturer's storage recommendations for each item.
- PPE equipment will be readily available to all employees through identified disbursement protocols.

Employers are obligated to provide designated staff with PPE needed to keep them safe while performing their jobs. The types of PPE required during an outbreak will be based on the risk of being infected with the contagious disease while working and job tasks that may lead to exposure. This may be directed by the federal, state and or LDOH.

Staff, including those who work within 6 feet of patients known to be, or suspected of being, infected and those performing aerosol-generating procedures, need to use respirators per National Institute for Occupational Safety and Health (NIOSH) standards. These staff would be required to be in a respiratory protection program and follow the requirements to wear a respirator.

Annual Review

This plan should be reviewed annually and be updated as needed.

Appendix 4 – Memorandum of Understanding with Rensselaer County Sheriff's Department – School Resource Officer

INTERMUNICIPAL AGREEMENT

THIS AGREEMENT, made by and between the **HOOSIC VALLEY CENTRAL SCHOOL DISTRICT**, with offices at
2 Pleasant Avenue, Schaghticoke, NY 12154 (hereinafter referred to as the "District"), the **COUNTY OF RENSSELAER**, a municipal corporation of the State of New York, with offices at 1600 7th Ave., Troy, NY 12180 (hereinafter referred to as the "County"), and the **SHERIFF OF RENSSELAER COUNTY**, a constitutional Officer in and for the County of Rensselaer with offices at 4000 Main St., Troy, NY 12180, (hereinafter referred to as the "Sheriff")(each, a Party; together the Parties).

WITNESSETH:

WHEREAS, the County, through its Office of the Sheriff, has the capacity to provide a Deputy Sheriff trained as a **School Resource Officer** (hereinafter referred to as "SRO");

WHEREAS, the Parties have determined it would be mutually beneficial for one (1) uniformed SRO to be assigned to work within the District; to have day-to-day contact with students, faculty and parents to provide a safe and comfortable environment within the school; and to be available for students to assist in defusing and solving problems before they become a detriment to the learning environment and the health, safety and welfare of the students and faculty of the District; and

WHEREAS, it is the goal of the Parties to enter into a partnership to enhance the school environment by assigning an SRO to the District who will work to meet the following objectives:

- To work cooperatively with District Staff to address crime and disorder problems that jeopardize the safety of students, staff and visitors, including, but not limited to drug activities affecting or occurring in or around any District building;
- To work with guidance counselors and other student support staff to assist students and to provide services to students involved in situations where referrals to service agencies are necessary;
- To develop and/or expand crime prevention efforts for students;
- To assist District staff in training students in conflict resolution, restorative justice, and crime awareness;
- To make recommendations in connection with physical changes in the environment that may reduce crime in and around District buildings;
- To assist District staff in the creation of a safe school environment that is free of harm, intimidation, bullying and weapons;
- To build working relationships with District staff as well as with students and parents;
- To present a positive role model of a law enforcement officer; and
- To encourage a positive perception of law enforcement within the community.

WHEREAS, all Parties, through Legislative Resolution or School Board approval, are authorized to execute an agreement for services contained herein;

NOW, THEREFORE, in consideration of mutual promises and agreements contained herein, the Parties hereto agree as follows:

1. SCOPE OF SERVICES

A. **Attendance**: The SRO shall provide services to the District each Monday through Friday, when school is in session [approximately one hundred eight five (185) days], with hours coinciding with the District's school day, reporting to the District, in a marked patrol vehicle, with the exception of vacation, sick leave, personal leave, school holidays, winter and spring breaks, and the summer months when school is not in session. Vacation, personal and sick leave are defined by the bargaining unit within the Sheriff's Office. **The SRO will be in attendance when students are present for a school day**. If the SRO is unable to report for duty , the Sheriff will see that a replacement is assigned to the District to serve in the SRO's absence.

I. The Sheriff and his training coordinator will make every reasonable effort to provide the SRO with all mandatory police trainings during times that school is not in session.

II. The SRO will attend, upon District request, any sporting events, community events, or any other such function deemed appropriate by the district, as approved by the Sheriff.

III. Any hours worked beyond 40 hours in a week by the SRO, as approved by the sheriff for school activities and events will be applied as comp time for the SRO, in accordance with the collective bargaining agreement, to be utilized at times when school is not in session. The District will not be responsible for paying overtime premiums for the SRO.

IV. In any instance where the District requests law enforcement presence at an event outside of normal school hours, as approved by the Sheriff and the SRO is unable to attend, every reasonable effort shall be made to provide a replacement for such event. B. **Responsibilities of the SRO** (See Appendix A for a more detailed breakdown):

I. The SRO will move freely to the various buildings within the District throughout the day, making sure to be visible during high traffic and transition times both inside and outside of the buildings. Upon arrival at a particular school building, the SRO will advise the main office of his/her presence so that the District will be able to track his/her location throughout the District.

II. Mediate negative situations that occur between students or between students and staff in consultation with building or District administration.

III. Investigate any situations as requested by District administration.

IV. Take part in any District safety planning and drills.

V. Work with students and families to address issues of truancy, making home visits when appropriate or by request of the District administration.

VI. Identify and develop students to serve as positive role models working with District clubs and activities.

VII. Prepare lectures and instruct when requested or when appropriate.

VIII. Educate students and parents on bullying, internet safety, drug and alcohol awareness, and any other topic as requested by the District.

IX. Assist with professional development of staff, particularly in areas such as drug and alcohol recognition, victims of abuse, etc.

X. Speak with or provide lecture to community groups and parents as requested by the district.

XI. Use discretion when disseminating confidential information, particularly in light of the District's policies with respect to student records and its mandates pursuant to the Family Educational Rights and Privacy Act (FERPA).

XII. Cooperate with any District disciplinary actions taken, assist the District in determining the need for law enforcement interventions. However, the SRO shall not act as a school disciplinarian. School discipline is the sole responsibility of the District.

C. **Supervision of the SRO**: The SRO will report directly to the District's Superintendent or their designee. The SRO will work directly with the various building Principals on a day to day basis regarding situations and relationships in each of the District's buildings. The SRO shall be subject to the District's policies and procedures when performing functions in the District's schools, unless otherwise provided in this agreement. The District shall provide training to the SRO in school policy, regulations and procedures. The SRO will also be under the direct supervision of a Sheriff's Sergeant, as assigned by the Sheriff. The District will provide an annual performance evaluation to the Sheriff, to ensure all goals and objectives of the SRO program are being met, noting any and all deficiencies.

2. **TERM OF AGREEMENT**: This Agreement shall take effect on September 1, 2022, and subject to earlier termination as provided below, shall continue in full force and effect until June 30, 2025, which is a period to include three (3) full school years. Prior to April 1, 2025, the Parties will renegotiate to continue or terminate the SRO program for the following school years.

3. **PAYMENT**: The County and Sheriff agree to provide and pay the SRO's actual salary and employment benefits for time spent as the SRO in accordance with County personnel policies and the applicable collective bargaining agreement. The District agrees to pay the County an amount equal to the SRO's actual salary and employment benefits in accordance with the appropriate collective bargaining agreement. The current salary and employment benefits for the SRO would be approximately **NINETY SIX THOUSAND SIX HUNDRED DOLLARS ($96,600)** annually. This amount may be escalated or reduced based on changes to the actual salary, benefits and collective bargaining agreement for the SRO assigned to provide services under this agreement. The County shall provide records as deemed necessary to justify the claim. The District agrees to submit all payments to the County within thirty (30) day of the invoice being submitted. The County shall submit invoices to the District as follows (subject to escalation or reduction as mentioned-herein):

INVOICE DATE	PERIOD COVERED	INVOICE AMOUNT
January 15, 2023	September 1, 2022 to December 31, 2022	$32,200.00
April 15, 2023	January 1, 2023 to March 31, 2023	$32,200.00
June 15, 2023	April 1, 2023 to June 30, 2023	$32,200.00
January 15, 2024	September 1, 2023 to December 31, 2023	$32,200.00
April 15, 2024	January 1, 2024 to March 31, 2024	$32,200.00
June 15, 2024	April 1, 2024 to June 30, 2024	$32,200.00
January 15, 2025	September 1, 2024 to December 31, 2024	$32,200.00
April 15, 2025	January 1, 2025 to March 31, 2025	$32,200.00
June 15, 2025	April 1, 2025 to June 30, 2025	$32,200.00

4. **TERMINATION**: Any Party may terminate this Agreement immediately upon notice to the other Parties, in the event of any Party failing to comply with the terms of this Agreement in any material respect and such failure not being cured within thirty (30) days after receipt of notice by the other Parties describing such failure. Any Party may terminate this Agreement without cause, upon sixty (60) days written notice to the other Parties. The County may terminate this Agreement upon written notice to the District for failure by the District to appropriate funds for the Services rendered by the County and the Sheriff under this Agreement.

   All Parties understand that this agreement causes the creation of one (1) new Deputy Sheriff position in the County's budget, and the termination of this Agreement could mean the elimination of that one (1) Deputy Sheriff position from the County's annual budget.

5. **SELECTION OF THE SRO**: The Deputy Sheriff assigned as the SRO will be selected by the Sheriff based upon the Sheriff's judgement and discretion, taking into consideration, among other criteria, the Deputy Sheriff's training, qualifications, experience, interest in the position and their ability to effectuate the goals and objectives set forth herein. The Sheriff will take into consideration, but shall not be bound to, any requests made by the District to have a specific Deputy Sheriff serving at the SRO. When practical, the District will be given an opportunity to meet and interview SRO candidates prior to assignment to the District.

6. **REMOVAL OF THE SRO**: The District shall have the right to request the removal and/or replacement of the SRO upon written notice to the Sheriff when such action is deemed necessary by the District for the SRO's failure to meet or comply with the goals and objectives of the program. The Sheriff has the sole authority to remove the SRO at any time for discipline or discharge in accordance with the appropriate collective bargaining agreement. Removal or replacement of the SRO, upon District request, will not be unreasonably denied by the Sheriff.

7. **NOTICES**: All notices shall be in writing and sent by certified mail, registered mail, overnight mail, courier or transmitted by facsimile, to the addresses indicated on the first page of this Agreement, or such other address as any Party may indicate by at least thirty (30) days prior written notice to the other Parties.

8. **INDEMNIFICATION**: Each Party agrees to defend, indemnify and hold harmless the other Parties, including its officials, employees and agents, against all claims, losses, damages, liabilities, costs or expenses (including without limitation, reasonable attorney fees and costs of litigation and/or settlement), whether incurred as a result of a claim by a third party or any other person or entity, arising out of the performance of its obligations pursuant to this Agreement, that any Party, or its officials, employees or agents, may suffer by reason of any negligence, fault, act or omission of the other Parties, its employees, representatives, subcontractors, assignees or agents.

9. **INSURANCE**: All Parties shall provide the other Parties with proof of General Liability, Workers Compensation, Disability, and Auto Insurance coverage, and shall name the other Parties as an additional insured with respect to General Liability coverage.

10. **INDEPENDENT CONTRACTOR:** The SRO shall be an employee of the County, specifically the Sheriff's Office. Each Party agrees to be solely responsible for all matters relating to compensation of its employees, including, compliance with local, state and federal laws governing its personnel, including workers' compensation, Social Security, withholding and payment of any and all federal, state and local personal income taxes, disability insurance, unemployment, and any other taxes for such persons,

including any related employer assessment or contributions required by law, and all other regulations governing such matters, and the payment of all salary, vacation and other employee benefits.

11. **NO ARBITRATION:** Any and all disputes involving this Agreement, including the breach or alleged breach thereof, may not be submitted to arbitration unless specifically agreed thereto in writing by the Chairman of the County's Legislature, in consultation with the Rensselaer County Attorney or designee, but must instead only be heard in the Supreme Court of the State of New York, with closest venue to Rensselaer County or if appropriate, in the Federal District Court with venue in the Northern District of New York, Albany Division.

12. **CORPORATE COMPLIANCE**: All parties agree to comply with all Federal, State and local laws, rules and regulations governing the provision of goods and/or services under this Agreement.

13. **NO ASSIGNMENT WITHOUT CONSENT**: This Agreement may not be assigned by any of the Parties, nor its right, title or interest therein assigned, transferred, conveyed, sublet or disposed of without the previous written consent of the other Parties and any attempt to do so without first obtaining such written consent will be void and of no force and effect.

14. **GOVERNING LAW**: This Agreement and the performance of the Parties hereunder shall be governed by and construed in accordance with the laws of the State of New York.

15. **MODIFICATIONS TO BE IN WRITING**: No changes, amendments or modifications of any of the terms and/or conditions of this Agreement shall be valid unless reduced to writing and signed by the Parties to this Agreement. Changes in the SCOPE OF SERVICES in this Agreement shall not be binding, unless prior to the performance of any such services, the County and Sheriff, with appropriate consultations, execute an amendment or modification to this Agreement, which amendment or modification shall specifically set forth the scope of such extra or additional services, the amount of compensation, and the extension of time for performance, if any, for any such services. Unless otherwise specifically provided for therein, the provisions of this Agreement shall apply with full force and effect to the terms and conditions contained in such amendment or modification.

16. **ENTIRE AGREEEMENT**: The rights and obligations of the Parties and their respective agents, successors and assignees shall be subject to and governed by this Agreement, which supersede any other understandings or writings between or among the Parties to this Agreement.

IN WITNESS WHEREOF, this Agreement has been executed by the duly authorized officers of the respective Parties.

HOOSIC VALLEY CENTRAL SCHOOL DISTRICT

BY**:** _____   DATE**:** _____
        Superintendent, HVCSD

STATE OF NEW YORK   )
)   **SS:**
COUNTY OF RENSSELAER   )

On this _____ day of _____, 2022, before me, the above signed, _____, personally appeared, personally known to me or proved to me on the basis of satisfactory evidence to be the individual whose name is subscribed to the within instrument and acknowledged to me that he/she executed the same in his/her capacity, and that by his/her signature on the instrument, the individual or the person upon behalf of which the individual acted, executed the instrument.

_____
Notary Public

RENSSELAER COUNTY SHERIFF

BY**:** _____   DATE**:** _____

Sheriff, Rensselaer County

STATE OF NEW YORK   )
)   ss:
COUNTY OF RENSSELAER   )

On this _____ day of _____, 2022, before me, the above signed, _____, personally appeared, personally known to me or proved to me on the basis of satisfactory evidence to be the individual whose name is subscribed to the within instrument and acknowledged to me that he/she executed the same in his/her capacity, and that by his/her signature on the instrument, the individual or the person upon behalf of which the individual acted, executed the instrument.

_____
Notary Public

RENSSELAER COUNTY

BY**:** _____   DATE**:** _____   **County**

Executive, Rensselaer County

STATE OF NEW YORK   )
)   ss:
COUNTY OF RENSSELAER   )

On this _____ day of _____, 2022, before me, the above signed, _____, personally appeared, personally known to me or proved to me on the basis of satisfactory evidence to be the individual whose name is subscribed to the within instrument and acknowledged to me that he/she executed the same in his/her capacity, and that by his/her signature on the instrument, the individual or the person upon behalf of which the individual acted, executed the instrument.

_____
Notary Public

RESPONSIBILITIES OF THE SCHOOL RESOURCE OFFICER

1. OBJECTIVES OF AN SRO PROGRAM

    a. To maintain a safe campus environment conducive to learning.

    b. To create unity between law enforcement and school districts.

    c. To improve relationships between youth, communities and law enforcement.

    d. To serve as consultants to school, staff, parents and youth on safety matters.

    e. To serve as positive role models for all.

2. PRIMARY FUNCTIONS OF THE SRO

    a. To be a visible, active law enforcement figure for the District, dealing specifically with law enforcement matters that originate on campus.

    b. To serve as a resource for students, allowing them to associate with law enforcement in the student's environment.

    c. To serve as a resource for teachers, parents and students by scheduling conferences to deal with individual or group problems and questions, particularly those that may lead to criminal activity.

    d. To appear before classrooms, community groups, PTO's, or any other group requesting lecture or information regarding a particular topic of interest within the District.

    e. To work with building administrators and assist in forming safety plans or other relevant school policies and procedures.

    f. To effectively communicate with all District staff when action is needed.

    g. To be available upon request for crime prevention presentations.

    h. To serve as a liaison between the District and law enforcement when law enforcement has a need to conduct business with students, staff or parents when school is in session.

    i. To <u>not</u> serve as a disciplinarian. The school is responsible for discipline unless an incident is deemed to be of a criminal nature. The SRO will advise the school and take action if they believe criminal activity has occurred.

    j. To serve as a crisis intervention officer, assisting in the mediation process or restorative justice process.

3. THE TRIAD APPROACH TO AN SRO PROGRAM

a. LAW ENFORCEMENT OFFICER

    i. Maintaining law and order.

    ii. Conducting criminal investigations (may include assisting building administrators conducting investigations and advising if criminal activity has occurred).

iii. Make arrests if appropriate (criminal mischief, drugs, aggravated harassment, etc.). In an effort to minimize disruption to the learning environment, the SRO should avoid

make arrests on District property while school is in session. If an arrest situation presents itself the SRO should consider the following factors when determining the best course of action: (1) whether the arrest is related to a school-related offense; (2) the seriousness of the offense; (3) whether there is an imminent threat to public safety; and (4) whether the arrest can be accomplished in an alternative manner. Unless exigent circumstances exist, the SRO should consult with a building or District administrator before making an arrest on District property.

iv. Assist building safety teams in formulating appropriate safety policies and procedures.

v. Assist in coordinating building safety drills, obtaining additional law enforcement assistance when needed.

vi. Investigate truancy cases, make home visits if necessary, and advise when PINS petitions are appropriate.

vii. Investigate child sexual assault cases or domestic violence issues.

b. LAW RELATED COUNSELOR

i. Provide guidance to students, parents, teachers and staff on how to seek support services within and outside of the school.

ii. Work with appropriate guidance staff to identify "at risk" students based on the SRO's knowledge of the student's family and community.

iii. Serves as a mentor and role model to students identified by the school as needing assistance or through interpersonal relationships developed.

iv. Assists in the transportation of students to a hospital if they are deemed a threat to themselves or others.

v. Assists families in identifying appropriate community resources.

c. LAW RELATED PRESENTER

i. Presents law enforcement expertise via classroom presentations or group assemblies to help students, teachers, parents and community members better understand the law. Topics may include, but are not limited to;

1. Sexual Harassment and Sexual Abuse
2. Bullying
3. Child Abuse
4. Underage Drug or Alcohol Abuse
5. NYS Graduated Driver's License Program
6. Zero Tolerance Laws

7. Relevant Legal Statutes (Vehicle and Traffic Law, ABC Law, Penal Law, etc.)
8. Internet Safety
9. Sportsmanship
10. The NYS Court System (Criminal, Family, Civil)

ii. Actively participates with the District's Safety Committee or any other inter-disciplinary teams deemed appropriate.
iii. Promotes programs that stress good citizenship and positive moral development.

APPENDIX 5: 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 Hoosic Valley 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: **4526** Computer Use In Instruction, **4526-R** Computer Use Instruction, **4526.1**Internet Safety,**4526.1-R** Internet Safety Regulation, **5300** K-12 Code of Conduct**5695,** Students and Personal Electronic Devices, **8630**Computer Resources and Data Management

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 Hoosic Valley 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 eSchoolData. 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 5695 and procedures are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

HOOSIC VALLEY CENTRAL SCHOOL DISTRICT EMERGENCY CLOSURE REMOTE LEARNING PLAN

POLICIES	The plan adheres to guidance set forth in the following Board of Education policies:**526** Computer Use In Instruction, **4526-R** Computer Use Instruction, **4526.1**Internet Safety,**4526.1-R** Internet Safety Regulation, **5300** K-12 Code of Conduct**5695,**

	[Students and Personal Electronic Devices, **8630** Computer Resources and Data Management](#)
INTERNET AND DIGITAL DEVICE ACCESS	The school district provides all students in grades K-12 access to a personal computing device (Chromebooks). In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction. The school district 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 provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home. 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.
PEDAGOGY	All teachers in grades K-12 will use Google Meet as their primary instructional platform. 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:** **Synchronous "Live" Instruction** - 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. *Teachers will make personal connections with all 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 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.* **Asynchronous "Flipped" Instruction -** Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students participation and assignment

	completion in Schoology or Google Classroom. These activities may include teacher/student synchronous interactions for a portion of the lesson. **<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.
STUDENT EXPECTATIONS	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. • All students are expected to practice appropriate digital etiquette and responsible behavior during assigned Google Meet. o Mute yourself on meets as directed by your teacher o **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. 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.
DAILY SCHEDULE	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. 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. All teachers must be available for academic support during contractually obligated hours.

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 this document 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.

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.

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. A district remote instructional day is the same number of hours as an in-person instructional day. The actual hours of the instructional day shall be discussed each spring during 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 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]**

TRANSPORTATION

When a school district is in remote session, pupil transportation must be provided to students attending religious and independent schools, charter schools or students whose individualized education program (IEP) have placed them out of district. In the event that the change to remote instruction is due to a snow or other weather emergency, such change will likely impact transportation for students attending school outside of the district. Decisions not to transport need to be based on real-time information relevant to the safety of students, staff and vehicles. School districts and religious and independent schools, charter schools and other programs are encouraged to work together to ensure continuity of education while ensuring that transportation can be provided in a safe and efficient manner.

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.