



DISTRICT-WIDE SCHOOL SAFETY PLAN

2024-2025 School Year

Public Comment Period:

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Duanesburg Central School District
District-Wide School Safety Plan Table of Contents

Commissioner’s Regulation 155.17	2
Introduction	3
Section I: General Considerations and Planning Guidelines	4
Section II: General Emergency Response Planning	6
Section III: Responding to Threats and Acts of Violence	9
Section IV: Communication with Others	10
Section V: Prevention and Intervention Strategies	11
Section VI: Recovery	12
Section VII: Declared State of Emergency Involving a Communicable Disease	13
Section VIII: Emergency Remote Instruction Plan	15
APPENDIX A: District Buildings	17
APPENDIX B: School Resource Officer Contract	17
APPENDIX C: Identification of Potential Hazardous Sites.	18

Duanesburg Central School District
DISTRICT – WIDE SCHOOL SAFETY PLAN
PROJECT SAVE (Safe Schools Against Violence in Education)
Commissioner’s Regulation 155.17

Introduction

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

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

The Duanesburg 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.

Section I: General Considerations and Planning Guidelines

A. Purpose

The Duanesburg Central School District district-wide school safety plan was developed pursuant to Commissioner’s Regulation 155.17. At the direction of the Duanesburg Central School District Board of Education, the Superintendent of the Duanesburg Central School District appointed a district-wide school safety team and charged it with the development and maintenance of the district-wide school safety plan.

B. Identification of Chief Emergency Officer

The Duanesburg Central School District designates the School Superintendent as the district’s chief emergency officer whose duties shall include, but not be limited to:

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

- f. Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan yearly by September 15th; and within 30 days of a new hire.
- g. Ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807.
- h. Ensure the development of protocols for responding to a declared state disaster emergency involving a communicable disease that are substantially consistent with the provisions of section 27-c of the Labor Law.

B. District Emergency Response Team consists of, but is not limited to:

Superintendent of Schools	Incident Commander and Chief Emergency Officer	Kimberly Ross
Assistant Superintendent of Management Services	Incident Commander and Chief Emergency Officer Back-up	Jeffrey Rivenburg
Director of Facilities		Aanen Aanensen
Transportation Supervisor		Tom Gordon
JR/SR HS Principal		Jodi Marvin
ES Building Principal		Andrea Conover
JR/SR HS School Resource Officer		Eric Reyell
ES School Resource Officer		Me-Asia Timmons

C. Concept of Operations

- The district-wide school safety plan is directly linked to the individual building-level emergency response plans of each school. Protocols reflected in the district-wide school safety plan guide the development and implementation of individual building-level emergency response plans.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school is by the building-level emergency response team.
- Upon the activation of the building-level emergency response team, the Superintendent of Schools or their designee is notified and, where appropriate, local emergency officials are notified.
- Efforts may be supplemented by County and State resources through existing protocols.

D. Plan review and public comment

- This plan shall be reviewed and maintained by the Duanesburg Central School District district-wide school safety team and reviewed on an annual basis on or before September 1st of each year. A copy of the plan is available in the Superintendent's office.
- Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan was made available to the public, on the district's website, on **DATE**. Which was 30 days prior to its initial adoption.
- The plan was presented at a BOE Meeting, for the required public hearing on **DATE**. This meeting provided for the participation of school personnel, parents, students and any other interested parties.
- The district-wide school safety plan was then adopted by the School Board on **DATE**.
- The district wide plan was posted on the district web page as of **DATE**.
- The district wide plan is submitted to the NYSED no later than October 1st each year.
- While linked to the district-wide school safety plan, the building-level emergency response plan **shall be confidential** and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a. The building-level emergency response plan shall be kept confidential and shall not be disclosed except to authorized department staff and law enforcement officers.
- Full copies of the district-wide school safety plan and any amendments are submitted to the New York State Education Department within 30 days of adoption by posting this public plan on the district's website. The building-level emergency response plan is supplied to the Schenectady County Sheriff and NYS State Police within 30 days of adoption.
- Written information regarding building level emergency information is provided to the staff and students, in each building, at the initial faculty meeting in September, and to the summer school staff prior to the beginning of any summer school programs
- Written information regarding building level emergency information for students is provided at student assemblies in September, and by the staff on the first day of any summer program.

Section II: General Emergency Response Planning

The district-wide school safety plan provides the framework for the building-level emergency response plan. The purpose of a uniform plan is to ensure district-wide continuity for emergency responses. These general emergency responses are used to assist school employees, students, parents and emergency responders learn one system that can be used in the Duanesburg Central School District

A. Identification of sites of potential emergency, including:

- The district-wide school safety team in conjunction with local officials has identified areas outside of school property that may impact a district facility during an emergency. Factors that were considered included population, presence of hazardous materials, and potential for emergency based on national trends and proximity to district property.
- A list of areas has been identified as having the potential to impact within the district. This list has been created for reference and awareness. The list is not all-inclusive for every emergency. However, these areas have been identified as having the most probable impact on district facilities or district boundaries should they have or create an emergency. A list of potential community-based hazards or emergency situations has been noted in the building-level emergency response plan
- The district-wide school safety team has recognized that there are many factors that could cause an emergency within our school building. There are also factors that need to be considered when responding to an emergency. A list of potential internal and external

hazards or emergency situations has been noted in the building-level emergency response plan.

- The district wide safety team recognizes that in extreme circumstances students and staff may be detained at the school, or the reunification site, for prolonged periods of time potentially extending beyond the normal school day. In the event students and staff sheltered within the district, the school's cafeteria will provide food and beverages to students and staff sheltered.
- In the event of an evacuation to the reunification site, all efforts will be made to reunify parents with children as quickly and efficiently as possible. In the event people are detained for a prolonged period of time at the evacuation site, the district will designate a contact to work with Hannaford and Stewarts to provide food and beverages until all people can be released.

B. The district has developed multi-hazard response guides. These guidelines are located in the building-level emergency response plan and are in ICS (Incident Command System) format. Plans for taking the following actions in response to an emergency where appropriate are, including but not limited to:

- Initial Actions
- Command Post Location (primary and secondary)
- **Shelter in Place:** Used to shelter students/staff inside the school
 - Severe Weather
 - Bomb Threat
 - HazMat Incident
- **Hold-In Place:** Limits student/staff movement while dealing with short term emergencies
- **Evacuation:** Used to evacuate students/staff from the school
 - Before, during and after school hours, including security during evacuation and evacuation routes
 - Evacuation/Relocation Sites (internal and external)
- **Lockout:** Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school
- **Lockdown:** Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.
- **School Closure**
- **Early Dismissal**

Emergencies include, but are not limited to:

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

- C. The district has identified various district resources that may be available for use during an emergency, including the identification of personnel, equipment and shelters.
- D. Using the ICS (Incident Command System) the district has identified the school officials authorized to make decisions during an emergency. Through ICS, the procedures to coordinate the use of school district resources and manpower during emergencies are clearly defined. ICS also identifies the staff members and their backups assigned to provide assistance during emergencies.
- E. The district has policies and procedures for annual multi-hazard school safety training for staff and students, including the strategies for implementing training related to multi-hazards. Beginning with the 2016-2017 school year, all staff will undergo annual training by September 15, 2016, and each subsequent September 15 thereafter on the building-level emergency response plan which includes components on violence prevention and mental health. New employees hired after the start of the school year receive this training within 30 days of hire or as part of the district’s existing new hire training program, whichever is sooner. The district certifies that this training is completed during the October NYSED BEDS data collection.
- F. The district conducts drills and other training exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local, county, and state emergency responders and preparedness officials. A debriefing concludes each test to determine if changes to the plan are necessary.

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

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

The statute now explicitly requires schools to conduct lock-down drills, which are essential, because they prepare students and staff to respond to the highest level of threat with the most urgent action and the least margin for error. The goal is to have schools conduct drills where they immediately clear hallways, lock doors and take positions out of sight to practice their ability to

put the building into a protective posture as quickly as possible. These emergency measures allow time for responding law enforcement to arrive on scene and neutralize the threat.

If possible, law enforcement should be involved in the drills to help prepare students and staff for their interactions and release from lock-down by uniformed officers. However, law enforcement involvement is not required by the new legislative mandate. Other protective actions such as lock-out or shelter in place are emergency actions that are usually preceded by some degree of warning time and do not require the immediate response necessary for a lock-down. While the school should be well versed in their lock-out and shelter in place protocols, lock-down is the only type of protective action that is specifically required by the statute.

Section III: Responding to Threats and Acts of Violence

- A. The school refers to its **Crisis Intervention Plan** via the post-incident response team and the Multi-Hazard Emergency Response Guides located in the building-level emergency response plan. These are reviewed by the district-wide school safety team to ensure content and consistency throughout the district. These policies and procedures are for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves, which includes suicide. The following types of procedures are addressed in the plan:
- The use of staff trained in de-escalation
 - Informing the Superintendent or designee of implied or direct threats.
 - Determining the level of threat with the Superintendent and building-level emergency response team members.
 - Contacting appropriate law enforcement agency, if necessary.
 - Monitoring the situation, adjusting the district’s responses as appropriate to include possible implementation of the building-level emergency response team.
 - Communication with parent/guardian. When a student implies or specifically threatens self-inflicted violence including suicide, the school’s **social worker** and School Resource Officer directly contacts the respective parents/guardians.
- B. The Multi-Hazard Emergency Response Guides, in the building-level emergency response plan, provide guidance on the district’s policies and procedures for responding to direct acts of violence (i.e., Crimes Against Persons, Hostage Taking, Intruder and Kidnapping) by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence. The following types of procedures are addressed in the plan:
- Inform the Superintendent/designee
 - Determine the level of threat with the superintendent/designee and the building-level emergency response team.
 - If the situation warrants, isolate the immediate area.
 - Monitor the situation; adjust the level of response as appropriate; if necessary, initiate lockdown, evacuation, sheltering and/or early dismissal procedures as needed, if needed.
 - Contact appropriate law enforcement agency.

NOTE: The Duanesburg Central School District “Code of Conduct” describes policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school.

- C. Response protocols are identified in the Building-level Emergency Response Plan in the ICS format along with definitions of ICS Roles and Responsibilities. The Multi-Hazard Emergency Response

Guides address specific procedures for responding to bomb threat, intruders, hostage takings and kidnapping.

- D. The following protocols for appropriate responses to emergencies are provided as examples of responses to bomb threats, hostage takings, intrusions and kidnappings:
- Identification of decision-makers.
 - Plans to safeguard students and staff.
 - Procedures to provide transportation, if necessary.
 - Procedures to notify parents.
 - Procedures to notify the media.
 - Debriefing procedures.
- E. The district has established policies and procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal. In the Duanesburg Central School District, the following communication methods are taken:
- For small-scale incidents, school personnel directly call the parents/guardians of all students directly impacted by any acts of violence. All other parents/guardians receive an informational letter. The Crisis Intervention Plan and post-incident response team are activated and available. If needed, as needed, community meetings are scheduled in a timely manner for further discussion.
 - For any major incident, the district works with the media (TV, radio) to relay pertinent school related information (i.e., how and where can parents be reunited with children, etc.) It is unfortunate, but important to remember, that major emergencies can quickly tie up phone lines with incoming and outgoing calls, and roads can be quickly blocked by the traffic of emergency vehicles, concerned parents and community members. School personnel directly call the parents/guardians of all students directly impacted by any acts of violence. All other parents/guardians receive an informational letter. Community meetings are scheduled in a timely manner, for further discussion to include the Crisis Intervention Plan and post-incident response team.

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

Section IV: Communication with Others

The District-wide School Safety Plan provides the framework for the Building-level Emergency Response Plan.

- A. The Duanesburg Central School District is fortunate to have substantial ties to the community of Duanesburg and Schenectady County. If there were to be an emergency within our facility, that facility would call 911 for emergency assistance. If involvement is needed from other local

government agencies, then the Superintendent or designee would act as that contact person. Additional procedures for communications can be found in the Building-level Emergency Response Plan including local emergency contacts and phone numbers, and the NYS/BOCES Communication Flow Chart. These contacts provide guidance for obtaining assistance during emergencies from emergency services organizations and local government. The following examples are the types of arrangements that could be used by the district:

- **Superintendent (IC-Incident Commander or backup IC) in an emergency would contact the county dispatch center for fire, EMS, or police by calling 911.**
- **Superintendent (IC or backup IC) contacts the highest-ranking local government official for notification and/or assistance.**

B. Arrangements for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law is carried out through the protocols established in the NYS/BOCES Communication Flow Chart. The following are examples of the types of arrangements that could be used by the district during county-wide emergencies:

- Superintendent (IC or backup IC) in an emergency, contacts the Schenectady County Emergency Management Coordinator and/or the highest-ranking local government official for obtaining advice and assistance.
- The district has identified resources for an emergency from the following agencies: Schenectady County Sheriff’s Office, NY State Police, County Civil Defense Office, American Red Cross, Schenectady County Emergency Services Office, New York State Police, Schenectady County Mental Health Office and the Capital Region Health/Safety/Risk Management Office.
- If the emergency is within the school district boundaries and has the potential to impact the surrounding community, the Superintendent or designee notifies the appropriate city officials (Example: Mayor, Highway Dept., City Administrator, and/or Public Safety). Likewise, should there be an emergency within the community that has the potential to impact the school, the Superintendent should be notified immediately.

C. If there is a disaster within the district that has the potential to impact other educational agencies within the district boundaries, the Chief Emergency Officer activates the One Call to inform all necessary parties. The One Call System is located in the Building-level Emergency Response Plan.

D. Along with Parent Square, the district also maintains the following information about each educational agency located in the **confidential**, Building-level Emergency Response Plan:

- School population
- Number of staff
- Transportation needs
- Business and home telephone numbers of key officials of each such educational agency

Section V: Prevention and Intervention Strategies

The District-wide School Safety Plan provides the framework for the Building-Level Emergency Response Plan.

- A. The district has developed policies and procedures related to school building security, including, where appropriate:
- Identification badges are provided and required for all school employees and visitors.

- A single point of entry to buildings is required. The entrances are monitored and unknown visitors are questioned as to the purpose of visits before entry. All visitors are required to sign in.
- Visitors must provide photo identification which is then run through the district Raptor system to identify potentially harmful individuals.
- Video surveillance is accessible to administrators throughout the district.
- Sheriff's office and emergency responders work annually with the district to complete: safety audits/inspections; crisis management trainings; various drills/simulations/tabletop exercises for staff
- The district maintains two full time School Resource Officers (SRO) who are jointly employed by the Schenectady County Sheriff's Office
- Fingerprint-supported background checks are completed for all applicants for certification and all prospective employees.
- Two hours of violence prevention and intervention training are provided as part of the certification process for teachers, aides and administrators.
- Safety training is provided each year as part of one staff development day.
- An annual report on all violent incidents is filed with the NYS Commissioner of Education.

B. The Duanesburg Central School District has implemented procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to: the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information. The district has, and continues to participate in programs such as: child abuse and prevention workshops, programs designed to provide staff on how to identify potentially violent behaviors and other risk factors. The district additionally employs a school psychologist, social worker, special education staff, and a school nurse who are instrumental in assisting the district in identifying early warning signs in students, early intervention/prevention strategies and the development of violence prevention instruction for staff.

C. Appropriate prevention and intervention strategies such as:

- Collaborative agreements with state and local law enforcement officials designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations
- Duanesburg CSD does not employ Hall Monitors.
- Non-violent conflict resolution training programs
- Peer mediation programs
- Extended day and other school safety programs

D. The district has created and supported strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of:

- Schenectady County Sheriff School Resource Officer Program
- Positive Behavior Interventions and Supports (PBIS)
- Multi-tiered Systems of Supports
- Social and emotional learning
- K-5 lessons from social worker
- Two 6-12 counselors

- Social workers at each building
- Student Handbook
- Progressive disciplinary approach
- Extracurricular activities and athletics
- Mental Health and Wellness education
- District wellness committee
- Wellness weeks and wellness Wednesdays
- Peer mediation;
- Conflict resolution;
- Anonymous reporting mechanisms for reporting

E. The Duanesburg Central School District has descriptions of duties, school safety personnel.

F. The Duanesburg Central School District has considered, pursuant to Alyssa’s Law, the use of silent panic alarm systems in the school that directly alerts authorities during emergencies and has installed a panic alarm system in school and administrative buildings.

Section VI: Recovery

Recovery addresses the help needed for all involved to heal and to restore the school community to “normal” operations. The District Plan supports the school building plan by deploying district resources that support the school’s building-level emergency response team and the post-incident response team.

Recovery plans include mental health/emotional recovery, academic, physical and business recovery, and can continue long after the actual emergency. The District has social worker and school psychologist resources and support systems. The District has the ability to coordinate with school, local, Schenectady and Schoharie Counties, and State disaster mental health services. The District’s role with mental health services includes looking at the school culture and climate, providing student access to services and following threat assessment procedures.

A. District Support for Duanesburg Central School District

The Building-level Emergency Response Plan provides resources for supporting the building-level emergency response team and post-incident response team. The district’s F System (ICS) identifies back-ups to relieve team members. This provides team members the opportunity to rotate personnel, to fill in if assigned personnel are unavailable and to debrief in a supportive environment.

The district realizes that some emergencies may overwhelm an individual school’s ability to manage an extreme crisis. If/when the school is faced with an emergency such as threats of violence or actual violent incidents, the district-wide school safety team assists as follows:

- Acting as a sounding board regarding the implied or direct threats and/or violent acts.
- Assisting in determining the level of threat and appropriate response.
- Monitoring the situation and adjusting the district’s response as appropriate.
- Assisting with parent/guardian, faculty/staff, and media communication.
- Assisting with coordinating building and grounds security in conjunction with local and State Police.

- Assisting with offering a backup post-incident response team (i.e., another school district’s team and/or an outside group) as needed, if needed.
 - Offering debriefing sessions as needed working in conjunction with local, Schenectady County and/or State emergency responders.
- A. Disaster Mental Health Services-If/when a building-level emergency response team or post-incident response team is faced with an emergency that may overwhelm the school’s ability to manage an extreme crisis, the district-wide school safety team assists as follows:
- Activating the district-wide post-incident response team.
 - The district has two school social workers, one school psychologist, two school counselors, and two school nurses who can:
 - Utilize local connections to neighboring school districts, Northern Rivers Mental Health, and New Choices Recovery.
 - Offer district support and provide continued feedback from those directly impacted during the incident.
 - Provide projected plans to assist if needed, during heightened stressful times such as a re-occurrence of a similar event and anniversaries of the original event.
 - Will assist with parent/guardian, student, and faculty/staff debriefing and/or post-incident crisis intervention. The debriefing is also used in part to evaluate the district’s plan for possible revisions.
 - Assist the schools with written statements going out to faculty/staff, parents/guardians, press releases and media requests through the district’s Public Information Officer.

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

Section VII: Declared State of Emergency Involving a Communicable Disease

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

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

- A. A list and description of the types of positions considered essential in the event of a State-ordered reduction of in-person workforce. For this purpose, essential is defined as required to be physically present at a work site to perform his or her job. Such designation may be changed at any time at the sole discretion of the employer.
- B. A description of protocols the employer will follow in order for nonessential employees to telecommute including, but not limited to, facilitating, or requesting the procurement, distribution, downloading, and installation of any needed technology, including software, data, and the transferring of office phone lines to work or personal cell phones as practicable or applicable to the

workplace, and may include devices.

- C. A description of how the employer will, to the extent possible, stagger work shifts of essential employees to reduce overcrowding on public transportation and at worksites.
- D. Protocols the employer will implement to procure personal protective equipment (PPE), defined as equipment worn to minimize exposure to hazards, including gloves, masks, face shields, foot and eye protection, protective hearing devices, respirators, hard hats, and disposable gowns and aprons and, for essential employees, a quantity sufficient to provide PPE to each essential employee to meet his or her tasks and needs during any given work shift. A plan for storage of equipment and access to equipment must be included.
- E. Protocols in the event an employee is exposed to a known case of the disease, exhibits symptoms of the disease, or tests positive for the disease to prevent the spread or contraction in the workplace. The protocols shall not violate any existing federal, state, or local law regarding sick leave or health information privacy and must include detailed actions to immediately and thoroughly disinfect the work area, common area surface and shared equipment. The protocols must also describe the employer policy on available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine.
- F. Protocols for documenting hours and work locations, including off-site visits, for essential employees. The protocol shall be designed only to aid in tracking of the disease and to identify exposed employees and contractors to facilitate the provision of any benefits which may be available.
- G. Protocols for working with the employer's locality to identify sites for emergency housing for essential employees to further contain the spread of the communicable disease to the extent applicable to the needs of the workplace.
- H. Protocols for implementing any other requirements determined by the Department of Health such as contact tracing or testing, social distancing, hand hygiene and disinfectant, or mask wearing.

Section VIII: Emergency Remote Instruction Plan

Beginning with the 2023-2024 school year, all public schools, boards of cooperative educational services (BOCES), and county vocational education and extension boards must include plans for remote instruction. The emergency remote instruction plan describes how children will be educated if a school or schools must close under emergency conditions. The District's Emergency Remote Instruction Plan will outline methods that will ensure the availability of devices, internet access, provision of special education and related services for students with disabilities, and the expectations for time spent in different remote modalities. The remote instruction plan will be reviewed annually by district and building-level emergency response teams, adopted annually by the Board of Education and submitted to the New York State Education Department.

The Emergency Remote Instruction Plan can be found in Appendix .

Any Remote Learning Day will be communicated through Parent Square and local media channels with as much advance notice as possible. The district will simultaneously communicate any expectations about remote learning.

1. All students in grades k-12 are provided with Chromebooks. Students in need may also request internet hotspots from the district.
2. Teacher interaction with students will consist of a mix of synchronous and asynchronous activities, though there must be substantial interaction between students and teachers during classes.
3. Special education and related services will still be provided on remote instruction days. Students in out of district programs will continue to be transported if those programs remain open.
4. Breakfast and lunch delivery will be available upon request for families who qualify for free or reduced price lunch.
5. Because a remote instruction day would follow the same schedule as an in-person instruction day, the district would claim these days as a full day of instruction.
6. Building specific plans:
 - i. **ES Remote Plan:** Each classroom/special area teacher will follow their normal daily schedule with students. All teachers are expected to have a Google Meet link connected to their Google Classroom which students will join during their scheduled classroom time. Teachers will present live mini lessons and then have students do independent work. All students are required to attend all scheduled classes on Google Classroom.
 - ii. **Jr/Sr HS Remote Instruction Plan:** Normal instruction will continue on a “remote learning day” with each class meeting at its normally scheduled time. All teachers are expected to have a Google Meet link connected to their Google Classroom which students will join during their scheduled classroom time. Teachers will present live mini lessons and then have students do independent work. All students are required to attend all scheduled classes on Google Classroom.

APPENDIX A: District Buildings

The following is a listing of all school buildings covered by the district-wide school safety plan:

<u>BUILDING</u>	<u>ADDRESS</u>	<u>PHONE</u>
Duanesburg Elementary School	165 Chadwick Road, Delanson, NY 12053	(518) 895-2310/2580
Duanesburg Jr/Sr High School	163 School Road, Delanson, NY 12053	(518) 895-5350
Central Office	133 School Road, Delanson, NY 12053	(518) 895-2279

APPENDIX B: School Resource Officer Contract

APPENDIX C: Identification of Potential Hazardous Sites.

- **COMMUNITY BASED LIST:** A list of areas have been identified as having the potential to impact within the district. This list was created for reference and awareness. It is not all-inclusive for every emergency. However, these areas have been identified as having the most probable impact on district facilities or district boundaries should they have or create an emergency. A list of potential community-based hazards or emergency situations has been noted in the confidential building-level emergency response plans.
- **SCHOOL BASED LIST:** The district team has recognized that there are many factors that could cause an emergency within our school building. There are also factors that need to be considered when responding to an emergency. A list of potential internal and external hazards or emergency situations has been noted in the confidential building-level emergency response plan.