

Ravena-Coeymans-Selkirk Central School District District-Wide School Safety Plan

2026 - 2027

Revised: July 2026

Address: 2025 Route 9W, Ravena, NY 12143

TABLE OF CONTENTS

TABLE OF CONTENTS.....	2
I. INTRODUCTION.....	3
A. Designation of the Chief Emergency Officer.....	3
B. Appointment of the District Wide School Safety Team.....	4
C. District Information.....	5
D. Concept of Operations.....	6
E. District Wide School Safety Plan Review and Public Comment.....	7
F. District Policy Manual.....	8
II. RISK REDUCTION/PREVENTION AND INTERVENTION.....	8
A. Prevention/Intervention Strategies.....	8
Program Initiatives.....	8
Security Procedures.....	9
Training, Drills, and Exercises.....	10
Assignment of Responsibilities.....	12
B. Early Detection of Potentially Violent Behaviors.....	14
C. Hazard Identification.....	15
III. RESPONSE.....	15
A. Notification and Activation (Internal and External Communications).....	15
B. Emergency Response Protocols.....	16
IV. RECOVERY.....	21
Appendix A: SRO Contract.....	23
Appendix B: Establishing School-Based Threat Assessment.....	28
Appendix C: Remote Instruction Plan.....	31
Appendix D: Continuation of Operations During Public Health Emergencies.....	33

Ravena-Coeymans-Selkirk Central School District District-Wide School Safety Plan

I. INTRODUCTION

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. School 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 schools 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. Schools 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.

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 District and its schools.

The Ravena-Coeymans-Selkirk Central School District supports SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools of the Ravena-Coeymans-Selkirk Central School District encourages and advocates on-going cooperation and support of Project SAVE.

A. Designation of the Chief Emergency Officer

§ 155.17(c)(1)(xix) the designation of the superintendent, or superintendent's designee, as the district 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 of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans;
- c) ensure staff understanding of the district-wide school safety plan;
- d) ensure the completion and yearly update of building-level emergency response plans for each school building;
- e) assist in the selection of security related technology and development of procedures for the use of such technology;
- f) coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the districtwide school safety plan and building-level emergency response plan(s);
- g) ensure the conduct of required evacuation and lock-down drills in a trauma-informed, developmentally, and age-appropriate manner that does not include props, actors,

simulations, or other tactics intended to mimic a school shooting or other act of violence or emergency in all district buildings as required by section 807 of the Education Law; and

- h) ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.

The Ravena-Coeymans-Selkirk Central District Chief Emergency Officer:

Name	Craig Chandler
Title	Superintendent
Telephone Number	518-756-5200 extension 6003

B. Appointment of the District Wide School Safety Team

Upon adoption of the District Wide School Safety Plan, the following appointments are made to the District Wide School Safety Team:

Board of Education	Edward Bedinotti Michael Deyo
District Administrator	Craig Chandler
Representative of Teacher Organization	Michelle King Hannah Barry
Representative of Administrator Organizations	Denise Schlatterer Hakim Jones Ryan Funck Stephen Doran
Representative of Parent Organization	Michelle Williams
School Safety Personnel	School Resource Officer
Bus Driver and Monitor	Director of Transportation
Student (optional)*	
Other	Jesse Boehme, School Business Administrator Bill Schrom, Director of Facilities and Network Operations Zachary Tacelli, Director of Athletics, Physical Education, Health & Wellness Assistant Director for Student Support Services Needham Risk Management

The District Wide School Safety Team will meet regularly throughout the year to:

- Assess and review the District-Wide Safety Plan annually and make updates, as needed throughout the school year.
- Make any necessary recommendations regarding emergency operations, planning, procedures, and/or protocols.
- Conduct training sessions as necessary.

- Support the Building-level Emergency Response Planning Teams at each school as necessary.
- Meet with local emergency responders to develop procedures for emergency situations that exceed the expertise and/or resources of the district.
- Prepare the updated District-wide School Safety Plan for the required public comment period, public meeting and adoption by the Board of Education by the required deadline of September 1 each school year.
- Additional tasks as requested by the Superintendent.

*Per the regulations, the student representative will not be present for discussions about confidential building-level response plans or portions of the district-wide emergency response strategies that are confidential, and no portion of a confidential building-level emergency response plan will be shared with the student representative(s).

C. District Information

The Ravena-Coeymans-Selkirk Central School District serves a student population of approximately 1800. Within the district there are approximately 420 employees. The District is comprised of the following buildings:

A.W. Becker Elementary School

1146 Route 9W
Selkirk, NY 12158
(518) 756-5200, ext. 5000
Fax: (518) 767-2512
Steven Doran, *Principal*

RCS High School

2025 Rt. 9W
Ravena, NY 12143
(518) 756-5200, ext. 2003
HS/Guidance Fax: 756-3534
Ryan Funck, *Principal*

Pieter B. Coeymans Elementary School

66 Church Street
Coeymans, NY 12045
(518) 756-5200, ext. 4000
Fax: (518) 756-9162
Hakim Jones, *Principal*

Bus Garage

2025 Route 9W
Ravena, NY 12143
(518) 756-5241

RCS Middle School

2025 Rt. 9W
Ravena, NY 12143
(518) 756-5200, ext. 3000
Fax: (518) 756-1988
Denise Schlatterer, *Principal*

District Office

P.O. Box 100
15 Mountain Road
Ravena, NY 12143
518-756-5200
www.rcscsd.org

D. 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 a Building-Level Emergency Response Plan triggers the notification of the chain of command and the assessment of the activation of the District-Wide School Safety Plan and District-Wide School Safety 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 Ravena-Coeymans-Selkirk 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 Building-Level Emergency Response Team. The Building Principal is responsible for notifying the Superintendent of Schools 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 the telephone or other communication method.

Upon the activation of a Building-Level Emergency Response Team, the Superintendent of Schools or their designee, shall be notified and where appropriate, local emergency officials shall also be notified.

Whenever the Building-Level Emergency Response Plan is activated and results in the closing of a school building within the District, the Superintendent of Schools or their designee shall notify the commissioner as soon as possible and shall provide such information as the commissioner may require in a manner prescribed by the commissioner. In addition, the District's Superintendent of Schools or their designee shall provide timely notification to the BOCES District Superintendent. In the situation of routine snow emergency days, such information will not be provided to the commissioner.

County and state resources supplement the District's emergency action planning in a number of ways:

- State and local law enforcement provide building reviews and employee training.
- Local law enforcement and emergency services participate in planning and training exercises and develop strategies for managing Building-Level emergencies.
- A protocol exists for the District to use certain facilities for sheltering during times of emergencies.
- A protocol exists for the use of county mental health resources during post incident responses.

E. District Wide School Safety Plan Review and Public Comment

To comply with New York State Education Law §2801-a and Commissioner's Regulation 155.17(c)(3)(i), The District must adopt and submit its District-Wide School Safety Plan to the New York State Education Department (NYSED).

Annual Review and Update: The District-Wide School Safety Planning Team conducts meetings to review the Plan and throughout the school year, stakeholder feedback is gathered from various sources.

Public Comment Period: To ensure that the plan is in place and board approved by the September 1 deadline, the updated draft plan will be posted on the District's website. A 30-day public comment period is initiated, during which stakeholders can provide feedback.

Public Hearing and Board Adoption: A public hearing allows participation from school personnel, parents, students, and other interested parties. Following the hearing, the Board of Education adopts the final plan by September 1st, ensuring compliance with the requirement for at least one public hearing prior to adoption.

Submission to NYSED: Within 30 days of adoption, and no later than October 1st, the approved plan will be posted on the district website, and the superintendent will submit the plan URL and an attestation regarding staff training to the NYSED via the SED Monitoring application, providing contact information for the Chief Emergency Officer and details of the public comment period and adoption date.

Confidentiality of Building-Level Emergency Response Plans: In accordance with Education Law §2801-a, all school building-level emergency response plans remain confidential and are not subject to public disclosure. These plans are updated annually by September 1st and submitted to local law enforcement and the State Police by October 1st.

F. District Policy Manual

The policy statements formulated by the Board of Education of the Ravena-Coeymans-Selkirk Central School District are available on the district website (<https://go.boarddocs.com/ny/rcscsd/Board.nsf/Public>). The policies related to school safety include but are not limited to:

Anti-Harassment in the School District: 3420, 6121, 0115

Bullying: 0115

Code of Conduct on School Property: 3410

Comprehensive Public School Building Safety Program (Rescue): 5630

Conduct and Discipline: 3410, 6410, 7313

Controlled Substances: 5640, 3410, 6150

Drugs: 6150, 5640, 5741, 6151

Emergency Closings: 3510

Emergency Planning: 5681
Firearms in School: 3411
Project SAVE: 3410, 3430, 5681, 6170, 7313, 7350
Rescue: 5630
Safety: 0115, 5681, 5682, 6170, 5730, 5630, 6170, 3430

II. RISK REDUCTION/PREVENTION AND INTERVENTION

A. Prevention/Intervention Strategies

Program Initiatives

The District has developed a number of programs and activities to aid in risk reduction. These initiatives are run at different age groups within the District. Examples of the topics covered:

- Youth-run programs
- Anti-bullying Programs
- Conflict resolution
- Peer Leadership Programs
- Student Government
- Codes of Conduct
- Crisis Response/Intervention Plans
- Second Step program
- Respectful Ways program
- PBIS
- Student Council
- Best Buddies
- Natural Helpers
- SADD (Students Against Destructive Decisions)
- Drug Abuse Resistance Education Programs

Security Procedures

The District has attempted to enhance the security of its facilities through a number of security procedures, including the following:

- Sign-in procedures and use of visitor ID badges with visual contact.
- Employees use faculty/staff ID badges.
- Schools have developed a single point of access for visitors at each building.
- Installation of interior and exterior surveillance cameras throughout our campuses.
- Key card distribution to employees and students to gain appropriate building and classroom access through door readers.

Consideration of Silent Panic Alarm Systems

Governor Hochul signed Alyssa's Law, Chapter 227 of the Laws of 2022 (Chapter 227) which amends Education Law §2801-a to require that district-wide school safety teams consider the usefulness of silent panic alarm systems when reviewing and amending district-wide safety plans. District-wide school safety teams shall consider, as part of their review of the comprehensive district-wide safety plan, the installation of a panic alarm system.

Section 155.17(b) of the Regulations of the Commissioner of Education defines silent panic alarm systems as, "Panic alarm system means a silent security system signal generated by the manual activation of a device intended to signal a life-threatening or emergency situation requiring a response from local law enforcement or, in the case of a school building located in

a municipality in which there is no municipal police department, a location designated by the superintendent of state police and may include one or more of the following: wired panic button or buttons, wireless panic button or buttons or a mobile or computer application.”

The District Wide School Safety team will evaluate and consider silent panic alarms on an annual basis.

Desha’s Law

On July 24, 2025, Governor Hochul signed Desha’s Law (S.5539A/A.785A), which takes effect on September 1, 2025. This law mandates that school safety plans include a comprehensive cardiac emergency response plan. The plan must outline procedures and designate appropriate personnel to respond to sudden cardiac arrest or similar life-threatening emergencies occurring on school grounds or at school-sponsored events.

In addition to Desha’s Law, the use of on-site Automated External Defibrillators (AEDs) is required under the New York State Education Department Commissioner’s Regulation CRR 136.4. In compliance, the district has adopted an AED Policy (Policy 5682) and implemented an AED Program that is available on our district website.

Heart attacks and sudden cardiac arrest are two different conditions. A heart attack is a circulation problem that occurs when blood flow to the heart is reduced or blocked. Sudden cardiac arrest is an electrical problem that occurs when the heart suddenly stops beating and the heart can’t pump blood to the brain, lungs and other organs. Cardiac arrest causes a person to lose consciousness and pulse.

The AED Program has been developed to ensure a prompt, efficient, and effective response to sudden cardiac arrest or similar life-threatening emergencies in a school setting and outlines the emergency procedures to improve survival outcomes through early recognition and rapid response.

A designated group of school staff will be trained in CPR and AED use, and AEDs shall be clearly marked, accessible, and maintained with guidelines set by the American Heart Association. The district will also incorporate the AED Program protocols for responding to sudden cardiac arrest into the Building-Level Emergency Response Plans.

Training, Drills, and Exercises

Trauma Informed Drills

The district will perform emergency drills in a trauma informed manner. This means the district will avoid using tactics in training and drills that may introduce or activate trauma, such as the use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-inappropriate content. These drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.

Drill Procedures

The District shall practice emergency response procedures under its District-Wide School Safety Plan and each of its Building-Level Emergency Response Plans, where possible, in cooperation with local law enforcement, emergency preparedness plan officials, and other first responders as follows:

- Evacuation and Lockdown drills shall be conducted with students at least twelve times in each school year, eight of which required drills shall be held between September first and December thirty-first of each such year.
- Eight of all such drills shall be evacuation drills, four of which shall be through use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress, such as through different corridors, hallways, stairways and exit doors. Six evacuation drills will be conducted by December thirty-first.
- Four of all such required drills shall be Lockdown drills. Two Lockdown drills will be conducted by December thirty-first.
- The District buildings may use temporary visual barriers to create a safe space during lockdown situations.
- Drills shall be conducted at different times of the school day.
- Students shall be instructed in the procedure to be followed in the event that a fire occurs during the lunch period or assembly, provided however, that such additional instruction may be waived where a drill is held during the regular school lunch period or assembly.
- Four additional drills shall be held in each school year during the hours after sunset and before sunrise in school buildings in which students are provided with sleeping accommodations.
- At least two additional drills shall be held during summer school in buildings where summer school is conducted, and one of such drills shall be held during the first week of summer school.
- One Emergency Dismissal drill shall be conducted to test emergency response procedures that require early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.
- Parents or persons in parental relation shall be notified at least one week prior to the drill.
- Such drills shall test the usefulness of the communications and transportation system during emergencies.
- Drills conducted during the school day with students present shall be conducted in a trauma-informed, developmentally, and age-appropriate manner and shall not include props, actors, or simulations or other tactics intended to mimic a school shooting or other act of violence or emergency.
- With the exception of Evacuation Drills, at the time that drills are conducted, students and staff shall be informed that the activities being conducted are a drill.
- The District may choose to conduct tabletop exercises as a training resource and may include a discussion-based activity for staff in an informal classroom or meeting type setting to discuss their roles during an emergency and their responses to a sample emergency situation.

If the district chooses to that opt to participate in full-scale exercises in conjunction with local and county emergency responders and preparedness officials that include props, actors, or simulations or other tactics intended to mimic a school shooting or other act of violence or emergency, such exercises ***shall not be conducted on a regular school day or when school activities such as athletics are occurring on school grounds***. Such exercises shall not include students without written consent from parents or persons in parental relation.

Drill Notification for Persons in Parental Relation

Each building within the District shall be required to develop a schedule and process to notify parents and persons in parental relation of scheduled drills which will include students. Notification of all drills will be made to parents and persons in parental relation within one week through ParentSquare.

Drills held at the District or building level will be followed by a debriefing with participant stakeholders to identify areas of success and opportunities for improvement. Building representatives will provide a report to the District-Wide Safety Team on drill status during regularly scheduled district-wide safety meetings.

Training

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

- An annual review of the building-level emergency response guides and general employee awareness training for building employees conducted by each principal or their designee.
- The annual early go home drill to test evacuation and sheltering procedures.
- 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.

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

Training for school staff, including bus drivers and monitors, includes awareness of behaviors that may signal emotional distress or violent tendencies, as well as protocols for reporting concerns. Staff also receive annual instruction on the District Code of Conduct and participate in professional development related to threat assessment and trauma-informed practices. For example, training may cover de-escalation techniques, recognizing early signs of behavioral escalation, and strategies for supporting at-risk students. These sessions are conducted or coordinated by the Superintendent and are available through staff development days, on-demand modules, and in-person workshops.

Assignment of Responsibilities

Faculty and Staff

Faculty, aides and monitors shall have responsibility for:

- Monitoring halls, lavatories, locker rooms, locker bays and similar areas, assuring orderly passage of students and pre-emptive intervention in potentially disruptive situations.
- 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.
- Overseeing study halls, cafeterias, or other areas of student assemblage with the goal of assisting to maintain an orderly, safe environment.

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 schools:

- Oversight of school building security procedures.
- Oversight and/or advisement on school security technology.
- Participation in the District Wide School Safety Team and Building Level Emergency Response Team.
- Development of relationships with students and staff.

The memorandum of understanding outlining the role and responsibilities of school safety personnel can be found in Appendix A.

Building Administrators

The Building Principal or their designee shall serve as the School Safety Representative for the school building. The responsibilities of the School Safety Representative are as follows:

- Monitor hallways, entryways, exits and outside grounds during school hours for unusual occurrences or unauthorized visitors.
- Act as building liaison in communicating building-level safety issues or concerns.
 - o Represent the building on the District-Wide Health and Safety Committee.
 - o Serve on Building-Level Emergency Response Team.
 - o Attend school safety meetings and be a resource on school safety and security issues for building employees.
 - o Develop plans and strategies for building security, crime and violence prevention, safety planning and employee training.
 - o Participate in school incident investigations.
 - o Respond to all school emergencies as part of the building's Emergency Response Plan.
 - o Coordinate annual school safety multi-hazard training for students and employees. Multi-hazard training shall include crisis intervention, emergency response and management.
 - o Employees and students shall receive annual training and drill practice on protocols for bomb threats, evacuation, sheltering, lockdown, relocate to hallway, fire emergency, bus drills and appropriate violence prevention strategies.
 - o Designate procedure for informing substitute teaching and non-teaching employees of school safety protocols.

- Comply and encourage compliance with all school safety and security policies and procedures established by the Board of Education.
- Attend professional development activities on school safety and violence 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 of Schools or their designee.

Hiring and Screening of School Personnel

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

Fingerprinting and Criminal Background Checks

For all employees hired by schools, the District completes a fingerprinting and criminal background check prior to appointment. No employee works in the District until fingerprint clearance is received. Employees include: any person receiving compensation for work from schools; 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).

Reference Checks

References are thoroughly checked prior to extending an employment offer.

- Reference check forms are used for instructional, non-instructional and transportation personnel.
- Reference checks are completed and reviewed by the administrative team along with the application.
- 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:
 - o Do you have knowledge of any violations of safety or security by (prospective employee) related to students, employees or others?
 - o Why did (prospective employee) leave your employment? Or, do you know why (prospective employee) is leaving your employment?
 - o 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, including but not limited to the identification of family, community, and environmental factors to teachers, administrators, school personnel, including school bus drivers and monitors, parents and other persons in parental relation to students of the school district, students and other persons deemed appropriate to receive such information. In addition, employees shall receive training on the District's Code-of-Conduct and awareness training on violent behaviors, to be conducted or coordinated by the Superintendent of Schools.

Behavioral Assessment Team

The Ravena-Coeymans-Selkirk Central School District utilizes a multi-disciplinary Student Based Support Team (SBST) at the building-level which assesses whether certain exhibited behaviors or actions need intervention or other support. All district staff are trained annually on the purpose and procedures of these teams. These teams meet periodically throughout the school year to discuss behavioral intervention techniques, suicide ideation, and any other topics deemed necessary.

The membership of the Student Based Support Team is multi-disciplinary and provides an array of opinions and perspectives when evaluating a student. While an initial assessment may occur with just a mental health professional and a school administrator, follow-up steps (if necessary) should include personnel who are specific to the student. For example, if a student is involved with sports, you could include a coach, or you may bring in teachers who are familiar with the student. Ideally, teams will include representatives who provide differing perspectives (e.g. mental health and administration) and professionals who are familiar with the at-risk student (e.g. teachers and coaches). An example team membership includes:

- Building administrators
- School-based mental health professional (Guidance counselor/school psychologist/school social worker)
- Teacher/coach (Who is familiar with the student)
- Behavior specialist
- Others who may know the student or have particular expertise

This team can expand or contract as necessary, but functions best when it has multiple perspectives and experiences. Further information on the process can be found in Appendix B.

C. Hazard Identification

The District-Wide School Safety Plan requires the identification of potential hazards and emergency response protocols. Each Building-level Emergency Response Team has identified both internal and external hazards that may warrant protective actions.

The location of potential hazards, such as chemical storage, propane & motor fuel storage, potential fire hazards, electrical hazards, playground equipment, etc. are documented in a building and facility diagram. Site hazards are identified in the County/Town Hazard Assessment in each of the plans.

The following sites have the potential for internal or external emergency situations:

- Concrete factory in close proximity to Middle and High School.
- Proximity to Route 9W.
- Pieter B. Coeymans Elementary School proximity to residential neighborhoods.
- Proximity to Hudson River

III. RESPONSE

A. Notification and Activation (Internal and External Communications)

In cases of a seriously 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 weapons, knives or other dangerous instrument capable of causing death or serious injury, riots, hostage-taking, or kidnapping.

Communications systems are:

Internal

Administrators, Teachers, and Building Staff	Public Address System and Radios. <u>All staff are authorized by the District Superintendent to use ALL CALL on District Phones or PA system to notify the Entire Campus of a threat (i.e. Lockdown, Hold in Place, Shelter in Place, Secure Lockout, Evacuation, etc.).</u>
Students	Verbally to supervising staff.
Board of Education	Phone

External

New York State Police:	911 or 518-783-3211
Albany County Sheriff's Office:	911 or 518-487-5400
Coeymans Police Department	911 or 518-756-2059
Fire Department	911
Parents	District Website: rcscsd.org Transportation Phone Emergency Information: 518-756-5241 The district will also utilize local radio frequency, radio stations, television stations, and Parent Square messaging

The Superintendent of Schools or designee would be responsible for conveying emergency information to educational facilities within the district. Superintendent of Schools or designee would 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 would be updated at least annually. Each such agency would report material changes to such data, in writing, within seven days of such change.

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 telephone by employees at the building-level using the student/parent directory and/or local and regional radio, TV stations and Parent Square messaging. These are the same stations that are used to announce official delays or closings. This information is provided to parents through the website and building handbooks. Additionally, if an event occurs at the campus where students cannot be released immediately, a parent/community public information center may be established at another campus building.

In the event that this public information center is established, parents and community members are encouraged not to report to the main campus where a building may be in crisis, but rather gather at a designated meeting place where regular public information statements will be made by the Superintendent of Schools or designee.

B. Emergency Response Protocols

The Ravena-Coeymans-Selkirk Central School District has a comprehensive multi-hazard Building Level Emergency Response Plan. Such a plan is updated annually. The school district provides annual training to all staff and faculty on the school district's emergency response actions, posts the Emergency Response Card in each classroom, includes this information in each classroom's emergency folder, and discusses it regularly throughout the year during drills, tabletop exercises, and faculty meetings.

The district uses a standardized emergency response protocol framework which includes the following actions:

Shelter/Shelter-in-Place: Used to shelter students and staff inside the building because it is safer inside the building than outside.

Hold-in-Place: Used to restrict movement inside the building while dealing with a short-term incident, such as a medical emergency.

Evacuate: Used when students and staff must leave the building.

Secure Lockout: Used when students and staff must remain inside **locked school buildings** during incidents that pose an imminent concern outside of the school.

Lockdown: Used to secure students and staff inside **locked classrooms** during incidents that pose an immediate threat of violence in or around the school.

Chain of Command

Staff have been identified at each building to assume roles in the Incident Command Structure in the event of an emergency. Assignments, roles and procedures are adjusted based on the incident. The District-level Chain of Command is:

Craig Chandler	Superintendent of Schools
Jean Winkler	Assistant Superintendent for Curriculum and Instruction
Jesse Boehme	School Business Administrator
Bill Schrom	Director of Facilities and Network Operations

Responses to Implied or Direct Threats

In the event of an implied or direct threat, the district shall follow the following protocol:

- Follow the classroom emergency procedures as directed by the Building Principal.
- Use of employees trained in de-escalation or other strategies to diffuse the situation.
- Inform Building Principal and School Resource Officer of implied or direct threat.
- Determine level of threat with Superintendent of Schools/Designee.
- Contact appropriate law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, and include the possible use of the Building-Level Emergency Response Team.

Acts of Violence

In the event of serious acts of violence, district personnel shall follow the following protocol:

- Follow the classroom emergency procedures as directed by the Building Principal and the procedures included in the Building-Level Emergency Response Plan.
- Determine level of threat with Superintendent of Schools/Designee.
- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- If necessary or threat is imminent, initiate lockdown procedures and contact appropriate law enforcement agency.
- Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering, or evacuation procedures.

Arrangements for Obtaining Emergency Assistance from Local Government

The administration shall use the following process in making arrangements for obtaining assistance during emergencies from emergency service organizations and local government agencies:

- Superintendent of Schools/Designee in an emergency contacts dispatch point or 911 center for fire or EMS response.
- Superintendent of Schools/Designee contacts highest-ranking local government official for notification and/or assistance.

Procedures for Obtaining Advice and Assistance from Local Government Officials

The 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 of Schools/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: Red Cross, fire department, police, private industry, private individuals, religious organizations and others.

District Resources Available for Use in an Emergency

The District maintains an inventory of resources available during an emergency, including fuel sources, communications, food service capability, maintenance vehicle lists, and medical supplies and AED, CPR and First Aid trained staff.

Procedures to Coordinate the Use of School District Resources and Person-power during Emergencies

The District shall use the following procedure to coordinate the use of school resources and person-power during emergencies:

- The Building Principal of the affected facility shall contact the Superintendent of Schools or their designee and request the necessary person-power 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 District shall follow the following protocols 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 of Schools/Safety Team.
 - o Make determination – Superintendent of Schools.
 - o Contact local media – Superintendent of Schools or Director of Communications & Governmental Relations.
- School Delay
 - o Monitor any situation that may warrant school delay – Building Administrators/ Superintendent of Schools/Safety Team.
 - o If conditions warrant, delay opening of school.
 - 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
 - Monitor situation – Superintendent of Schools/Safety Team.
 - If conditions warrant, close school – Superintendent of Schools.
 - Contact Transportation Supervisor to arrange transportation.
 - Contact local media to inform parents of early dismissal.
 - Set up an information center so that parents may make inquiries as to the situation.
 - Retain appropriate personnel until all students have been returned home.

- Evacuation (before, during and after school hours, including security during evacuation and evacuation routes)
 - Determine the level of threat – Superintendent of Schools or Designee.
 - Contact Transportation Supervisor to arrange transportation – Superintendent of Schools or Designee.
 - Clear all evacuation routes and sites prior to evacuation.
 - Evacuate all employees and students to pre-arranged evacuation sites.
 - Account for all student and employee population. Report any missing employees or students to Building Principal.
 - Make determination regarding early dismissal – Superintendent of Schools or Designee.
 - If determination was made to dismiss early, contact local media to inform parents of early dismissal.
 - Ensure adult supervision or continued school supervision/security.
 - Set up an information center so that parents may make inquiries as to the situation.
 - Retain appropriate personnel until all students have been returned home.

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

Remote Instruction Plan

The Ravena-Coeymans-Selkirk Central School District has created a remote instruction plan and intends to enact the plan in the case of an emergency school closure where appropriate. Please find the district's remote instruction plan in Appendix C of this document.

Continuation of Operations Plan

In accordance with the amended New York State Labor Law section 27-c and New York State Education Law paragraph m of subdivision 2 of section 2801-a the District has adopted a plan for operations in the event of a declared public health emergency involving a communicable disease. The plan includes the identification of essential positions, facilitation of remote work for non-essential positions, provision of personal protective equipment, and protocols for supporting contact tracing and can be found in Appendix D.

Closure of a School Building

In accordance with Section 155.17(f) of the Commissioner's Regulations, the District has established a protocol for reporting to the New York State Education Department (NYSED) and the BOCES district superintendent whenever a building-level emergency response plan is activated and results in the closure of a school building.

Reporting to NYSED

In the event of an emergency that requires the activation of the District-Wide School Safety Plan or a Building-Level Emergency Response Plan, and that results in the closure of a school building for in-person instruction, the superintendent or building principal will contact the BOCES district superintendent via telephone or email, and notify the Commissioner of Education via the NYSED "Report of School Closure" portal as soon as is practicable following the decision to close the building.

Even in cases where remote instruction continues during the emergency, a Report of School Closure must still be submitted. This includes closures where instruction is temporarily relocated to another facility or conducted through virtual platforms.

Required Follow-Up Reporting

Once it is deemed safe to re-open the building and resume in-person instruction, the Superintendent or building principal will complete a corresponding "Report of School Re-Opening" using the NYSED portal. This report must include:

- The actual duration of the closure;
- The instructional location and modality during the closure (e.g., remote, hybrid, alternate site);
- Any additional details that were not available at the time of initial closure.

Scope and Applicability: Closures that require this reporting include, but are not limited to:

- Natural disasters (e.g., hurricanes, floods, earthquakes);
- Infrastructure failures (e.g., extended power outages, water supply issues);
- Public health emergencies (e.g., infectious disease outbreaks);
- Threats to safety (e.g., bomb threats, active shooter incidents);
- Extraordinary adverse weather events, excluding routine snow days.

Routine weather-related closures due to snow do not require submission of a Report of School Closure or notification to the BOCES district superintendent.

By following this reporting protocol, the District ensures transparency, accountability, and compliance with state requirements while supporting the safety and continuity of learning for all students.

IV. 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 Building Level Emergency Response plan by deploying district resources that support the school’s building-level emergency response team and the post-incident response team.

A debriefing by the Building Level Post-Incident Response Team is an essential part of the recovery phase following an emergency incident. The debriefing will be used in part to evaluate the district’s plan for possible revisions. Follow-up actions and debrief 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.
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.

Central Administration Support for Buildings

The Building-Level Emergency Response Plan provides resources for supporting the Emergency Response Team and Post-Incident Response Team. The District’s Incident Command System Plan identifies alternates to relieve team members, and interfaces with the Crisis Response Plan to provide team members the opportunity to debrief and rehab in a controlled environment. Additionally, members of the Post-Incident Response Team will be provided with sufficient staffing to allow the rotation of personnel, and the opportunity to debrief and rehab in a controlled environment.

Disaster Mental Health Services

The District will work with the School Psychologist, Guidance Director, and School Nurse to coordinate disaster mental health resources through the County Mental Health Department, community resources, neighboring school districts, and other disaster mental health resources to fully support members of the crisis response team.

If necessary, the District will coordinate with the statewide plan for disaster mental health services to assure that the school has access to federal, state and local mental health resources in the event of a violent incident.

Short-term actions for recovery include:

- Mental health counseling (students and staff)
- Building security
- Facility restoration
- Post-incident response critique
- Other

Long-term actions for recovery include:

- Mental health counseling (monitor for post-traumatic stress behavior)
- Building security
- Mitigation (to reduce the likelihood of occurrence and impact if it does occur again)
- Other

In conclusion, the Ravena-Coeymans-Selkirk Central School District's safety-related programs and procedures are under the oversight of the Chief Emergency Officer and will be revised as necessary to effectively respond to evolving circumstances.

Appendix A: SRO Contract

Agreement between the Ravena-Coeymans-Selkirk Central School District and Albany County Sheriff's Office

This Agreement is entered into as of May 20, 2025, between the Ravena-Coeymans-Selkirk Central School District, with offices at 15 Mountain Rd., Ravena, New York 12143 ("RCSCSD") and the Albany County Sheriff's Office located at 16 Eagle Street, Albany, New York 12207 ("ACSO").

RECITALS

RCSCSD has agreed to provide funds to ACSO for the services of three full-time School Resource Officer for the 2025 – 2026 school year.

In exchange for the payment listed above, ACSO has agreed to provide three full-time School Resource Officer ("SRO") services for the period of September 3, 2025, through June 29, 2026, upon the terms and conditions set forth in this Agreement. RCSCSD shall provide payment to the ACSO in the form of \$190,500 to be used to fund the salary of the assigned SRO. Such funds shall be provided to ACSO the first month following the Agreement's approval by both parties.

The SRO's primary duty is to protect the school's environment and to maintain an atmosphere where students, teachers and staff feel safe. SROs are specially trained and receive regular professional development regarding school systems, student populations and developing relationships with school administrators, teachers and students. In this role, the SRO can be an educator, law enforcer and counselor. As an educator, the SRO can visit classrooms and teach students concepts of safety and crime prevention techniques. The SRO can provide a positive image of law enforcement in an effort to help young people make constructive choices in their lives. As a law enforcer, the SRO can investigate criminal activity occurring on school campuses in accordance with New York State law and school district policies. As a counselor, students may come to the SRO to discuss issues and seek individual attention. The SRO can also be available for conferences with students, parents, and staff regarding law related concerns.

The Parties agree as follows:

1. TERM:

Either party may cancel this agreement for any reason on 10 days written notice to the other. Upon receipt of such written notice by either party without further obligation to either party, except that the District will pay to ACSO for services rendered to the date of cancellation.

2. COMPLIANCE WITH DISTRICT MISSION AND GOALS:

As a service provider to the students of RCSCSD, ACSO will be committed to excellence and guided by the District's Mission and Vision.

3. SERVICE REQUIREMENTS:

ACSO will provide RCSCSD with full-time SRO services in accordance with the following agreement.

ACSO (SRO) SHALL:

4. Commit to a goal to enhance school safety by providing an increased on-site uniformed police presence, inclusive of all customary law enforcement related equipment, in and around the premises of all RCSCSD facilities.
5. Increase students' awareness about topics such as crime prevention, internet safety, conflict resolution, violence prevention, restorative justice, school attendance, and peer mediation by making educational presentations to student audiences as requested by the District regarding topics such as, but not limited to, crime prevention, internet safety, conflict resolution, violence prevention, restorative justice, school attendance, and peer mediation.
6. Increase staff awareness about policies and procedures for preventing/responding to incidents of violence and other threats to school safety by making educational presentations to staff audiences regarding policies and procedures for preventing/responding to incidents of violence and other threats to school safety and active participation in any District-wide School Safety Committees.
7. Actively participate, if requested by RCSCSD or community parent, in conferences with students, parents, and staff regarding law related concerns.
8. Investigate criminal activity occurring on school campuses in accordance with New York State law and school district policies and will communicate with RCSCSD, to the extent that said communication does not compromise the criminal investigation, the substance of said investigation.
9. Refer potential criminal arrests on school campuses to the ASCO or other law enforcement agency so that said agency may make such arrests thus allowing the SRO to remain at his/her post. The SRO shall not make arrests on school campus unless the immediate safety of student, staff, or other persons on campuses requires it. In the event that the SRO develops probable cause that a crime has been committed, the SRO is authorized to temporarily detain the individual suspected of committing said crime until the arrival of the responding agency, who will then, after consulting with the SRO, determine whether or not to effectuate an arrest. The ASCO shall communicate with RCSCSD staff regarding arrests made on school grounds and communicate with prosecuting agencies on behalf of RCSCSD regarding said arrests and any proposed and/or desired resolutions.

The SROs shall work on the premises of the RCSCSD for 8 hours per day, with responsibility in A.W. Becker Elementary, Peter B. Coeymans Elementary, RCS Middle and High School buildings. The times commencing and concluding the previously mentioned 8 hour periods may vary depending on the needs of RCSCSD, but shall by mutual agreement and upon reasonable notice provided by RCSCSD. Hours may be flexed to accommodate special events by mutual agreement. An SRO may be provided to accommodate additional hours by mutual agreement and with reasonable notice provided by RCSCSD.

RCSCSD SHALL

10. Be responsible for managing all school disciplinary matters and RCSCSD shall not involve the SRO in school disciplinary matters unless such matters constitute criminal activity as defined by the New York State Penal Law. In such cases, Sections 8, 9, and 21 of this Agreement shall define the parameters of SRO involvement in interviews and potential arrests on school campuses.
11. Be responsible for the maintaining of records pertaining to the SRO's work schedule via a sign-in and sign-out sheet, which is to include but is not limited to workdays and times, days off (including holidays) as the SRO will work during the school year and share the same work schedule as RCSCSD

instructional staff. RCSCSD shall submit or make available to ACSO upon request all of said records as well as any other data that ACSO may request concerning work performed or to be performed pursuant to this Agreement.

12. Document and communicate any time off request made by the SRO to ACSO for consideration, coverage and approval purposes.
13. Provide payment to ACSO in the amount of one hundred and ninety thousand five hundred dollars (\$190,500) which shall cover the costs associated with the placement of the SROs, payable in two installments of ninety five thousand two hundred and fifty dollars (\$95,250), beginning on September 15 and concluding on June 15 each school year.
14. Afford the SRO the same rights, capabilities, capacities and access to RCSCSD facilities as any school administrator.
15. Provide the SRO with office space, which shall include, at a minimum, a desk, working telephone, computer and internet access.
16. Afford the SRO a minimum one (1) hour of office time per day to conduct administrative related services.
17. Immediately communicate to ACSO any observed instances or allegations of misconduct or abuse of discretion committed by the SRO so that disciplinary and corrective measures may be taken. RCSCSD shall defend, indemnify and hold harmless ACSO and the County of Albany from any and all claims arising from or aggravated by RCSCSD's failure to report said misconduct or abuse of discretion.

18. Selection of SRO

ACSO will select each SRO after consultation with RCSCSD. Factors which ACSO shall consider during the selection process include the following:

- The SRO must be capable of conveying a positive police presence in the school and in the community.
- The SRO must have the ability to be a positive resource to the school, staff, students, parents and residents in the surrounding neighborhood.
- The SRO must agree to attend any necessary training schools or classes that are needed to increase his/her skills for the position.

19. Removal of SRO

In the event the RCSCSD administration has cause to believe that a particular SRO is not effectively performing in accordance with the Agreement, the Superintendent may recommend in writing to the Albany County Sheriff's Office that the SRO be removed from the program. Within ten business days after receiving the recommendations, the Superintendent or his designee will meet with the Albany County Sheriff or his designee to discuss the recommendation. If the problem cannot be resolved in the opinion of both the Superintendent and the Albany County Sheriff, or their designees, then the SRO shall be removed from the program and a replacement SRO will be selected in accordance with this Agreement. The selection process shall not exceed 30 days after the removal of the prior SRO, and the new SRO shall commence work as soon as reasonably practicable after removal of the prior SRO.

20. Interviews and Arrest Procedures

If the SRO plans to interview possible suspects or victims of crime pursuant to sections 8 and 9 of this Agreement, the SRO, to the extent practicable, will advise the Principal or his/her designee and work with the Principal and his/her designee to minimize disruption to the school, staff, and students. In the event that the SRO wishes to interview a student who is under age 18, RCSCSD employees will make parental notification and seek parental consent for such interviews in accordance with policy as established in RCSCSD regulations and the applicable laws of the State of New York. Provided, however, that nothing herein is intended to prevent the SRO from interviewing a student, without parental notification or consent, in connection with a Child Protective Services (CPS) investigation of suspected child abuse or neglect or as requested by the Building Principal. The Principal or his/her designees may, at the sole expense of RCSCSD, equip the SRO's designated interview room with a monitoring device, capable of recording and/or live streaming any interviews to a computer selected and accessible only by the Principal or his/her designees, for the purpose observing any interviews conducted. In the event that the arrested student is a juvenile or adolescent offender, ACSO will notify the parents or legal guardian pursuant to ACSO policy and procedure. RCSCSD may also make notification as may be necessary under its own guidelines.

As noted above in Section 9, the SRO shall refer potential criminal arrests on school campuses to the ASCO so that appropriate ASCO staff may make such arrests. The SRO shall not make arrests on school campus unless the immediate safety of students, staff or other persons on school campuses requires it. With the exception of Section 9 of this Agreement, none of the terms contained herein shall interfere with the sworn duties of the SRO as Deputy of the Albany County Sheriff's Office and an enforcer of the laws of the State of New York. Additionally, none of the terms contained herein shall supersede the policies and procedures of the Albany County Sheriff's Office or the applicable laws of the State of New York.

21. PERSONNEL:

ACSO will be solely responsible for employing and compensating any individuals necessary for executing the services outlined in this agreement and to the extent that said compensation is reimbursable by RCSCSD.

22. CONTRACT MONITORING AND SUPERVISION:

ACSO shall provide such reports and information as may be required by the District for the purposes of reporting project performance measures to the New York State Division of Criminal Justice Services.

23. INDEMNITY AND INSURANCE:

ACSO agrees to defend, indemnify and hold RCSCSD, its officers, employees, and agents, harmless, at all times during and after the term of this Agreement, from and against all claims, damage, losses, and expenses (including without limitations, reasonable attorneys' fees) arising from, or in any way connected with the negligent or intentional acts or omissions of, or a breach of any term or condition contained in this Agreement by the ASCO, its employees, agents or representatives.

ACSO shall maintain a policy of public liability and property damage insurance in which the RCSCSD is named as an additional insured. The policy shall be non-cancelable without ten (10) days prior written notice to RCSCSD. The minimum limits of coverage of such insurance shall be \$1,000,000 for injury or death, per person or per incident, and \$1,000,000 with respect to property damage.

ACSO shall also provide Workers Compensation coverage in accordance with New York State law at all times during the term of this Agreement. A certificate of insurance shall be provided to RCSCSD upon request.

24. PROVIDER STATUS:

It is understood and agreed that ACSO, and its employees and agents, is an independent contractor and that it cannot bind RCSCSD to any obligation, or subject it to any liability whatsoever. As an independent contractor, ACSO and any persons engaged by it shall not be entitled to any medical, health, pension, retirement, disability, unemployment, workers compensation or other insurance or coverage, or any other benefit, similar or dissimilar, from RCSCSD. Both parties shall make all tax or other governmental reports in accordance with their status as independent contractors.

25. ASSIGNMENT:

Neither party may assign its rights or obligations under this Agreement without the written consent of the other party.

26. ENTIRE AGREEMENT:

This Agreement constitutes the entire Agreement between the parties. No amendment may be made in any of its terms without the written consent of the parties.

27. PRINCIPAL CONTACTS. The principal contacts for this instrument are:

ALBANY COUNTY SHERIFF'S OFFICE:
SENIOR INVESTIGATOR NATHANIEL BRAY
16 EAGLE STREET
ALBANY, NEW YORK 12207

RAVENA - COEYMANS - SELKIRK CENTRAL SCHOOL DISTRICT:
SUPERINTENDENT OF SCHOOLS BRIAN BAILEY
15 MOUNTAIN ROAD
RAVENA, NY 12143

IN WITNESS THEREOF, the parties hereto have caused this agreement to be executed by their respective duly authorized officers intending to be legally bound.

RAVENA-COEYMANS-SELKIRK CENTRAL SCHOOL DISTRICT

BY _____


Brian Bailey, Superintendent

ALBANY COUNTY SHERIFF'S OFFICE

BY _____


Craig D. Apple Sr., Sheriff

Appendix B: Establishing School-Based Threat Assessment

From the School Threat Assessment Toolkit
Prepared by the National Center for School Safety in 2024

Cornell, D., & Maeng, J. (2024). School Threat Assessment Toolkit. National Center for School Safety.

Establishing School-Based Threat Assessment

The National Threat Assessment Center (NTAC) of the U.S. Secret Service published their seminal work *Enhancing school safety using a threat assessment model: An operational guide for preventing targeted school violence* in 2018, which serves as one possible framework for threat assessment programs. The NTAC identified eight key steps in establishing school-based threat assessment

1. Establish a multidisciplinary threat assessment team

Establishing a multidisciplinary threat assessment team is a primary step in preparing your school to conduct threat assessments. Team composition may vary depending on the resources and unique needs of school districts. It is recommended that teams include representatives from school administration, mental health (e.g., counselor, psychologist, social worker), and law enforcement, as well as other areas (e.g., special education).

2. Define prohibited and concerning behaviors

Before implementing a threat assessment program, your school or school district should have policies defining prohibited behavior requiring immediate intervention, such as bullying and fighting, as well as behaviors that may not be indicative of violence, but merit intervention, such as a marked decline in academic performance or increased absenteeism. School policies should define the kinds of communications or behaviors that warrant referral to the threat assessment team. Communications of intent to harm someone and concerning behaviors such as getting into a physical fight or bringing a lethal weapon to school warrant a threat assessment. Behaviors such as expressing admiration for persons who committed a mass shooting raise concern and merit inquiry that also might lead to a threat assessment.

3. Create a central reporting mechanism

Schools using threat assessment should establish one or more mechanisms for all members of the school community to report threatening or concerning behavior. Reports should be confidential to protect the identity of the reporter. There also may be a provision for anonymous reporting to encourage individuals who would not otherwise make a report.

4. Determine the threshold for law enforcement intervention

Most threats can be handled by school personnel. However, schools using threat assessment should establish procedures and policies for involving law enforcement. A national group of experts recommended that there be a school resource officer (SRO) or law enforcement officer on each threat assessment team, especially for secondary schools. In addition, there may be state laws that determine when certain kinds of incidents must be reported to law enforcement. Law enforcement involvement in a threat assessment can range from consultation to direct action, such as investigation and arrest in the most serious cases. Schools can achieve greater collaboration and consistency in threat assessment practices if law enforcement officers are included in training.

5. Establish threat assessment procedures

Teams should have clearly defined procedures to guide their assessments. These procedures should lead teams to form a reasonably accurate understanding of the threat posed by the student or person of concern and to identify appropriate interventions. Having these procedures in place ensures that the threat assessment process can be evaluated to ensure that students' rights are being protected.

6. Develop risk management options

Once the team has completed their initial assessment of the student, they should develop risk management strategies that reduce the student's risk of violence rather than attempt to make a prediction of violence. Threat assessment teams should keep in mind that prevention does not require prediction. Teams can identify risk factors and appropriate strategies to reduce risk without making a prediction that labels a student as dangerous or likely to commit a violent act. Often, the most effective way to reduce risk is to address the problem or stressor(s) motivating the threat. Threat management should involve interventions and supports to help the student move on a more positive pathway. Threat assessment teams function more effectively as problem-solvers than fortune-tellers.

7. Create and promote safe school climates

A positive school climate can help prevent violence. A positive climate is characterized by mutual respect and trust and social and emotional support for students. Teachers and staff support diversity and encourage communication between faculty and students. They intervene in conflicts and work to stop bullying and harassment. Students feel comfortable seeking help from adults and share concerns about the well-being of their peers. This is a key piece of comprehensive school safety.

8. Conduct training for all stakeholders

As part of the threat assessment program, it is important to educate all stakeholders, including faculty and school staff, students, and parents. Each member of the school community should know about the threat assessment program and their role in reporting concerns and providing information relevant to a threat of violence.

Team Membership

There is substantial agreement that threat assessment is best accomplished via a team approach to draw on diverse perspectives and expertise and to facilitate prevention and intervention efforts. Our experts, as well as several models, recommend a minimum of three team members.

School administrator is often a principal or assistant principal who may function as a team leader. This individual may be responsible for student discipline and safety and, in these roles, can coordinate threat assessment and disciplinary actions. The school administrator may be involved in an initial review of the seriousness of the case and bring in additional team members and resources as needed. The leader convenes and chairs regular team meetings.

School mental health professionals, such as counselors, school psychologists, or school social workers, are staff who bring expertise in helping troubled students resolve personal problems and conflicts. They may be involved in an initial interview, as well as an assessment of mental health status and need for services. They may guide long-term follow-up and monitor the student's participation in the intervention plan and assess its effectiveness.

Law enforcement or school security officer is, ideally, a school resource officer trained to work in schools. The officer can advise the team on relevant criminal law, conduct criminal investigations, contribute information from community sources and social media, and provide protective services in the most serious cases. More generally, the officer builds and reinforces positive school relationships.

Note that there is no expectation that teachers serve on a team, although this is an acceptable practice (and is required in some states). Teachers are often less involved because they have instructional responsibilities, and threat assessment is regarded as a student support activity. Nevertheless, teachers should be asked to provide information and input in cases involving their students. A school staff member with expertise in special education can be a valuable member of the team, especially when cases involve students with special education needs. Teams will need to coordinate with special education teams or programs serving any student who receives a threat assessment.

Appendix C: Remote Instruction Plan

Ravena-Coeymans-Selkirk Central School District Emergency Remote Instruction Information

Availability of Devices and Internet Access

In order to facilitate the educational process in the event of an emergency situation that would require remote instruction for students, the school district completes the annual Student Digital Resources collection process to better inform how this plan can serve the school community. The purpose of this survey is so that the school district can understand the level of access to technology that students within the school district have, primarily in regard to their access to the internet and computers.

To support remote learning, the district currently provides all students with a Chromebook. Additionally, the school district shall make hotspot devices available to the greatest extent possible. When this is not possible, the school district shall work with community partners to help ensure that public access wi-fi points are available for students and families throughout the community to allow for them to participate in remote learning (e.g., outside of the community library and outside of all school buildings).

The school district's technology department shall be responsible for assisting students with internet access, including, but not limited to, the use of hotspot devices, and may also be tasked with servicing devices that may not be working properly. This group may also be responsible for providing on-site instructional support for technology integration and for providing learning opportunities through tutorial videos and other virtual means.

Should the school district determine in advance that emergency conditions may require the school district to provide remote instruction during the following day(s), students and staff shall be informed of this possibility via their existing internal and external communication channels with as much advance notice as possible. The school district may communicate this information via the public address system, verbal communication, letters sent home, social media posts, phone calls, and via text messages.

Inevitably, there may be students in the school community for whom remote learning is not appropriate or possible. In these situations, the school district shall assess that individual's unique needs and try to accommodate them with in-person learning, to the extent that is possible. The school district may also consider utilizing 1:1 aides, instruction by phone, or the creation and dissemination of paper materials to the students home, as well as other methods, to better support their individual needs.

Provision of Special Education and Related Services

Should remote learning become necessary, the school district shall ensure that special education services are provided to students who need them, in accordance with their individualized education programs (IEPs) and to ensure that they receive a free appropriate public education (FAPE). In order to facilitate the provision of special education and related services the school district shall ensure that:

- Consultant teachers and integrated co-teachers shall be available to provide on-going support and to deliver IEP services.

- Special education classrooms shall collaborate regularly with co-teachers to provide differentiated virtual learning experiences for students on their caseload.
- Students are provided with prioritized standards-based lessons via Google Meet
- Students are directly provided with modifications and accommodations as per their IEP
- All differentiated assignments shall be compliant with NYS guidelines and the student's IEP
- Accommodations shall be provided through the student's 504 plans
- Special Education teachers shall attend professional learning communities, grade level meetings, and department meetings to discuss continuity of instruction, struggling students, and learning activities
- Students are provided with daily synchronous instruction via Google Meet

Ensuring clear, ongoing, and shared communication and collaboration is critical to ensuring equitable access to special education programs and services and the continued offer of FAPE for students with disabilities. The district will promote continuous communication and develop collaborative relationships with all educational partners, especially parents/caregivers, to ensure provision of services consistent with recommendations on students' individualized education programs.

Expectations for Time Spent in Modalities and Foundation Aid

In the event that the school district were required to go to emergency remote instruction, the school district schedule shall mirror what the in-person schedule for the day would have been. Students shall be provided with opportunities throughout the course of the day to interact with teachers and their peers during live instruction, including group work and question and answer sessions within the classroom structure.

For state aid purposes, the school district estimates that they will spend approximately six hours of time in remote instruction due to emergency conditions.

Appendix D: Continuation of Operations During Public Health Emergencies

Promulgation

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

This plan has been developed with input from Administrators Bargaining Unit, Teachers Bargaining Unit, Support Staff Bargaining Unit, Bus Drivers, and Other Bargaining Units as required by the amended New York State Labor Law. Feedback from all of the associations was taken into consideration in the preparation of the final document.

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

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

As the authorized official of the Ravena-Coeymans-Selkirk Central School District, I hereby attest that this plan has been developed, approved, and placed in full effect in accordance with S8617B/A10832 which amends New York State Labor Law section 27-c and New York State Education Law paragraphs k and l of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable, to address public health emergency planning requirements.

By: Craig Chandler

Title: Superintendent of Schools

Purpose, Scope, Situation Overview, and Assumptions

Purpose

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

Scope

This plan was developed exclusively for and is applicable to the RAVENA-COEYMANS-SELKIRK CENTRAL SCHOOL DISTRICT ("district"). This plan is pertinent to a declared public health emergency in the State of New York which may impact our operations; and it is in the interest of the safety of our employees and contractors, and the continuity of our operations that we have promulgated this plan.

Planning Assumptions

This plan was developed based on information, best practices, and guidance available as of the date of publication.

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

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

Concept of Operations

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

Upon the determination of implementing this plan, all employees and contractors of the district may be notified by phone, email, or any other means determined to be necessary, with details provided as possible and necessary, with additional information and updates provided on a regular basis. Parents, students, and other community members will be notified of pertinent operational changes by way of email notifications, social media messaging, and local news outlets, amongst others. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The Public Information Officer will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The Superintendent of Schools of the school district, their designee, or their successor will maintain awareness of information, direction, and guidance from public health officials and the Governor's office, directing the implementation of changes as necessary. Updates of this plan will be published on the District Website and posted conspicuously in all school buildings.

Upon resolution of the public health emergency, the Superintendent of Schools of the school district their designee, or their successor will direct the resumption of normal operations or operations with modifications as necessary.

Mission Essential Functions

When confronting events that disrupt normal operations, the district is committed to ensuring that essential functions will be continued even under the most challenging circumstances.

Essential functions are those functions that enable an organization to:

- Maintain the safety of employees, contractors, and our constituency.
- Provide vital services.
- Provide services required by law.
- Sustain quality operations.
- Uphold the core values of the school district.

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

Essential functions are prioritized according to:

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

The 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.

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.

Essential Function	Description
Information Technology/Continuity of Operations and Instruction	Provides hardware and software for staff and students to facilitate continued education in remote learning environments necessary for continuity of instruction and education. Also responsible for troubleshooting technical issues that may arise during the distance learning process, the offering of best practices in communication to ensure that students are able to access curricular materials, and for helping staff members disseminate information related to both academic and social-emotional education.
Buildings and Grounds	Continues to upkeep the campus during remote work and learning and ensures that all buildings and grounds are properly maintained, regularly cleaned, and disinfected as necessary to ensure the safety of school community members.
District Office	Oversight and management of the functions performed by employees in the superintendent's office, the business office, and the payroll and purchasing office to ensure that regular business operations and services continue as necessary and/or mandated.
Health Office/Health Services	Upon consultation with the district physician and the County Department of Health, school nurses may be responsible for assessing ill staff and students, providing consultation to the district office, following up with healthcare providers, and providing assistance with contact tracing efforts as necessary.
School Building Main Office Staff	Oversight of mail, phones, sign-in procedures, and building utilization and operations.
Food Service	Ensure that food can be provided to students
Transportation	To ensure that meals may be delivered to students
Building Administrators	Responsible for the overseeing of and day-to-day functioning of the school community and supporting the academic success of students

Essential Titles

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

Essential Function	Essential Positions/Titles	Justification for Each
Information Technology/Continuity of Operations and Instruction	Director of Information Technology and staff	Responsible for overseeing the local area network and the subsequent ongoing maintenance of this network for the district. Oversees the district's internet access, phone systems, and cell phone plans. Responsible for providing support to teachers and students in regards to computer hardware and software. Will respond to "help desk" and troubleshooting concerns.
Buildings and Grounds	Facilities Director	Responsible for overseeing and providing direction to the B&G department and employees to ensure a safe working environment.
	Cleaners Maintenance Workers	Responsible for routine cleaning, disinfecting, and maintenance tasks. Responsible for performing a wide variety of tasks related to the maintenance and upkeep of campus grounds, parking lots, and fields.
District Office	Superintendent of Schools	Responsible for making day-to-day decisions about educational programs, budget/spending, staff, and facilities
	Business Manager	Responsible for assisting the Superintendent in the administration of business affairs in such a way to provide the best services with the financial resources available
	District Clerk	Responsible for assisting the school district as a liaison to district personnel, providing guidance for personnel functions, and ensuring the complete and effective compliance with personnel policies, protocols, and practices
Health Office/Health Services	District Pandemic Coordinator	Responsible for helping the school district come in to and remain in compliance with all aspects of reopening plans, reopening activities, and guidance related to reopening. Assists building and district administrators by communicating with the local health department for guidance, may act as the liaison to the school physician, and is responsible for assisting other nurses in assessing ill students and staff
	School Nurse	Responsible for assessing ill students and staff and assisting in contact tracing efforts
School Building Main Office Staff	Administrative Assistant	Responsible for answering phones, providing support to building administrators, responding to emails, greeting visitors, assisting in building sign-in procedures, accepting deliveries, and helping disseminate mail.
Food Service	Food Service Manager	Responsible for overseeing the preparation of meals and coordinating with the Transportation Director to ensure that meals are disseminated.
	Cafeteria Worker, Cooks	Responsible for the preparation of and serving meals to students.

Building Administrators	Building Principals, Director of Special Education	Responsible for overseeing the day-to-day functioning of the school community and supporting the academic success of students, promoting a positive school climate, and assisting educators.
Transportation	Transportation Director	Responsible for the safety and efficient operation and maintenance of the transportation department. Coordinates with the Food Service Manager on meal deliveries.
	Drivers/ Aides	Will provide meal deliver as required.

Reducing Risk Through Remote Work and Staggered Shifts

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

Remote Work Protocols

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

Working remotely requires:

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

Remote work protocols shall be developed and facilitated through coordination with district administrators, building administrators, and the IT department to ensure that all needs are met and that safety, security, and functionality are at the forefront of any and all discussions.

Approval and Assignment of Remote Work

The Superintendent of Schools or their designee, in consultation with the other administrators and/or supervisors as needed, will review requests for remote work and corresponding work assignments to aid in the decision-making process. Final decisions will be communicated to the building administrators for dissemination to their respective staff. The District Clerk will notify payroll of such decisions to ensure employee time and attendance is tracked accurately.

Equipping Staff and Students for Remote Learning

The school district shall work with the Director of Technology to support non-essential employees and students during an extended school closure. In order to support this, students K-12 and instructional faculty and staff shall be provided with Chromebooks as possible to ease the transition to remote learning/working. Non-instructional staff who work remotely will have access to Chromebooks based on their individual needs for them to effectively perform their job duties remotely. In addition, the IT Department has established protocols for the repair of Chromebooks, as well as protocols for assisting in the procurement of internet access at an individual's home, if they do not have internet. The IT

Department will also be responsible for assisting individuals in the procurement of a VPN or other secure network drives as is deemed necessary and for providing access to software and databases that are deemed necessary for somebody to perform their duty.

Staggered Shifts

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

- Identification of positions for which work hours will be staggered will be identified by the Superintendent of Schools, administrators, and supervisors.
- Consultation with association leadership will be conducted by the Superintendent and Business Manager.
- Discussion with staff will be conducted by the administrators and supervisors. Approval and assignment of changed work hours will be documented and signed off on by staff.
- Administrators or supervisors will provide copy to the District Clerk and Payroll office.

Identification of Positions with Staggered Work Hours and Approval Process

District buildings and grounds staff may be assigned to staggered shifts to ensure coverage before, during, and after core business hours. Nurses and other building positions may also be realigned to ensure greater coverage during the day and to line up with the needs of our population.

The approval and assignment of changed work hours must be reviewed by the district's Building Administrator. Factors such as staffing levels, the ability to provide physical distancing, and ways to improve efficiency and/or effectiveness will be considered in the decision-making process.

Personal Protective Equipment

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

- Masks
- Face shields
- Gloves
- Disposable gowns and aprons

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

Protocols for providing PPE include the following:

- Identification of need for PPE based upon job duties and work location
- Procurement of PPE

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

Director of Facilities or their designee will track PPE inventory by building in the form of an inventory report that will be submitted to the District Office for review each week. When inventory gets low (defined as having less than two pieces of each required type of PPE to each essential employee and contractor during any given work shift for at least six months), the Director of Facilities or their designee will notify the Purchasing/Payroll Clerk who will contact one or more of the vendors on the District approved suppliers list to procure the necessary PPE. The District maintains and periodically updates the supplier list in an effort to mitigate supply chain disruptions. For unforeseen supply disruptions or shortages, the District will work with the County Public Health Department for assistance.

Storage of PPE

- A supply of PPE generally to cover the next 5-10 days is stored at each building supervisor's office.
- Additional PPE for the next 2-3 weeks is stored in the storage areas of each building.
- The district's main supply of PPE needed for the next 1-2 months is stored in the district's central facilities storage location for distribution to buildings as needed.
- A PPE inventory is conducted at each building every 1-2 weeks.

Identification of Personal Protective Equipment Based on Job Duties

Each building shall be provided with a supply of disposable masks and hand sanitizer for use by students, employees, contractors, and/or visitors, as necessary. shall be responsible for monitoring and replenishing those supplies as necessary. Individuals with a medical necessity and an approved reasonable accommodation will be provided N-95 respirators as necessary.

Given the nature of their work, buildings and grounds staff and health office staff will be supplied daily access to disposable masks, disposable gloves, face shields, and gowns as necessary. Individuals who have a job position that requires the wearing of an N-95 respirator shall be entered into a respiratory protection program, fit tested, medically cleared, and provided N-95 respirators as required.

Staff Exposures

Staff exposures are organized under several categories based upon the type of exposure and presence of symptoms. When/If a staff member is exposed, we will follow applicable local Department of Health, New York State Department of Health, and CDC guidelines as is required and best practices.

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

Cleaning and Disinfecting

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

- As possible, employees and contractors will clean their own workspaces in the beginning, middle, and end of their shifts, at a minimum.
 - High traffic/high touch areas and areas which are accessible to the public/constituents will be disinfected according to a preset schedule that emphasizes their cleaning and disinfection.
 - Buildings and grounds staff, with possible assistance from others, will be responsible for cleaning and disinfecting common areas, based on the requirements of each individual situation and influenced by factors such as frequency of use, the specifics of the communicable disease, and recommendations from local, state, and federal authorities.
- Staff tasked with cleaning and disinfecting areas will be issued and required to wear PPE appropriate to the task.
- Soiled surfaces will be cleaned prior to being disinfected.
- Surfaces will be disinfected with products that meet EPA criteria for use against the virus in question and which are appropriate for that surface.
- Staff will follow instructions of cleaning products to ensure safe and effective use of the products.

Employee Leave

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.

Represented employees will have access to contractual leave as outlined in their respective bargaining unit agreements.

Non-represented employees have access to leave based on their current job titles and as outlined in board policy.

Documentation of Work Hours and Locations

In a public health emergency, it may be necessary to document work hours and locations of each employee and contractor to support contact tracing efforts. Locations shall include specific areas inside school buildings and specific areas outside on school grounds. This information may be used by the New York State Department of Health and local Health Department to support contact tracing within the organization and may be shared with State and/or local public health officials.

Housing for Essential Employees

There are circumstances within a public health emergency when it may be prudent to have essential employees lodged in such a manner which will help prevent the spread of the subject communicable disease to protect these employees from potential exposures, thus helping to ensure their health and safety and the continuity of the school district's essential operations. If such a need arises, the school district shall work with local and state authorities to help identify and arrange for housing needs.