



DISTRICT-WIDE SCHOOL SAFETY PLAN

2025-2026 School Year

Public Comment Period: July 1-Aug 12 2025

Reviewed/Revised: August 2025

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

Commissioner's Regulation 155.17	2
Introduction	3
Section I: General Considerations and Planning Guidelines	4
Section II: General Emergency Response Planning	6
Section III: Responding to Threats and Acts of Violence	9
Section IV: Communication with Others	11
Section V: Prevention and Intervention Strategies	12
Section VI: Recovery	13
Section VII: Declared State of Emergency Involving a Communicable Disease	14
Section VIII: Emergency Remote Instruction Plan	26
Section IX : Cardiac Emergency Response Plan	27
APPENDIX A: District Buildings	29
APPENDIX B: School Resource Officer Contract	29
APPENDIX C: Identification of Potential Hazardous Sites.	29

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

Introduction

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

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

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

Section I: General Considerations and Planning Guidelines

A. Purpose

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

B. Identification of Chief Emergency Officer

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

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

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

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

Superintendent of Schools	Incident Commander and Chief Emergency Officer	Kimberly Ross
Assistant Superintendent of Management Services	Incident Commander and Chief Emergency Officer Back-up	Jeffrey Rivenburg
Director of Facilities		Aanen Aanensen
Transportation Supervisor		Tammy Bradt
JR/SR HS Principal		Jodi Marvin
ES Building Principal		Kristi LaBarge
JR/SR HS School Resource Officer		TBD
ES School Resource Officer		TBD

C. Concept of Operations

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

D. Plan review and public comment

- This plan shall be reviewed and maintained by the Duanesburg Central School District district-wide school safety team and reviewed on an annual basis on or before September 1st of each year. A copy of the plan is available in the Superintendent's office.
- Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan was made available to the public, on the district's website, on June 28, 2024. Which was 30 days prior to its initial adoption.
- The plan was presented at a BOE Meeting, for the required public hearing on July 02, 2024. This meeting provided for the participation of school personnel, parents, students and any other interested parties.
- The district-wide school safety plan was then adopted by the School Board on August 27, 2024.
- The district wide plan was posted on the district web page as of July 02, 2024.
- The district wide plan is submitted to the NYSED no later than October 1st each year.
- While linked to the district-wide school safety plan, the building-level emergency response plan **shall be confidential** and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a. The building-level emergency response plan shall be kept confidential and shall not be disclosed except to authorized department staff and law enforcement officers.
- Full copies of the district-wide school safety plan and any amendments are submitted to the New York State Education Department within 30 days of adoption by posting this public plan on the district's website. The building-level emergency response plan is supplied to the Schenectady County Sheriff and NYS State Police within 30 days of adoption.
- Written information regarding building level emergency information is provided to the staff and students, in each building, at the initial faculty meeting in September, and to the summer school staff prior to the beginning of any summer school programs
- Written information regarding building level emergency information for students is provided at student assemblies in September, and by the staff on the first day of any summer program.

Section II: General Emergency Response Planning

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

A. Identification of sites of potential emergency, including:

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

- The district-wide school safety team has recognized that there are many factors that could cause an emergency within our school building. There are also factors that need to be considered when responding to an emergency. A list of potential internal and external hazards or emergency situations has been noted in the building-level emergency response plan.
- The district wide safety team recognizes that in extreme circumstances students and staff may be detained at the school, or the reunification site, for prolonged periods of time potentially extending beyond the normal school day. In the event students and staff sheltered within the district, the school's cafeteria will provide food and beverages to students and staff sheltered.
- In the event of an evacuation to the reunification site, all efforts will be made to reunify parents with children as quickly and efficiently as possible. In the event people are detained for a prolonged period of time at the evacuation site, the district will designate a contact to work with Hannaford and Stewarts to provide food and beverages until all people can be released.

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

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

Emergencies include, but are not limited to:

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

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

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

The July 2016 amendments expanded fire drill requirements to also include emergency drills to prepare students to be able to respond appropriately in the event of a sudden emergency. The statute now requires twelve drills be conducted each school year, four of which must be lock-down drills, the remaining eight are required to be evacuation drills. There is still a requirement that eight

of the required twelve drills must be completed in the first half of the school year. However, the date of completion has been changed from December 1 to December 31 of each school year.

The statute now explicitly requires schools to conduct lock-down drills, which are essential, because they prepare students and staff to respond to the highest level of threat with the most urgent action and the least margin for error. The goal is to have schools conduct drills where they immediately clear hallways, lock doors and take positions out of sight to practice their ability to put the building into a protective posture as quickly as possible. These emergency measures allow time for responding law enforcement to arrive on scene and neutralize the threat.

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

Newly Adopted Regulations – As per the recent Amendment of Section 155.17 of the Regulations of the Commissioner of Education Relating to School Safety Plan Requirement, drills will now be conducted in the following manner:

Drills will be conducted in a trauma-informed, developmentally and age-appropriate manner; not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency; and that students and staff be informed when a school is conducting a drill.

Drills will occur after annual training in emergency procedures has been provided to students and staff.

Drills will be completed on different days of the week and during different times of the school day.

- Additionally, the following policies and procedures will be followed based on the newly amended regulation:

For evacuation drills, students and staff do not need to be informed that the activities being conducted are a drill. This is consistent with the requirements in the New York State Fire Code.

Drills must be conducted on different dates as well as days of the week, and times of day.

Notice to parents and guardians regarding drills must be made within one week before each drill.

Section III: Responding to Threats and Acts of Violence

- A. **Workplace Violence Prevention Policy:** The District is committed to the safety and security of its employees. Workplace violence presents a serious occupational safety hazard. The goal of this policy is to promote the safety and well-being of all people in the workplace.

Acts of violence against any employee where any work-related duty is performed will be thoroughly investigated and appropriate action will be taken, including involving law enforcement authorities when warranted. All employees are responsible for: helping to create an environment of mutual respect for each other, as well as students, parents, and other visitors; following all applicable documents; and for assisting in maintaining a safe and secure work environment.

This policy was developed in consultation with the authorized employee representative(s) and is designed to meet the requirements of New York State Labor Law. Please refer to [Policy #6190](#)

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

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

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

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

Section IV: Communication with Others

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

- A. The Duanesburg Central School District is fortunate to have substantial ties to the community of Duanesburg and Schenectady County. If there were to be an emergency within our facility, that facility would call 911 for emergency assistance. If involvement is needed from other local government agencies, then the Superintendent or designee would act as that contact person. Additional procedures for communications can be found in the Building-level Emergency Response Plan including local emergency contacts and phone numbers, and the NYS/BOCES Communication Flow Chart. These contacts provide guidance for obtaining assistance during emergencies from emergency services organizations and local government. The following examples are the types of arrangements that could be used by the district:
- **Superintendent (IC-Incident Commander or backup IC) in an emergency would contact the county dispatch center for fire, EMS, or police by calling 911.**
 - **Superintendent (IC or backup IC) contacts the highest-ranking local government official for notification and/or assistance.**
- B. Arrangements for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law is carried out through the protocols established in the NYS/BOCES Communication Flow Chart. The following are examples of the types of arrangements that could be used by the district during county-wide emergencies:
- Superintendent (IC or backup IC) in an emergency, contacts the Schenectady County Emergency Management Coordinator and/or the highest-ranking local government official for obtaining advice and assistance.
 - The district has identified resources for an emergency from the following agencies: Schenectady County Sheriff's Office, NY State Police, County Civil Defense Office, American Red Cross, Schenectady County Emergency Services Office, New York State Police, Schenectady County Mental Health Office and the Capital Region Health/Safety/Risk Management Office.
 - If the emergency is within the school district boundaries and has the potential to impact the surrounding community, the Superintendent or designee notifies the appropriate city officials (Example: Mayor, Highway Dept., City Administrator, and/or Public Safety). Likewise, should there be an emergency within the community that has the potential to impact the school, the Superintendent should be notified immediately.
- C. If there is a disaster within the district that has the potential to impact other educational agencies within the district boundaries, the Chief Emergency Officer activates the One Call to inform all necessary parties. The One Call System is located in the Building-level Emergency Response Plan.
- D. Along with Parent Square, the district also maintains the following information about each educational agency located in the **confidential**, Building-level Emergency Response Plan:
- School population
 - Number of staff
 - Transportation needs
 - Business and home telephone numbers of key officials of each such educational agency

Section V: Prevention and Intervention Strategies

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

- A. The district has developed policies and procedures related to school building security, including, where appropriate:
- Identification badges are provided and required for all school employees and visitors.
 - A single point of entry to buildings is required. The entrances are monitored and unknown visitors are questioned as to the purpose of visits before entry. All visitors are required to sign in.
 - Visitors must provide photo identification which is then run through the district Raptor system to identify potentially harmful individuals.
 - Video surveillance is accessible to administrators throughout the district.
 - Sheriff's office and emergency responders work annually with the district to complete: safety audits/inspections; crisis management trainings; various drills/simulations/tabletop exercises for staff
 - The district maintains two full time School Resource Officers (SRO) who are jointly employed by the Schenectady County Sheriff's Office
 - Fingerprint-supported background checks are completed for all applicants for certification and all prospective employees.
 - Two hours of violence prevention and intervention training are provided as part of the certification process for teachers, aides and administrators.
 - Safety training is provided each year as part of one staff development day.
 - An annual report on all violent incidents is filed with the NYS Commissioner of Education.
- B. The Duanesburg Central School District has implemented procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to: the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information. The district has, and continues to participate in programs such as: child abuse and prevention workshops, programs designed to provide staff on how to identify potentially violent behaviors and other risk factors. The district additionally employs a school psychologist, social worker, special education staff, and a school nurse who are instrumental in assisting the district in identifying early warning signs in students, early intervention/prevention strategies and the development of violence prevention instruction for staff.
- C. Appropriate prevention and intervention strategies such as:
- Collaborative agreements with state and local law enforcement officials designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations
 - Duanesburg CSD does not employ Hall Monitors.
 - Non-violent conflict resolution training programs
 - Peer mediation programs
 - Extended day and other school safety programs

- D. The district has created and supported strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of:
- Schenectady County Sheriff School Resource Officer Program
 - Positive Behavior Interventions and Supports (PBIS)
 - Multi-tiered Systems of Supports
 - Social and emotional learning
 - K-5 lessons from social worker
 - Two 6-12 counselors
 - Social workers at each building
 - Student Handbook
 - Progressive disciplinary approach
 - Extracurricular activities and athletics
 - Mental Health and Wellness education
 - District wellness committee
 - Wellness weeks and wellness Wednesdays
 - Peer mediation;
 - Conflict resolution;
 - Anonymous reporting mechanisms for reporting
- E. The Duanesburg Central School District has descriptions of duties, school safety personnel. See Appendix B
- F. The Duanesburg Central School District has considered, pursuant to Alyssa's Law, the use of silent panic alarm systems in the school that directly alerts authorities during emergencies and has installed a panic alarm system in school and administrative buildings.

Section VI: Recovery

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

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

A. District Support for Duanesburg Central School District

The Building-level Emergency Response Plan provides resources for supporting the building-level emergency response team and post-incident response team. The district's F System (ICS) identifies back-ups to relieve team members. This provides team members the

opportunity to rotate personnel, to fill in if assigned personnel are unavailable and to debrief in a supportive environment.

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

- Acting as a sounding board regarding the implied or direct threats and/or violent acts.
- Assisting in determining the level of threat and appropriate response.
- Monitoring the situation and adjusting the district's response as appropriate.
- Assisting with parent/guardian, faculty/staff, and media communication.
- Assisting with coordinating building and grounds security in conjunction with local and State Police.
- Assisting with offering a backup post-incident response team (i.e., another school district's team and/or an outside group) as needed, if needed.
- Offering debriefing sessions as needed working in conjunction with local, Schenectady County and/or State emergency responders.

A. Disaster Mental Health Services-If/when a building-level emergency response team or post-incident response team is faced with an emergency that may overwhelm the school's ability to manage an extreme crisis, the district-wide school safety team assists as follows:

- Activating the district-wide post-incident response team.
- The district has two school social workers, one school psychologist, two school counselors, and two school nurses who can:
 - Utilize local connections to neighboring school districts, Northern Rivers Mental Health, and New Choices Recovery.
 - Offer district support and provide continued feedback from those directly impacted during the incident.
 - Provide projected plans to assist if needed, during heightened stressful times such as a re-occurrence of a similar event and anniversaries of the original event.
- Will assist with parent/guardian, student, and faculty/staff debriefing and/or post-incident crisis intervention. The debriefing is also used in part to evaluate the district's plan for possible revisions.
- Assist the schools with written statements going out to faculty/staff, parents/guardians, press releases and media requests through the district's Public Information Officer.

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

Section VII: Declared State of Emergency Involving a Communicable Disease 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 Unit, Bus Drivers, and Other 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 Duanesburg 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.

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 DUANESBURG 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	Responsible for routine cleaning, disinfecting, and maintenance tasks.
	Maintenance Workers	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 delivery 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:
Internet capable laptop
Necessary peripherals
Access to VPN and/or secure network drives
Access to software and databases necessary to perform their duties
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

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.

Public employers must be able to mitigate supply chain disruptions to meet this requirement.

Storage of, access to, and monitoring of PPE stock

PPE must be stored in a manner which will prevent degradation.

Employees and contractors must have immediate access to PPE in the event of an emergency.

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.

Section VIII: Emergency Remote Instruction Plan

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

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

Section IX: Cardiac Emergency Response Plan

This Cardiac Emergency Response Plan (CERP) ensures a rapid and coordinated response to sudden cardiac arrest (SCA) events on school property, as required by Desha's Law in New York State.

II. AED Program Management

AEDs are located at:

1. Main Office
2. Nurse's Office
3. GYM
4. Cafeteria
5. Central Office
6. Auditorium
7. Athletic Field

AEDs are clearly marked with signs and mapped in school safety documentation.

AEDs are unlocked or accessible with staff badges.

AED functionality is checked monthly by the School Nurse or designee.

Maintenance records are logged and stored in the nurse's office.

III. Emergency Roles & Responsibilities

Role	Assigned To	Responsibilities
Lead Responder	Building Nurse	Begin CPR, use AED immediately
AED Retriever	Building Nurse, SRO, Building Principal, Coach	Retrieve and deliver AED rapidly
911 Caller	Building Main Office	Call EMS, give location and AED use info
EMS Liaison	Building Principal, SRO	Escort EMS to the exact location of the emergency

Crowd Control	Teacher/Staff	Clear area, supervise students
Parent Contact	Building Nurse / Building Principal	Notify parents/guardians of the student involved

IV. Training & Certification

Duanesburg High School staff are offered to receive annual CPR and AED training. Students receive basic CPR awareness and emergency response education in Health class. Two emergency response drills are conducted each year. Records of staff training are maintained by the Director of Human Resources.

V. Response Procedures

If Sudden Cardiac Arrest Is Suspected:

1. Recognize the signs: No breathing, no pulse, collapsed.
2. Call for help loudly and notify the office.
3. Call 911 immediately.
4. Start CPR.
5. Use AED as soon as it arrives — follow voice prompts.
6. Continue CPR and AED use until EMS arrives.
7. Report the incident to the school administrator and complete incident documentation.

VI. Events & Athletics

An AED must be present for all athletic practices, games, and extracurricular events. Portable AED units are assigned to coaches for away games. All coaching staff are certified in CPR and AED use. Event organizers review CERP prior to hosting community events at school facilities.

VII. Coordination with EMS

Duanesburg High School shares this plan annually with local EMS and fire departments. AED locations are registered with 911 dispatch. An annual coordination meeting is scheduled with EMS.

APPENDIX A: District Buildings

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

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

APPENDIX B: School Resource Officer Contract

- [School Resource Officer Contract](#)
- [MOU for Second School Resource Officer](#)

APPENDIX C: Identification of Potential Hazardous Sites.

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