

Stillwater CSD District-Wide School Safety Plan

2023-2024

**1068 Hudson Avenue
Stillwater, NY 12170**

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STILLWATER CENTRAL SCHOOL DISTRICT

District-wide School Safety Plan

Commissioner's Regulation 155.17 Project 14

INTRODUCTION

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a District-wide School Safety Plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies.

The District-wide 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. Districts are at risk of a wide variety of acts of violence, 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 school district and its schools.

The Washington-Saratoga-Warren-Hamilton-Essex (WSWHE) BOCES, in coordination with the Stillwater Central School District, supports and complies with the SAVE Legislation, and is intent on being proactive and reflective regarding the planning process. The Superintendent of the Stillwater Central School District encourages and advocates for on-going district-wide cooperation in support of Project SAVE.

GENERAL CONSIDERATIONS

A. Purpose

The Stillwater District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Stillwater School District Board of Education, the Superintendent of Stillwater School District appointed a District-wide School Safety Team and charged it with the development and maintenance of the District-wide School Safety Plan. Building level plans use the District-wide School Safety Plan as a foundation; they are not public documents due to the specificity of their content.

B. Identification of Chief Emergency Officer

The Stillwater Central School District designates the Superintendent of Schools as the chief emergency officer whose duties shall include, but not limited to:

- Coordination of the communication between school staff, law enforcement, and other first responders;
- Lead the efforts of the district-wide school safety team in the completion and yearly update by September 1, of the district-wide school safety plan and the coordination of the district-wide plan with the Building-level Emergency Response Plans;
- Ensure staff understanding of the district-wide school safety plan;
- Ensure the completion and yearly update by September 1, of Building-Level Emergency Response plans for each school building;

- Assist in the selection of security related technology and development of Policies for the use of such technology;
- Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan yearly by September 15; and
- Ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807.

C. Identification of School Teams

The Stillwater School District has created a District-wide School Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations, school safety personnel and other school personnel. The members of the team are as follows:

- Representative(s) of the School Board
- Superintendent
- Teacher(s)
- Parent(s)
- Building Administrator(s)
- Facilities Director
- District Safety Personnel
- Transportation Director
- School Safety Consultant
- Representatives from local Emergency Response Agencies
- Representatives from Town / Village

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 the Building-level Emergency Response Plan triggers the notification of the chain of command and the assessment of the activation of the District-wide Emergency School Safety Plan and District-wide Response Team.
- The District-wide 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 Stillwater Central School District and the community.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team. The Building Principal is responsible for notifying the Superintendent or the highest-ranking person in the chain of command of any necessary Building-level plan activation. This notification shall be accomplished through the use of a telephone or the district's radio network.
- Upon the activation of the School Emergency Response Team, the Superintendent or their designee shall be notified and, where appropriate, local emergency officials shall also be notified.

- County and state resources supplement the school districts 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 school 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 response.
 - Efforts may be supplemented by County and State resources through existing protocols.

E. Plan Review and Public Comment

- Pursuant to Commissioner’s Regulation, Section 155.17 (e)(3), this plan will be made available for public comment at least 30 days prior to its adoption. The School Board shall adopt the District-wide Plan only after one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan shall be formally adopted by the Board of Education.
- Full copies of the District-wide School Safety Plan and any amendments shall be submitted to the New York State Education Department within 30 days of adoption. Full copies of the District-Wide School Safety Plan shall be posted on the District Website within 30 days of adoption. Building-level Emergency Response Plans will be supplied to the Stillwater Police Department, the NY State Police and the Saratoga County Sheriff’s Department within 30 days of adoption.
- While linked to the District-wide School Safety Plan, Building-level Emergency Response Plans 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.
- This plan shall be reviewed periodically during the year and maintained by the District-wide School Safety Team. The required annual review shall be completed on or before September 1 of each year after its adoption by the Board of Education.

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.

- Non-Violent Conflict Resolution Training Programs
- Student Mentoring Program
- Athletic Programs
- Transportation Safety Program
- Transition Program for Students entering Grade 6 and Grade 9
- Character Education
- Counseling Program
- Social Work Program
- Bullying Prevention Program
- Fire Safety Program
- Student Safety Forum
- Parent Safety Forum
- New York State Police Safe Schools Program concerned with bullying and violence prevention
- Established anonymous reporting mechanisms for school violence
- National Incident Management System (NIMS) training for emergency response team members
- Violence Prevention Training
- New York State School Safety Guide (2007)
- Collaboration with the Saratoga County Emergency Preparedness Committee/Town of Stillwater Emergency Planning Representatives
- School Resource Officer- Saratoga County Sheriff
- Utica National Safe Schools Staff Trainings
- On-site Student/ Family Mental Health Clinic- Parsons
- Threat Assessment Team
- School safety programs

Facilities Initiatives

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

- Each building has internal/external cameras and emergency strobes located conspicuously in essential indoor and outdoor locations.
- The district has finalized secured entries at both the elementary school and middle/ high schools. These entries are accessed by the use of personalized swipe cards for personnel.
- Exterior lock cores have been exchanged for new cores to ensure that exterior door key access is secure.
- Glass covering has been strategically placed throughout the school district to limit visibility and increase safe areas.

Training, Drills, and Exercises

The district has established the following procedure(s) for multi-hazard school safety training for staff and students. Policies and procedures for annual multi-hazard school safety training for staff and students, provided that the district must certify to the commissioner that all staff have undergone annual training by September 15, 2016, and each subsequent September 15th thereafter on the building-level emergency response plan, which must include components on violence prevention and mental health, provided further that new employees hired after the start of the school year shall receive such training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner:

- Annual review of building emergency response procedures with staff and students.
- Full participation in the Annual Early Dismissal – Go Home Evacuation Drill.
- Full participation in an on-site sheltering and accountability drill done every other year.
- Full participation in an evacuation and relocation drill done every three years.
- Full participation with four (4) Building Lockdown/Security Drills done annually.
- The District conducts (8) Fire Alarm Activation and Evacuation Drills annually as per NYS Fire Drill Requirement (2020 Fire Code of New York State Section 403.5 and 405.2)
- The District conducts three (3) School Bus Safety and Evacuation Drills annually.
- Emergency Response Incident Team members participate in simulated tabletop exercises annually to test the building-level safety plan components.
- The district has conducted drills and other training exercises to test components of the emergency response in coordination with the following agencies:
 - Saratoga County Office of Emergency Services
 - Saratoga County Sheriff's Department
 - Stillwater Police Department
 - Stillwater Fire Department
 - New York State Police Troop G
 - Needham Risk Management Resource Group
 - Stillwater Community EMPC

Note: Directly following each test or drill, a debriefing will be conducted to evaluate the exercises and determine if changes to the emergency response plan are necessary.

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

In the execution of their duties 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 that school safety personnel in the district may expect:

The building principal, the school district's School Resource Officers, and their designee(s) shall serve as the School Safety Representative for the school building. The responsibilities of the School Safety Representative are as follows:

- Monitor hallways, entranceways, 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.
 - Represent the building on the District-wide Health and Safety Committee.

- Serve on Building Level Emergency Response Team.
- Attend school safety meetings and be a resource on school safety and security issues for building employees.
- Develop plans and strategies for building security, crime and violence prevention, safety planning and employee training.
- Participate in school incident investigations.
- Respond to all school emergencies as part of the building's Emergency Response Plan.
- Coordinate annual school safety multi-hazard training for students and employees. Multi-hazard training shall include crisis intervention, emergency response and management.
- Employees and students shall receive annual training and drill practice on protocols for bomb threats, evacuation, sheltering, lock-down, fire emergency, bus drills and appropriate violence prevention strategies.
- 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.

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

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 both the hiring supervisor and the administrator in charge of the program area.
- Prior to making a job offer to a prospective employee, the following mandatory questions are asked during reference checks with immediate and/or past supervisors:
 - Do you have knowledge of any violations of safety or security by (prospective employee) related to students, employees or others?
 - Why did (prospective employee) leave your employment? Or, Do you know why (prospective employee) is leaving your employment?
 - Would you rehire (prospective employee)? If no, why not?

B. Responding to Threats and Acts of Violence

The Stillwater Central School District will investigate all reported threat and acts of violence by students, teachers, and other school personnel, as well as visitors to the school and threats by students to themselves, including suicide.

Whether it is a direct threat or an implied threat, upon hearing information about a violent event, the person hearing the threat shall notify the building administrator. The building administrator will gather the building safety team, as necessary, to gather the necessary information to determine if a threat exists.

If the threat is by a student to themselves, including suicide, the appropriate counseling services will respond and the individual's parent or guardian will be contacted using the emergency contact information that is provided to the school.

The following types of procedure(s) are addressed, and could be used by the district:

- The use of staff trained in de-escalation or other strategies to diffuse the situation.
- Informing the Building Principal of implied or direct threat.
- Determining the level of threat with the Superintendent/Designee.
- Contacting the appropriate law enforcement agency, if necessary.
- Monitoring the situation, adjusting the district's response as appropriate, and including possible implementation of the Emergency Response Team.

C. Hazard Identification

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

- Examples include:
 - Hunters and Wildlife
 - Traffic – both around and on campus
 - Waterways – Hudson River
 - Flooding
 - Railroad in Mechanicville

RESPONSE

A. Notification and Activation (Internal and External Communications)

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

Internal Communication Systems

Teachers and building employees	Public address system, email, and through text message
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Students	Public address system and verbally from supervising teachers
Superintendent of Schools	Phone, email, radio, verbal communication, and text message.
Buildings and Grounds	Phone or radio
Board of Education	Phone or E-mail

External Communication Systems

- 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, School Messenger, social media, the school website, and/or local and regional radio and TV stations.

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

Responses to Acts of Violence: Implied or Direct Threats

In the event of an act of violence or 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/Designee.
- Contact appropriate law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, and include the possible use of the 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/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.

Response Protocols

The Stillwater Central School District has a comprehensive multi-hazard Emergency Response Plan. Such plan is updated annually. The school district utilizes the New York SafeSchools Emergency Response Plans and the required “SHELL” Card. The school district provides annual training to all staff and faculty on the school district’s emergency response actions, includes this informaton in each classroom’s emergency folder, and discusses it regularly throughout the year during drills, full-scale exercises, tabletop exercises, and faculty meetings.

Chain of Command

Superintendent of Schools

Business Manager
Pupil Personnel Director
K-12 Assistant Principal
Building Principals

Arrangements for Obtaining Emergency Assistance from Local Government

The School’s Administration shall use the following process in making arrangements for obtaining assistance during emergencies from emergency services organizations and local government agencies:

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

Procedures for Obtaining Advice and Assistance from Local Government Officials

The School’s Administration shall use the following protocol for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law:

- Superintendent/Designee in an emergency will contact emergency management coordinator and/or the highest-ranking local government official for obtaining advice and assistance.
- The district has identified resources for an emergency as necessary.

District Resources Available for Use in an Emergency

The Stillwater Central School District has created a comprehensive list of resources available during an emergency, including facilities, bulk petroleum, buses and trucks. This list may be found in the appendices. More specific information as it pertains to individual buildings may be found in each building’s Building Level Emergency Response Plans.

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

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

- The Building Principal of the affected facility shall contact the Superintendent or the District-wide Safety Team and request the necessary manpower or resources.
- The Superintendent 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 Stillwater Central School 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
 - Monitor any situation that may warrant a school cancellation – *Superintendent/Chief Emergency Officer/District Team.*

- Make determination – *Superintendent*.
- Contact local media.
- School delay
 - Monitor any situation that may warrant school delay – *Building Administrators/Superintendent/District Team*.
 - If conditions warrant, delay opening of school.
 - Contact Director of Transportation to coordinate transportation issues.
 - Contact local media to inform parents of delayed opening.
 - Set up information center so that parents may make inquiries as to situation.
 - Provide for safety and security of employees and students who do come to school.
- Early dismissal
 - Monitor situation – *Superintendent/District Team*.
 - If conditions warrant, close school – *Superintendent*.
 - Contact Director of Transportation 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 district 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*.
 - Contact Transportation Supervisor to arrange transportation – *Superintendent 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 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 district personnel until all students have been returned home.
- Sheltering sites (internal and external)
 - Determine the level of threat – *Superintendent/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 public information officer to provide information and current status of the situation to parents and other inquiring parties.
 - Retain appropriate district personnel until all students have been returned home.

RECOVERY

A. District Support for Buildings

The Stillwater Central School District District-wide Team will support the Building-level Emergency Response Team and the Crisis/Post-Incident Response Teams in affected schools.

B. Disaster Mental Health Services

The district office shall assist in the coordination of Disaster Mental Health Resources, in support of the Post-Incident Response Teams in the affected schools. The Superintendent or his/her designee may gain additional resources from local agencies as the situation requires. The district has identified resources for an emergency from the following agencies:

- Malta-Stillwater EMS
- Saratoga County Office of Emergency Services
- Adirondack Chapter of the American Red Cross
- New York State Police
- Saratoga County Public Health Department
- Stillwater Police Department
- Saratoga County Sheriff's Department
- Mayor of the Village of Stillwater
- Stillwater Town Supervisor
- WSWHE BOCES
- Needham Risk Management
- Waterford-Halfmoon UFSD
- Mechanicville CSD
- Schuylerville CSD
- Hoosic Valley CSD

APPENDICES

Appendix 1:

Listing of all school buildings covered by the District-wide School Safety Plan with addresses of buildings, and contact names and telephone numbers for building employees.

Appendix 2:

Summary of Building-level plan.

Appendix 3:

Internal resources of the Stillwater Central School District.

Appendix 4:

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

Appendix 5:

Emergency Remote Instruction Information

Appendix 6:

Pandemic Operations Plan

Appendix 7:

SRO Contract

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

Stillwater Central School District

1068 Hudson Avenue
Stillwater, NY 12170

Telephone: (518) 373-6100 x 30022
Superintendent: Patricia Morris

Stillwater High School

1068 Hudson Avenue
Stillwater, NY 12170

Telephone: (518) 373-6100 x 30002
Principal: Mr. James Wager

Stillwater Middle School

1068 Hudson Avenue
Stillwater, NY 12170

Telephone: (518) 373-6100 x 30010
Principal: Mr. Timothy Hulihan

Stillwater Elementary School

1072 Hudson Avenue
Stillwater, NY 12170

Telephone: (518) 373-6100 x 31001
Principal: Mrs. Rebecca Toleman

Stillwater Transportation Department

21 Palmer Street
Stillwater, NY 12170

Telephone: (518) 664-5661
Director: Mr. Thomas Murphy

Appendix 2 – Building Level Emergency Response Plan Summary

Stillwater Central School District Building-Level Emergency Response Plan Summary

Commissioner’s Regulation 155.17

INTRODUCTION

Emergencies in schools must be addressed in an expeditious and effective manner. Schools are at risk 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 schools.

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

GENERAL CONSIDERATIONS AND GUIDELINES

A. Purpose

The Stillwater Central School District’s Building-level Emergency Response Plan was developed pursuant to Commissioner’s Regulation 155.17. At the direction of the Stillwater Central School District’s Board of Education, the administration of the Stillwater Central School District schools appointed a Building-level Emergency Response Team and charged it with the development and maintenance of the School Emergency Response Plan.

B. Identification of School Teams

Each building has developed two emergency teams:

- Building-level Emergency Response Team
- Building-level Post-incident Response Team

C. Concept of Operations

- The initial response to all emergencies will be by the School Emergency Response Team.
- Upon the activation of the School Emergency Response Team, the Superintendent or their designee will be notified and, where appropriate, local emergency officials will also be notified.
- Efforts may be supplemented by county and state resources through existing protocols.

D. Plan Review and Public Comment

- The building-level emergency response plan will be reviewed periodically during the year and will be maintained by members of the Building-level Emergency Response Team. The

required annual review will be completed on or before September 1 of each year after its adoption by the Board of Education.

- Pursuant to Commissioner's Regulation 155.17 (e)(3), a summary of the district-wide plan will be made available for public comment at least 30 days prior to its adoption. The School Board may adopt the district-wide plans only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plans must be formally adopted by the Board of Education.
- Building-level Emergency Response Plans 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.
- Full copies of the Building-level Emergency Response Plan will be supplied to both local and State Police within 30 days of adoption and submitted into the online portal on no later than October 1st of each year.

PLAN SUMMARY

RISK REDUCTION/PREVENTION AND INTERVENTION

A. Designation of School Teams

- A Building-level Emergency Response Team, including the members required by regulation, has been created. Members of the team include: school safety personnel; local law enforcement officials; representatives of teacher, administrator, and parent organizations; local ambulance and other emergency response agencies; community members; other school personnel; and other representatives appointed by the Board of Education.
- A Building-level Post-emergency Response Team, including the members required by regulation, has been created. Members of the team include: school personnel; medical personnel; mental health counselors; and others who can assist the school community in coping with the aftermath of a serious violent incident or emergency.

B. Prevention/Intervention Strategies

- Training for emergency teams and individuals who have safety responsibility, including de-escalation training, has been conducted as determined in the district-wide plan.
- Procedures for an annual review and the conduct of drills and exercises to test components of this school's plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials have been developed and will be implemented.
- The District-wide School Safety Plan requires annual multi-hazard training for students and staff. The school's plan describes how this training will be provided to staff and students in the building.

C. Identification of Sites of Potential Emergencies

The District-wide School Safety Plan requires an identification of sites of potential emergency. The Building-level Emergency Response Team has identified both internal and external hazards that may warrant protective actions, such as the evacuation and sheltering of the school population.

RESPONSE

A. Assignment of Responsibilities

A chain of command consistent with the National Interagency Incident Management System (NIIMS)/Incident Command System (ICS) will be used in response to an emergency in the building. In the event of an emergency, the building's response team may adapt NIIMS/ICS principles based on the needs of the incident.

B. Continuity of Operations

The building has developed procedures to continue operations during an emergency.

C. Access to Floor Plans

Procedures have been developed to ensure that crisis response, fire and law enforcement agencies have access to floor plans, blueprints, schematics or other maps of the school's interior, school grounds and road maps of the immediate surrounding area.

D. Notification and Activation

Procedures have been developed to ensure that crisis response, fire and law enforcement agencies have access to floor plans, blueprints, schematics or other maps of the school's interior, school grounds and road maps of the immediate surrounding area.

Internal and external communication systems have been developed that will be used in emergencies.

Procedures are in place for notification and activation of the Building-level Emergency Response Plan.

E. Hazard Guidelines

The District-wide School Safety Plan includes multi-hazard response plans for taking actions in response to an emergency. The school building's plan may include building-specific guidelines for the following types of emergencies: Threats of Violence, Intruder, Hostage/Kidnapping, Explosive/Bomb Threat, Natural/Weather Related, Hazardous Material, Civil Disturbance, Biological, School Bus Accident, Radiological, Gas Leak, Epidemic, or Others as determined by the Building-level Emergency Response Team.

F. Evacuation Procedures

Policies and procedures have been developed for the safe evacuation of students, teachers, other school personnel and visitors to the school in the event of a serious violent incident which include at least the following:

- Evacuation before, during and after school hours (including security during evacuation)
- Evacuation routes (internal & external)
- Sheltering sites (internal & external)
- Procedures for addressing medical needs
- Transportation
- Emergency notification of persons in parental relation to the students
- Other procedures as determined by the Building-level Emergency Response Team.

G. Security of Crime Scene

Policies and procedures have been established for securing and restricting access to the crime scene in order to preserve evidence from being disturbed or destroyed in cases of violent crimes on school property.

RECOVERY

The Building-level Emergency Response Plan will be coordinated 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

Appendix 3 - List of internal resources for the Stillwater Central School District.

The District has the following resources available during times of crisis:

Resources

- 5, Suburbans
- 5, 24-30 passenger buses
- 2, 3/4 handicapped buses
- 17, 66 passenger buses
- 1 mini loader
- 2 Pickup trucks
- 1 Dump truck
- 1 Utility van
- 2 Lifts

Food Service

The school district has the ability to provide meals during the course of an emergency. The school district's Food Service Director is Joan Hopeck, 518-373-6100 ext. 30513.

Fuel Sources

The district has a number of forms of fuel sources available for emergency use. For specific information consult building-level plans.

Communications

The district has radios and cell phones that have been distributed to key personnel in the buildings. For complete information refer to the building-level plan.

Appendix 4 - The Early Detection of Potentially Violent Behaviors – A Guide for Families and Communities

Early Warning Signs for Potential Violence

While there is no useful profile of an active shooter and while we understand that it is not always possible to predict behavior that will lead to violence, there are factors that we see commonly linked to acts of school violence. Furthermore, in many acts of school violence information is shared with peers, on social media, or in art to make others aware of the fact that an act of violence may occur – which is defined as “leakage”. School personnel, students, and parents may all be in a position to observe and identify these warning signs and make others aware before an act of school violence ever occurs.

No single sign is sufficient for predicting aggression and violence. Moreover, it is inappropriate – and potentially harmful – to use these early warning signs as a checklist against which to match an individual child. Rather, the warnings are offered as an aid in identifying and referring children may need help towards a path of rehabilitation and intervention. The goal of threat assessment and other associated programs is not punitive in nature – the goal is to help a student or other individual who may be struggling. A good rule of thumb is to assume that these warning, especially when they are presented in combination with each other, indicate a need for further analysis to help determine an appropriate and effective intervention strategy.

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

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

- **Social withdrawal.** In some situations, gradual and eventually complete withdrawal from social contacts can be an important indicator of a troubled child. The withdrawal often stems from feelings of depression, rejection, persecution, unworthiness, and lack of confidence.
- **Excessive feelings of isolation and being alone.** Research has shown that the majority of children who are isolated and appear to be friendless are not violent. In fact, these feelings are sometimes characteristic of children and youth who may be troubled, withdrawn, or have internal issues that hinder development of social affiliations. However, research also has shown that in some cases feelings of isolation and not having friends are associated with children who behave aggressively and violently.
- **Excessive feelings of rejection.** In the process of growing up, and in the course of adolescent development, many young people experience emotionally painful rejection. Children who are troubled often are isolated from their mentally healthy peers. Their

responses to rejection will depend on many background factors. Without support, they may be at risk of expressing their emotional distress in negative ways-including violence. Some aggressive children who are rejected by non-aggressive peers seek out aggressive friends who, in turn, reinforce their violent tendencies.

- **Being a victim of violence.** Children who are victims of violence-including physical or sexual abuse-in the community, at school, or at home are sometimes at risk themselves of becoming violent toward themselves or others.
- **Feelings of being picked on and persecuted.** The youth who feels constantly picked on, teased, bullied, singled out for ridicule, and humiliated at home or at school may initially withdraw socially. If not given adequate support in addressing these feelings, some children may vent them in inappropriate ways-including possible aggression or violence.
- **Low school interest and poor academic performance.** Poor school achievement can be the result of many factors. It is important to consider whether there is a drastic change in performance and/or poor performance becomes a chronic condition that limits the child's capacity to learn. In some situations--such as when the low achiever feels frustrated, unworthy, chastised, and denigrated--acting out and aggressive behaviors may occur. It is important to assess the emotional and cognitive reasons for the academic performance change to determine the true nature of the problem.
- **Expression of violence in writings and drawings.** Children and youth often express their thoughts, feelings, desires, and intentions in their drawings and in stories, poetry, and other written expressive forms. Many children produce work about violent themes that for the most part is harmless when taken in context. However, an overrepresentation of violence in writings and drawings that is directed at specific individuals (family members, peers, other adults) consistently over time, may signal emotional problems and the potential for violence. Because there is a real danger in misdiagnosing such a sign, it is important to seek the guidance of a qualified professional--such as a school psychologist, counselor, or other mental health specialist--to determine its meaning.
- **Uncontrolled anger.** Everyone gets angry; anger is a natural emotion. However, anger that is expressed frequently and intensely in response to minor irritants may signal potential violent behavior toward self or others.
- **Patterns of impulsive and chronic hitting, intimidating, and bullying behaviors.** Children often engage in acts of shoving and mild aggression. However, some mildly aggressive behaviors such as constant hitting and bullying of others that occur early in children's lives, if left unattended, might later escalate into more serious behaviors.
- **History of discipline problems.** Chronic behavior and disciplinary problems both in school and at home may suggest that underlying emotional needs are not being met. These unmet needs may be manifested in acting out and aggressive behaviors. These problems may set the stage for the child to violate norms and rules, defy authority,

disengage from school, and engage in aggressive behaviors with other children and adults.

- **Past history of violent and aggressive behavior.** Unless provided with support and counseling, a youth who has a history of aggressive or violent behavior is likely to repeat those behaviors. Aggressive and violent acts may be directed toward other individuals, be expressed in cruelty to animals, or include fire setting. Youth who show an early pattern of antisocial behavior frequently and across multiple settings are particularly at risk for future aggressive and antisocial behavior. Similarly, youth who engage in overt behaviors such as bullying, generalized aggression and defiance, and covert behaviors such as stealing, vandalism, lying, cheating, and fire setting also are at risk for more serious aggressive behavior. Research suggests that age of onset may be a key factor in interpreting early warning signs. For example, children who engage in aggression and drug abuse at an early age (before age 12) are more likely to show violence later on than are children who begin such behavior at an older age. In the presence of such signs it is important to review the child's history with behavioral experts and seek parents' observations and insights.
- **Intolerance for differences and prejudicial attitudes.** All children have likes and dislikes. However, an intense prejudice toward others based on racial, ethnic, religious, language, gender, sexual orientation, ability, and physical appearance--when coupled with other factors--may lead to violent assaults against those who are perceived to be different. Membership in hate groups or the willingness to victimize individuals with disabilities or health problems also should be treated as early warning signs.
- **Drug use and alcohol use.** Apart from being unhealthy behaviors, drug use and alcohol use reduces self-control and exposes children and youth to violence, either as perpetrators, as victims, or both.
- **Affiliation with gangs.** Gangs that support anti-social values and behaviors--including extortion, intimidation, and acts of violence toward other students--cause fear and stress among other students. Youth who are influenced by these groups--those who emulate and copy their behavior, as well as those who become affiliated with them--may adopt these values and act in violent or aggressive ways in certain situations. Gang-related violence and turf battles are common occurrences tied to the use of drugs that often result in injury and/or death.
- **Inappropriate access to, possession and use of firearms.** Children and youth who inappropriately possess or have access to firearms can have an increased risk for violence. Research shows that such youngsters also have a higher probability of becoming victims. Families can reduce inappropriate access and use by restricting, monitoring, and supervising children's access to firearms and other weapons. Children who have a history of aggression, impulsiveness, or other emotional problems should not have access to firearms and other weapons.

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

Identifying and Responding to Imminent Warning Signs

Unlike early warning signs, imminent warning signs indicate that a student is very close to behaving in a way that is potentially dangerous to self and/or to others. Imminent warning signs require an immediate response.

No single warning sign can predict that a dangerous act will occur. Rather, imminent warning signs usually are presented as a sequence of overt, serious, hostile behaviors or threats directed at peers, employees, or other individuals. Usually, imminent warning signs are evident to more than one employee member--as well as to the child's family.

Imminent warning signs may include:

- Serious physical fighting with peers or family members.
- Severe destruction of property.
- Severe rage for seemingly minor reasons.
- Detailed threats of lethal violence.
- Possession and/or use of firearms and other weapons.
- Other self-injurious behaviors or threats of suicide.
- Making others aware of a potential upcoming threat of violence.
- Taking planning steps towards an attack

Threat Assessment

In conjunction with physical security and emergency management, threat assessment is a key tool in ensuring the safety and security of our school communities. The goal of threat assessment is to identify students of concern, assess their risk for engaging in harmful behavior or violence against themselves or others, and identify intervention strategies to manage that risk and provide solutions for the student. Threat assessment is a multidisciplinary process which includes multiple members of the community responding to a potential threat of violence in order to field a meaningful and comprehensive solution. Threat assessment aims to gather facts which lead to a set of meaningful and accurate conclusions which develop and produce strategies to curb the destructive behavior.

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

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

When performing threat assessment, we understand that no single past event can provide us with all of the answers for the future, but we do understand that past events can provide us with a pathway towards understanding behaviors that may be indicative of larger problems. We know that past student attackers usually had multiple motives, most commonly being a grievance with classmates, we know that most attackers had experienced psychological, behavioral, or developmental symptoms, we know that attackers typically have interest in violent topics, we know that nearly all attackers have experienced social stressors involving their relationships with peers and/or romantic partners, we know that nearly every attacker experienced negative home life factors, we know that most attackers were victims of bullying, which was often observed by others, we know that most attackers had a history of school disciplinary actions, and we know that all past attackers had exhibited concerning behaviors, most had elicited concerns from others, and most communicated their intent to attack to others.

Personality Traits

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

- a student intentionally or unintentionally revealing clues to feelings, thoughts, fantasies, attitudes, or intentions that may signal an impending violent act;
- low tolerance of frustration, easily hurt, insulted, angered by real or perceived injustices;
- poor coping skills, demonstrating little ability to deal with frustration, criticism, disappointment, failure, rejection or humiliation;
- lack of resiliency, is unable to bounce back from frustrating and disappointing experiences; failed love relationship, cannot accept or comes to term with humiliation or rejection;
- injustice collector, nurses resentment over real or perceived injustices, will not forgive or forget those who s/he believes are responsible;
- narcissism, self-centered, lacking insight to the needs / feelings of others, blames others for failure and disappointment, may embrace the role of victim, display signs of paranoia, self-importance or grandiosity masking feelings of unworthiness, notably think or thin skinned;
- alienation, feels different or estranged from others, more than being a loner, involves feelings of isolation, sadness, loneliness, not belonging or fitting in;
- dehumanizes others, fails to see others as humans, sees them as objects to be thwarted;
- lacks empathy, demonstrates inability to understand feelings of others, may ridicule displays of emotion as weak or stupid;
- exaggerated sense of entitlement, has a sense of being superior and constantly expects special treatment and consideration;
- attitude of superiority, has a sense of being superior to others, smarter, more creative, talented, experienced, more worldly;
- exaggerated / pathological need for attention, positive or negative, regardless of the circumstances;
- externalizes blame, consistently refuses to take responsibility for own actions, blames others, often seems impervious to rational argument and common sense;
- masks low self-esteem, may display arrogance, self-glorifying attitude, avoids high visibility or involvement, may be considered a “non-entity” by peers;
- intolerance, racial, ethnic, religious and other, displays symbols and slogans of intolerance on self or possessions;
- inappropriate humor, macabre, insulting, belittling, or mean.
- Attempts to manipulate others, attempts to con and manipulate to win trust so others will rationalize aberrant behavior;

- Lack of trust, is untrusting and suspicious of the motives and intentions of others, may approach clinically paranoid state;
- Closed social group, introverted, with acquaintances rather than friends, may associate only with a single small group to the exclusion of others;
- Manifests a dramatic change in behavior, academic performance, disobedience of school rules, schedules, dress codes etc.
- Demonstrates unusual interest in sensational violence or acts of mass violence, may have a fascination or predilection towards violence that had occurred in previous school attacks;
- Fascination with violence-filled entertainment, movies, TV, computer games, music videos, printed material, inordinate amount of time with violent computer games and websites involving violence weapons and disturbing objects;
- Has negative role models, drawn to negative, inappropriate role models, such as past perpetrators of acts of mass or school;
- Manifests behavior that is relevant to carrying out a threat, spends inordinate amount of time practicing with firearms, on violent websites, begins excluding normal pursuits such as homework, class, work, time with friends, is seen mapping out the building or discussing plans for how they would carry out an attack, may create a “hit list” of people that they have grievances with.

Negative Home-Life Dynamics

A student’s homelife, and any stressors that may be new to the student, such as a parental divorce or separation, drug use or criminal charges among family members, or domestic abuse, could severely harm a child’s life and predisposition towards carrying out a threat of violence. While none of the factors here should be viewed as a predictor that a student will be violent, past research has identified an association with a difficult home life and a range of negative outcomes for children.

School Dynamics

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

- Student attachment to school, student appears detached from school, other students, teachers, and school activities;
- Tolerance for disrespectful behavior, school does little to prevent or punish disrespectful behavior between students, bullying is part of the school culture, school authorities are oblivious to bullying, little or no intervention by school authorities, school atmosphere promotes racial or class divisions, allows them to remain unchallenged;
- Inequitable discipline, discipline is inequitably applied or is perceived as such by students or employees;
- Inflexible culture, official and unofficial patterns of behavior, values and relationships among students, teachers and administrators are static, unyielding and insensitive to changes in society and the changing needs of newer students;
- Pecking order among students, certain groups have more prestige and respect – both officially and unofficially by students and school officials;
- Code of silence, prevails among students, little trust between students and employees, students and staff are unclear about who they should report potential threats to, there is no monitoring or reporting system currently in place;
- Unsupervised computer access, access is unsupervised and unmonitored, students are able to play violent games, explore inappropriate websites, promote violent hate groups, give instruction in bomb making etc.

Social Dynamics

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

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

Appendix 5 - Emergency Remote Instruction Information

Emergency Remote Instruction Plan

Following the COVID-19 pandemic, school districts in New York are required to have a plan for how children will be educated if a school or schools must close under emergency conditions. These Emergency Remote Instruction Plans (ERI Plans) are included as part of the district-wide school safety plan, which is reviewed annually by district and building-level emergency response teams, adopted annually by the Board of Education and submitted to the New York State Education Department.

Communication and Engagement

To help inform our Emergency Remote Instruction Plan, the district completes an annual Student Digital Resources data collection report to better understand the level of access students have to devices (e.g., laptop, Chromebook, cell phone) and the Internet. A rolling survey collects data continually; all students are assigned a 1:1 device for their school and home use. When necessary, the district provides MI-Fis to students who do not have connectivity.

The purpose of this survey is to ensure that, to the extent possible, students can access the Internet and receive remote instruction, if necessary, under emergency conditions. This survey is conducted on an annual basis. Students and families may update their access information at any time by contacting the student's school. It is our goal that this plan is aligned with the information provided by families in the Student Digital Resources data collection.

The district has also developed a plan for communicating all necessary information should a school or schools need to close. The district will use existing internal and external communications channels to notify staff, students, and families/caregivers about remote learning schedules with as much advance notice as possible. This communication will include information about how computing devices (e.g., computers, hot spots, etc.) are being disseminated to students and families who need them. *The district recently partnered with Parent Square, a communications solution that informs via text, email and phone.*

The district will provide students and their families with multiple ways to contact schools and teachers during remote learning, including *the Google Education Productivity Suite and Parent Square.*

Device, Internet and Platform Access

To support remote learning, the district will make computer devices available to all students and families who need them. Since we are a 1:1 district, all students are assigned devices. In grades K-2, devices would be made available for pick up should an emergency remote learning day arise. Students can access content on home devices or secure their school device through pick-up. *Our plan is consistent with the information provided by families in the Student Digital Resources data collection. Our technology support team will service devices, replace devices if necessary or send devices for service. Loaner devices will be provided in the interim.*

To the extent possible, the district will also support students and families with accessing the Internet at home. Where that is not possible, the district will work with community partners to secure Wi-Fi access

points for students and families so that they may participate in remote learning. *Through the digital equity survey we are able to support students who report that they do not have connectivity. Mi-fi devices are available upon need. We also work with our local library and community center for access.*

There will be those students in our community for whom remote learning through digital technology is not appropriate or possible. For these students, the district will assess each student's individual needs and whether in-person learning is an option. Other methods that will be considered include instruction by phone and/or the delivery of hard-copy materials to the student's home. *Through Individualized Education Plans, student ability will be assessed, and support will be given for phone/ in-person learning where appropriate. Families will be contacted via phone to articulate this support.*

The district will also take steps to ensure that school staff members have the necessary tools, i.e., computing devices and Internet access, to deliver emergency remote instruction from their place of residence. *Mobile devices are made available to each teacher; Mi-Fis are provided when needed.*

To ensure high-quality remote learning experiences, the district has standardized the use of a single online learning platform The Google Education Productivity Suite, to the extent possible, and developed a common, coordinated set of guidelines for teachers to follow when using the platform with students. *Students and staff have a single sign-on to access the platform. Mi-Fis will be provided to ensure synchronous learning will occur through Google Meets.*

Teaching and Learning

Our district has developed an emergency remote instruction plan that would support all students. When a remote learning model is necessary, certain groups of students will be prioritized for in-person learning to the greatest extent possible, depending on the nature of the emergency. This includes, but is not limited to, special education students, English language learners, and students with technology or connectivity needs.

Acknowledging that the typical content in each grade level or course may need to be adjusted, content will be prioritized to ensure that students receive instruction for the prioritized learning standards, key understandings, and skills necessary for students' success in future study.

Instruction will focus on "core" subject areas; however, elective courses will continue to be offered in a remote learning environment. All instruction will continue to be aligned to the New York State Learning Standards.

Virtual learning schedules have been developed by grade level. If an emergency requires the district to move to virtual learning, these schedules will be shared with students and families in accordance with the communication strategies outlined earlier in this plan. Students will be given opportunities to engage with teachers and classmates through live instruction, question and answer periods with teachers and group work (i.e., synchronous learning). Teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis. Supplementing this time will be self-guided projects, readings and other age-appropriate assignments that can be completed by the students remotely (i.e., asynchronous learning).

At the elementary school:

- All students in grades UPK-5 will sign on via Google Meet at 9am
- Teachers will provide an hour of synchronous math instruction and 90 minutes of synchronous instruction.
- Teacher will meet with small groups for a total of 60 minutes (30 for ELA and 30 for Math)
- Students will attend their specials at the regular time for synchronous instruction.
- Students will receive AIS, related services and special education instruction synchronously.

At the middle/ high schools:

- Based on the learning model developed, teachers will expect students to follow their normal class schedule by attending synchronous instruction via Google Meet with their classroom teachers. Classroom teachers will post Google Meet links on their Google Classroom pages.
- Students will utilize study halls and lunch periods to work on asynchronous assignments.
- All teachers and educational aides that push into classes will follow their normal schedule by joining the classes they support virtually.
- Teachers and counselors without regularly scheduled classes will be available to students. The best way to set up an appointment/lesson etc. is through school email.

Regular, substantive interactions will occur between students and teachers during synchronous class periods. The majority of the school day will be spent on synchronous instruction. Providers of ELL, speech, and other services will support students during non-instructional periods as appropriate. This includes online virtual counseling sessions.

The district recognizes that there will be students for whom remote instruction via digital technology is not appropriate. In an emergency, as the district is assessing which students need devices or access to the Internet, the district will also assess which students may require additional support. Depending on the nature of the emergency, this may involve some level of in-person instruction for these students either at a school building within the district or at a community location, as appropriate. These decisions will be made in partnership with local health officials and emergency personnel, as applicable. Other instructional methods that will be considered include instruction by phone and/or the delivery of hard-copy materials to the student's home.

Support Services

Based on the learning model we have developed, students with disabilities and/or an Individualized Education Plans will continue to receive support services in accordance with their individualized education plans (IEP) should remote learning become necessary. It is the expectation that all service providers (e.g., teachers, paraprofessionals, related service providers) will sign-on to the remote learning platform to support students as needed. This will include large classroom settings in the remote learning environment, as well as the use of breakout rooms or one-on-one virtual meetings as necessary.

Providers of special education, ELL, speech, and other services will support students during non-instructional periods as appropriate. Special education service providers will work directly with students to support learning. This includes following their faculty schedule to co-teach during synchronous instructional periods. Virtual counseling sessions Will also be provided.

The district will follow its existing engagement and communication protocols with parents regarding the provision of special education services for their child. Parents/legal guardians of students who receive special education services receive meaningful engagement in their preferred language and mode of communication through the use of the Parent Square platform (new in 2023).

The district will address the provision of free appropriate public education consistent with the need to protect the health and safety of students with disabilities and those providing special education services by making synchronous learning a priority, while at the same time considering the individual needs of students. This may include home visits, phone calls and time scheduled outside of the typical school day to engage with students.

Program and services will be documented in a standardized form to ensure consistency and fidelity of services.

Collaboration will occur between committees on preschool special education/committees on special education and program providers representing the variety of settings where students are served through scheduled Google Meets. The district will ensure there is an understanding of the provision of services consistent with the recommendations on/individualized education programs, plans for monitoring and communicating student progress and commitment to sharing resources by documenting such progress/ revisions and reviewing their impact on student progress. The district has coordinated with special education teachers, support staff, and service providers to ensure that each student with an IEP is receiving the same quality of services that would occur in an in-person environment by setting specific schedules for such providers that exist outside a typical in-person work schedule.

The district will ensure access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to meet the unique disability-related needs of students by directly and consistently collaborating with families to ensure access to services and hardware.

Funding Requirements

The school district estimates that they will apply for six hours of state aid during a time of remote emergency instruction.

Appendix 6 - Pandemic Operations Plan

Communicable Disease - Pandemic Continuity of Operations Plan

This Continuity of Operations Plan (plan) has been developed to meet the requirements of subsection (2)(m) of Education Law §2801-a which requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. This plan is built upon the components of the District-Wide School Safety and the Building-Level Emergency Response Plan(s). The Plan includes elements of COVID-19 Reopening Plan and will be updated regularly to reflect current guidance and best practices. The District-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this plan and implementation at the building level through the Building-Level Emergency Response Team.

The Stillwater Central School District will work closely with the Saratoga County Department of Health (local health department) to determine the need for activation of this plan. The district will report suspected and confirmed cases of communicable diseases (e.g., influenza, corona virus, etc.) on the monthly Communicable Disease Report, (DMS-485.7/93; HE-112.4/81) and submit it to the local health department. Depending on the severity of the disease, the district may be required to report information more frequently and in another format (i.e., daily for COVID-19).

The local health department will monitor county-wide communicable disease cases and inform school districts as to appropriate actions.

When this plan is activated, the District-Wide School Safety Team may invite additional people to the meetings to aid in the planning efforts, including but not limited to the following:

- District Medical Director
- School nurse(s)
- Business Manager
- Facility Director
- Food Service Director
- Transportation Director
- Public Information Officer
- Chief Information Officer
- Executive Assistant to the Business Manager
- Other administration
- School Resource Officer

Communication with parents, students, staff, and the school community is important throughout a pandemic outbreak. Communication methods will include postings to the district website, general mailings, email, social media, school communication apps, and the public media. The district Superintendent (Communications) has been designated to coordinate this effort. Communications will work closely with the Chief Information Officer, Christopher Lynch (Tech) to ensure proper function of all communication systems.

Essential Positions/Titles

The district has developed this plan to prepare for any future government ordered shutdowns that may occur, similar to the corona virus shutdown in the spring of 2020. Attachment 1 includes a list of essential positions that would be required to be on-site or in district to continue to function as opposed to those positions that could work remotely. The list includes:

- Title – a list of positions/titles considered essential (i.e., could not work remotely) in the event of a state-ordered reduction of in-person workforce.
- Description – brief description of job function.
- Justification - brief description of critical responsibilities that could not be provided remotely.
- Work Shift – brief description of how work shifts of essential employees and/or contractors will be staggered in order to reduce overcrowding in the district.
- Protocol – how precise hours and work locations, including off-site visits, will be documented for essential employees and contractors.

To maintain a safe and secure environment which allows for tracing of employee access to building locations, essential employees will use their ID badges to sign in/ sign out where applicable. Sign in sheets, will be used as necessary.

Working/Learning Remotely

As practicable, the District will assess devices and technology needs of all non-essential employees and contractors in order to enable telecommuting.

Options for assessing district needs include stakeholder meetings or surveys to determine:

- Who will need devices and/or peripherals at home,
- What programs will need to be added to these devices, and
- The availability of viable existing at-home Internet service.

The information from these surveys will be used to determine what items need to be purchased, which programs need to be installed on devices and if appropriate Internet bandwidth can be provided to those in need

Reducing Risk

Depending on the exact nature of the communicable disease and its impact, the district is prepared to use the strategies below to reduce traffic congestion and maintain social distancing:

- Limiting building occupancy to 25%, 50% or 75% of capacity or the maximum allowable by state or local guidance.
- Forming employee work shift cohorts to limit potential contacts.
- Limit employee travel within the building and/or between buildings.
- Limit restroom usage to specific work areas.
- Stagger arrival and dismissal times.
- Alternate work-days or work weeks.
- Implement a four-day work week.
- Limit or eliminate visitors to the building.
- Document all building visitors at entries.

The district may need to include additional strategies based on updated federal, state, and local guidance.

Personal Protective Equipment (PPE) and Face Coverings

The district will procure a six-month supply of face coverings and PPE required for essential work tasks. Disposable PPE will be provided in quantities of at least two pieces per work day.

PPE Type	Task/Role
N-95	Nurses/Nurses’ Aides Cleaners/Custodians (based on disinfectants used)

	Transportation Department Employees, as needed
Face Shields Goggles	Nurses/Nurses' Aides Special Education Cleaners/ Custodians
Disposable Protective Suits	Nurses/Nurses' Aides Special Education
Gloves	Nurses/Nurses' Aides Special Education Cleaners/Custodians Maintenance/Mechanics
Cloth Face Coverings*	All faculty, staff and students

* OSHA does not consider cloth face coverings to be formal personal protective equipment because their capability to protect the wearer is unknown. However, cloth face coverings are important as a source control for COVID-19 and provides some protection to the wearer. As such, OSHA strongly encourages workers to wear face coverings.

Those individuals that are required to wear N-95 respirators will be fit-tested and medically screened prior to use to ensure they are physically able to do so.

The use of cloth face coverings to reduce the spread of communicable diseases is important to the health and safety of faculty, staff and students. Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (asymptomatic) and are essential when physical distancing is difficult. Information will be provided to faculty, staff and students on proper use, removal, and cleaning of cloth face coverings. All faculty, staff and students will be encouraged to utilize their own personal face coverings but the district will secure and provide face coverings as needed.

PPE and face coverings will be stored in a manner which will prevent degradation. These supplies will be monitored through an inventory report through our preferred vendor to ensure integrity and track usage rates.

Continuity of Operations

Continuity of operations could be severely impacted by a loss of staff. The table below describes the procedures for maintaining essential functions and services.

Role/Topic	Task	Responsible Party(ies)
Overall Operations	Have decision-making authority for the district. Propose district policies and procedures to reflect crisis response.	Those listed below are assigned to this role: Superintendent Business Official
Business Office	Maintain overall function and facilities operation. Review essential functions and responsibilities of back-up personnel. Monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary	Purchasing Business Official Payroll Treasurer Accounts Payable HR/Benefits

Facilities	<p>Keep the Business Office informed of staffing issues and of the point at which buildings can no longer be maintained</p> <p>Provided building administrators with procedures for maintaining essential building functions (e.g., HVAC system operation, alarms, security, etc.) along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems</p> <p>Meet with staff and monitor their ability to maintain essential function</p>	Director of Facilities
Human Resources	<p>Monitors absenteeism and ensures appropriate delegation of authority</p> <p>Work with bargaining units to develop the plan for emergency use of personnel in non-traditional functions and changes in the normal work-day such as alternate or reduced work hours, working from home, etc.</p>	<p>Business Office Staff Administration Department Heads</p> <p>Recruitment/Staffing Workplace Safety Training Labor Law Compliance Compensation Planning Additional functions as applicable</p>
Continuity of Instruction	<p>Implemented in the event of significant absences or school closure. Alternate learning strategies will include:</p> <ul style="list-style-type: none"> ● Hard copy, self-directed lessons ● Use of mobile media storage devices for lessons (CDs, Jump Drives, iPads, Chromebooks) ● On-line instruction; on-line resources; on-line textbooks ● Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone, cell phone mail, text messages; e-mail; automated notification systems; website postings 	

Response

The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the local health department and other experts.

- The Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the plan’s activation and review responsibilities and communication procedures.

- Communications will work closely with the Informational Technology Department to re-test all communication systems to ensure proper function. The District-wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- An alert will be sent to the school community upon activation of this plan. The communication will be based on the latest information from federal, state and local health authorities.
- If the decision is made to close a school building, the district will notify the NYS Education Department and District Superintendent.

The district will assign the district Superintendent as the communicable disease safety coordinator whose responsibilities include continuous compliance with all aspects of the district’s reopening plan and any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or “new normal” levels. The coordinators shall be the main contact upon the identification of positive communicable disease cases and are responsible for subsequent communication. Coordinators shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the public health emergency and plans implemented by the school.

Hand Hygiene

Faculty, staff, and students will be trained on proper hand hygiene. Information will be provided to parents and/or legal guardians on ways to reinforce hand hygiene at home. The district will provide stations around the school buildings:

- For hand washing: soap, running water, and disposable paper towels.
- For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where hand washing facilities may not be available or practical.
- Accommodations for students and staff who cannot use hand sanitizer will be made.

Communicable Disease Exposures

The district must be prepared for communicable disease outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission. The Centers for Disease Control and Prevention (CDC) and New York State Department of Health (NYSDOH) have provided recommendations for strategies to follow after an exposure:

- Close off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Open outside doors and windows to increase air circulation in the area when practicable.
- Wait at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
- Clean and disinfect all areas used by the person suspected or confirmed to have a communicable disease, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have a communicable disease can return to the area and resume school activities immediately after cleaning and disinfection.
- If more than seven days have passed since the person who is suspected or confirmed to have a communicable disease visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

Contact Tracing

The district will notify the state and local health department immediately upon being informed of any positive communicable disease diagnostic test result by an individual within school facilities or on school grounds, including students, faculty, staff, and visitors of the district.

Districts may assist with contact tracing by:

- Keeping accurate attendance records of students and staff members
- Ensuring student schedules are up to date
- Keeping a log of any visitor which includes date and time, and where in the school they visited
- Assisting the local health departments in tracing all contacts of the individual in accordance with the protocol, training, and tools provided through the NYS Contact Tracing Program

The district, in consultation with the local health department, will determine what process will be followed when communicable disease cases are discovered in the school (e.g., how many individuals will be quarantined, closing of areas or classrooms, etc.).

Confidentiality must be maintained as required by federal and state laws and regulations. School staff should not try to determine who is to be excluded from school based on contact without guidance and direction from the local health department.

Returning after Illness

The district has established protocols and procedures, in consultation with the local health department(s), about the requirements for determining when individuals, particularly students, who screened positive for communicable disease symptoms can return to the in-person learning environment at school. This protocol includes:

- Documentation from a health care provider following evaluation
- Negative COVID-19 diagnostic test result
- Symptom resolution, or if positive for a communicable disease, release from isolation

The district will refer to the NYSDOH's "[Pre-K to Gr 12 COVID-19 Toolkit](#)" and other applicable guidance regarding protocols and policies for faculty, staff, and students seeking to return to work after a suspected or confirmed communicable disease case or after the faculty or staff member had close or proximate contact with a person with a communicable disease.

The district requires that individuals who were exposed to a communicable disease complete quarantine and have no symptoms before returning to in-person learning. The discharge of an individual from quarantine and return to school will be conducted in coordination with the local health department.

Cleaning/Disinfecting

The district will ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and NYSDOH, including "[Guidance for Cleaning and Disinfection - Public Spaces, Workplaces, Businesses, Schools and Homes](#)" and other guidance, as applicable.

Attachment 2 describes cleaning and disinfection protocols and procedures for the district. Regular cleaning and disinfection of the facilities will occur, including more frequent cleaning and disinfection for high-risk and frequently touched surfaces. This will include desks and cafeteria tables, which will be cleaned and disinfected between each individual's use. Cleaning and disinfection will be rigorous and ongoing and will occur at least daily, or more frequently as needed.

The district will ensure regular cleaning and disinfection of restrooms. Restrooms will be cleaned and disinfected more often depending on frequency of use.

The school district has determined employee policies for available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine. These policies are consistent with existing federal, state, or local law, including regarding sick leave or health information privacy.

Housing for Essential Employees

The school district, in coordination with the local health department, will determine when the emergency housing of essential workers is necessary. Essential workers who will be required to use emergency housing will be identified.

Recovery

Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. The district will

- Work toward a smooth transition from the existing learning methods to the normal process.
- Use the described communication methods to keep the school community aware of the transition process.
- Work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- Evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.

Each Building-Level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention. The District-Wide School Safety Team and Building-Level Emergency Response Teams will meet to de-brief and determine lessons learned with input from *all essential functions*. The District-Wide School Safety Plan and Building-Level Emergency Response Plans will be updated accordingly.

Curriculum activities that may address the crisis will be developed and *implemented*.

Attachment 1 – Essential Positions

Title	Description	Justification	Work Shift
Superintendent	The Superintendent is the chief executive officer of the District. She is responsible for carrying out the policy of the Board and for keeping it informed of matters which should be weighed by the Board in reaching decisions. She is responsible to the Board for her stewardship of the entire school system.	To fulfill the obligations of the title, the superintendent must be considered an essential role to enact policy, make decisions as applicable and make recommendations to the Board for approval.	Business workday: 8 hours The position expands beyond the regular business hours to evenings and weekends often and as necessary.
Business Manager	The Business Manager provides leadership and is responsible for fiscal management of district funds, operations management, transportation, school nutrition, human resources and other duties as assigned.	To fulfill the obligations of the title, the business manager must be considered as essential to ensure that the fiduciary responsibilities of the district continue during a crisis.	Business workday: 8 hours The position expands beyond the regular business hours to evenings and weekends often and as necessary.
Central Administration	The District Treasurer ensures that all accounting records are maintained and the finances of the district monitored. He also works to ensure that payroll is processed is timely and district bills continue to be paid.	To fulfill the obligations of the title, the District Treasurer must be considered as essential to ensure that fiduciary responsibilities of the district continue during a crisis.	Business workday: 8 hours The position expands beyond the regular business hours to evenings and weekends often and as necessary.
Executive Assistant to the Business Manager-	The executive assistant is the human resource liaison for staff. Specifically, she manages FMLA leave requests and insurance information. She provides support to the business manager and completes other duties as assigned.	To fulfill the obligations of the title, the Executive Assistant to the Business Manager must be considered essential to support staff and their human resource needs.	Business workday: 8 hours

Secretary to the Superintendent/ District Clerk- Renee Price	This position provides access to the superintendent and Board of Education, supports district actions and is involved in policy dissemination.	To fulfill the obligations of this title, the Secretary to the Superintendent/ District Clerk must be considered essential to support community and district needs.	Business workday: 8 hours
Facilities Services-	This position is responsible for planning, organizing and directing the operation, maintenance and repair of a School District's facilities department.	To fulfill the obligations of the title, the Director of Facilities must be considered essential to ensure proper operations and maintenance of the district's buildings and grounds.	Business workday: 8 hours The position expands beyond the regular business hours to evenings and weekends often and as necessary.
Facilities Personnel	Provide proper operation, maintenance and repair	Facilities personnel work under the direction of the Facilities Director and are considered essential.	Business workday: contractual
Transportation-	The transportation director is responsible for the safety and efficient operation maintenance of the transportation program for Stillwater School District. He is directly responsible to the Business Manager & Superintendent of School.	To fulfill the obligations of the title, the transportation director must be considered essential to safely transport students as deemed appropriate and to ensure that the department meets all state laws, regulations and mandates.	Business workday: 8 hours The position expands beyond the regular business hours to evenings and weekends often and as necessary.
Transportation Personnel	Provide transportation to students	Transportation personnel work under the direction of the Transportation Director and are considered essential.	Business workday: contractual
Food Service-	The school lunch manager manages the school lunch program serving from 500 to 2,000 meals daily, including type A and ala carte meals, to children and adults; does related work as required.	To fulfill the obligations of the title, the school lunch manager must be considered essential to provide meals to students for both in-person and remote dining.	Business workday: 8 hours per day (11 month employee) The position expands beyond the regular business hours to evenings and weekends often and as necessary.

Food Service Personnel	Provide school meals to students and staff	Food service personnel work under the direction of the School Lunch Manager and are considered essential.	Business workday: contractual
Communications-	Our BOCES public information specialist provides professional public relations work with responsibility for developing and implementing a program of planned and strategic two-way communication, which also includes publicizing and distributing information about school district news, events, programs, services and facilities.	To fulfill the obligations of the title, the public information specialist must be considered essential to provide up-to-date information to our staff and community.	Two days per week. 8 hours per day This position expands beyond the regular business hours to evenings and weekends as necessary.
Technology-	The chief information officer is a multifaceted position which includes but is not limited to: protecting district data, uploading state reports, maintaining infrastructure (including communications and all data storage) and network security and providing software and hardware to staff and students.	To fulfill the obligations of the title, the chief information officer must be considered essential as the wellbeing of the network and the support of staff and students for their technology needs is a priority.	Business workday: 8 hours The position expands beyond the regular business hours to evenings and weekends often and as necessary.
Instructional Programs Building Principals	The building principals are responsible for the administrative and supervisory tasks required to carry out Board policy, programs, decisions, and actions.	To fulfill the obligations of the title, building principals must be considered essential to support the academic, social, emotional needs of their staff and students during a crisis.	Business workday: 8 hours The position expands beyond the regular business hours to evenings and weekends often and as necessary.
Teachers, Assistants	Teaching Classroom instructors and personnel are responsible for the planning, preparation, delivery and support of curriculum	To fulfill the obligations of the title, teachers and TAs are essential and follow the directive of the principals/ PPD to provide students with classroom experiences	Business workday: 7 hours, 10 minutes

Athletics-	The athletic director is responsible for all aspects of athletics including but not limited to: coaches, certifications, team management, scheduling, and the supervision of athletic programs, facility management and budget preparation.	To fulfill the obligations of the title, the athletic director must be considered essential as athletics is an integral part of many students' lives and educational experiences.	Business workday: 8 hours The position expands beyond the regular business hours to evenings and weekends often and as necessary.
Special Education-	The Pupil Personnel Director is responsible for the administrative and supervisory tasks required to carry out Board policy, programs, decisions, and actions at the district level.	To fulfill the obligations of the title, the pupil personnel director must be considered essential to support the academic, social and emotional needs of staff and students and to ensure that legal documents such as IEPs and 504s are followed.	Business workday: 8 hours The position expands beyond the regular business hours to evenings and weekends often and as necessary.
Building/ Department Secretaries	These positions provide access to offices, support building/ departmental actions and are involved in information dissemination.	To fulfill the obligations of this title, building/ department secretaries must be considered essential to support community and district needs.	Business workday: 8 hours

Attachment 2 –Cleaning and Disinfection Protocols and Procedures

Room Types/Areas	Cleaning Frequency	Disinfection Frequency	Responsible Party	Additional Information
Classrooms	Daily	Daily	Facilities; staff and teachers	Doors, desks, chairs, and floors
Restrooms	2x daily	2x daily	Facilities	Doors and sinks will be done twice daily. Floors will be done once daily.
Health Offices/Isolation Rooms	Various	Various	Nursing staff; Facilities	Cots, bathrooms and health office equipment will be cleaned after each use. Floors will be done once daily.
Breakrooms	Daily	Daily	Facilities	Doors, tables, chairs and floors
Cafeterias/Kitchens	Various	Various	Facilities; Food Service; staff	Tables and chairs will be cleaned/disinfected in between each group's use. Floors will be done once daily.
Outside Seating Areas	Various	Various	Facilities; staff and teachers	Tables and chairs will be cleaned/disinfected in between each group's use. Floors will be done once daily.
Computer Labs	Various	Various	Facilities; IT staff and teachers	Equipment to be cleaned/disinfected between each use. Doors, tables, chairs and floors will be done once daily.
Science Labs	Daily	Daily	Facilities; staff and teachers	Equipment to be cleaned/disinfected between each use. Doors, tables, chairs and floors will be done once daily.
Maintenance Office and Work Areas	Daily	Daily	Facilities	Doors, desks, chairs, and floors
Bus Garage	Daily	Daily	Transportation staff	Bathroom, doors, desks, chairs, and floors
Libraries	Daily	Daily	Facilities; staff; Librarians	Equipment to be cleaned/disinfected between each use. Doors, tables, chairs and floors will be done once daily.
Playgrounds	As needed	N/A	Facilities	All surface areas
School Buses	Daily	Daily	Transportation staff	High contact spots will be cleaned after the morning (AM) runs and cleaned/disinfected after the afternoon (PM) run.
School Vehicles	After each use	After each use	Staff using vehicles	
Administrative Offices	Daily	Daily	Facilities	Doors, desks, chairs, and floors
Large Meeting Areas (e.g., gymnasiums, auditoriums, music rooms)	As needed/required	As needed/required	Facilities	These areas are not going to be used. When these areas will be returned to use, then an appropriate frequency for cleaning/disinfection will be established.

Athletic Training Rooms, Locker Rooms	As needed/required	As needed/required	Facilities; Athletics	These areas are not going to be used. When these areas will be returned to use, then an appropriate frequency for cleaning/disinfection will be established.
Frequently touched surfaces (e.g., doorknobs, light switches, elevator buttons, copy machine buttons, handles, etc.)	2x daily	2x daily	Facilities	
Shared frequently touched surfaces (e.g., keyboards, desks, phones, laptops, tablets, remote controls, etc.)	After each use	After each use	Staff using shared surfaces; IT staff	
Shared equipment (e.g., hand tools, facilities equipment, groundskeeping equipment, golf cart, etc.)	After each use	After each use	Staff using equipment	

Only district approved chemicals will be used. At no time will students be allowed to use cleaners or disinfectants.

Appendix 7 – SRO Job Duties

SCHEDULE A

SRO JOB DUTIES

1. Consult with and coordinate activities as requested by the Superintendent and/or designee;
2. Abide by School Board policies to the extent that such compliance does not interfere with or impede the SRO in the performance of his or her duties as a law enforcement officer;
3. Initiate law enforcement action as necessary and notify the school principal as soon as possible, and, whenever practicable advise the principal before requesting additional law enforcement assistance on campus and undertake all additional law enforcement responsibilities as required by standard police practices and standing general orders;
4. The SRO shall act as a liaison for other law enforcement officers in matters regarding School District policies while on school grounds;
5. The SRO in pursuing the performance of his/her duties shall coordinate and communicate with the school principal;
6. The SRO shall develop an expertise in presenting various subjects; including but not limiting to lockdown procedures, bullying, drug abuse prevention education and shall provide these presentations at the request of school personnel in accordance with the established curriculum;
7. Encourage group discussions about law enforcement with students, faculty and parents;
8. Attend meetings with parents and faculty groups to solicit their support and understanding of the SRO school program and to promote awareness of law enforcement functions;
9. To confer with the principal of the school to which the SRO is assigned to develop plans and strategies to prevent and/or minimize dangerous situations on or near campus or involving students at school related activities;
10. Perform such duties as described herein as requested by the school principal. However, such duties shall not include things normally assigned to school personnel such as lunchroom or hall duty. Nothing herein shall preclude the SRO from being available in areas where interaction with students is expected;

11. The SRO shall familiarize himself/herself with and shall abide by School District policy and applicable law concerning interviews with students should it become necessary to conduct formal law enforcement interviews with students or staff on school property or at school functions under the jurisdiction of the School District insofar as same shall be in harmony with standard police practices and standing general orders;
12. Under no circumstances shall the SRO be a school disciplinarian. The SRO will not be involved in the enforcement of disciplinary infractions that do not constitute violations of law;
13. The SRO shall affirm the role of law enforcement officer by wearing the uniform of the Sheriff's Office at all times unless doing so would be inappropriate for scheduled school activities. The uniform shall be worn at events where it will enhance the image of the SRO and his/her ability to perform his/her duties. The uniform to be worn by the SRO daily shall be the same as that worn by Deputy Sheriffs on patrol as determined seasonally by the SHERIFF.
14. The Primary role of the SRO shall be the safety and security of the school including all students and staff. As such, the SRO shall be equipped and ready to immediately respond to all internal and external threats.