Schodack Central School District

District-Wide School Safety Plan

1477 South Schodack Road,
Castleton-On-Hudson, NY 12033

Draft for Comment

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Schodack CSD
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. School Districts are required to develop a District Wide School Safety Plan designed to prevent or minimize the effects of serious, violent incidents and emergencies and to facilitate the coordination of schools with local and county resources in the event of such incidents or emergencies.

The District Wide Plan is responsive to the needs of all schools within the District and is consistent with the more detailed emergency response plans required at the school building level. Schools are at risk of a wide variety of acts of violence and natural and technological disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law.

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

Schodack CSD supports the SAVE Legislation and intends to facilitate the planning process. The District Superintendent of Schodack encourages and advocates on-going cooperation and support of Project SAVE.

GENERAL CONSIDERATIONS

A. Philosophy and Goals

It is the policy of the Schodack Central School District to provide for a safe and secure learning and teaching environment for its students, staff and school community. This policy shall be implemented through the following means:

- Development of a detailed school safety plan for the District and each building in the District.

- Establishment and implementation of policies for responding to threats of violence concerning school district property, facilities and premises.

- Establishment and implementation of policies for responding to acts of violence by students, teachers, administrators, staff or visitors. This may include a zero tolerance policy in some cases of violence in our schools.

- Development and delivery of prevention and intervention strategies for students manifesting at-risk behaviors.

- Development and adoption of policies and procedures for contacting law enforcement officials and parents in the event of a violent incident.

- Establishment and implementation of policies and procedures for school building security and training of students and staff in school security.

- Development and adoption of protocols for responding to bomb threats, hostage situations, intrusions and kidnappings.

- Development and implementation of strategies to improve communication regarding the reporting of violent incidents.

B. Purpose
The Schodack District Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Schodack Board of Education, the District Superintendent appointed a District Wide School Safety Team and charged it with the development and maintenance of the School Safety Plan.

C. Identification of School Teams
Schodack has appointed a District Wide School Safety Team consisting of, but not limited to, representatives of the school Board of Education, students, teachers, administrators, parent organizations, Emergency Response personnel and other school personnel. The members of the team and their positions or affiliations are as follows:

- Kristopher Gardner, Director of Facilities/Designee
- Mike Silver, Athletic Director
- Jason Chevrier, Superintendent of Schools
- Len Bacon, Chemical Hygiene Officer/High School Faculty Member
- Michael Bennett, Assistant Superintendent for School Administration
- Heather Brewer, Elementary School Registered Nurse
- Christine Charsky, Elementary School Faculty Member
- Jamie Colloton, Elementary School Faculty Member
- Elizabeth Croft, High School Registered Nurse
- Kolby Flach, High School Faculty Member, Physical Education
- Rhonda Greenway, Transportation Supervisor
- Jill Hanrahan, Facilities Secretary
- Scott Hanrahan, High School Faculty Member
- Amy Hirschoff, Elementary School Faculty Member / District Parent
- TBD, SCSD Board Member
- Regina Maier, Elementary School Secretary / District Parent
- Amy McGarvey-Roe, Elementary School Faculty/Staff Member
- Jacqueline Hill, Principal, Grades 7-12

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

- The District-wide School Safety Plan was developed through extensive analysis of the local environment, emergency potential, and available resources. Through training and workshops that included school employees, administration and local emergency services, the plan has been developed to address the specific needs of Schodack 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 District Superintendent or the highest ranking person in the chain of command of any necessary building level plan activation. This notification shall be accomplished through the use of telephone or other communication methods.

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

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

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

E. 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 District's Board of Education 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.

- 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. Examples of the topics covered:

- Character Education Programming
- District Code of Conduct
- S.A.D.D.
- Peer Mediation.
- Pre-Prom Assemblies on Drugs and Alcohol involving fire, police and emergency medical services.
- Social Workers and Psychologist available to assist students.

- Campfeld Productions, presentations on bullying, drugs, and decision making.
- Group 551, education on decision making.
- Individual classroom programs on respect.
- Weekly advisory team meetings between social workers, guidance counselors, building administrators, and health office staff to assist identifying students with needs.
- SPUD, Students Performing Unselfish Deeds.
- High School Spirit Week, focusing on self-respect, bullying and tolerance.
- Middle School "Word of Change" Anti-bullying, full day.
- Student Council Planned Activities, such as Hillstock, that integrates an anti-drug and alcohol message.

Facilities Initiatives

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

- The school district has developed a parent/visitor sign-in procedure and requires the use of visitor ID badges with visual contact.
- The district's staff uses faculty/staff ID badges.
- The district has developed a single point of access for visitors at each building.
- The district has added video cameras in strategic areas of the school buildings to monitor activities within the school buildings.
- The district implemented a data logging card access system for entry into the buildings.
- The district has purchased meshed style waste receptacles to replace solid ones.
- The district purchased self-extinguishing waste canisters.
- The district has installed CO detectors in all required areas.
- The district installed a new fire sprinkler system in the new wing of CES.
- The district enhanced the fire alarm systems for the bus garage.
- The district restructured the Junior/Senior High School parking lot.
- The district created a separate bus and parent drop off at the elementary school.
- The district installed sprinklers in the renovated areas of the Junior/Senior High School
- The district installed speed bumps at the CES parent drop off.

Training, Drills, and Exercises

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

  - An annual review of the building level emergency guides and general employee awareness training for building employees conducted by each principal.
  - The annual early go home drill to test evacuation and sheltering procedures.
  - Each school building conducts fire drills throughout the course of the year in compliance with the SED schedule for the purpose of familiarizing employees and students with emergency procedures.
  - A Building Level tabletop exercise run in cooperation with members of local emergency services.

- The District shall conduct drills and other exercises to test and evaluate the effectiveness of the District's Emergency Response Plan. Each building principal will forward a schedule of planned emergency drills and fire drills to the District Superintendent by the beginning of each school year. Each principal will be required to complete a minimum number of student drills as follows:

Eight (8) fire/evacuation drills
Four (4) lockdown drills

Eight of these drills must be conducted by December 31 of each year, the balance must be conducted during the remainder of the school year.

- The District shall conduct tabletop exercises with the Building Level Safety Teams to test the components of the emergency response plan. The narratives, sequence of events and messaging for each exercise shall be developed by select members of the District Wide Safety Team, Emergency Management Consultants and local emergency services. A controller, evaluator, and simulator shall conduct each tabletop exercise. The suggestions and necessary enhancements of the Building Level Plan noted during the evaluation shall be documented by the evaluator and provided to the Building Level Safety Team and District Wide Safety Team for further evaluation.

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

- In the event of any student making a direct or indirect threat of violence against themselves, the school district shall respond in an appropriate manner.

Chief Emergency Officer
The Chief Emergency Officer shall act as the liaison between the District and external agenices during times of emergencies as well as during plan development and maintenance. The Superintendent of Schools or their designee shall function as the Chief Emergency Officer.

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

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

- Monitor hallways, entryways, exits and outside grounds during school hours for unusual occurrences or unauthorized visitors.
- Act as building liaison in communicating building level safety issues or concerns.
  - Represent the building on the District Wide Health and Safety Committee.
  - Serve on Building Level School Building Response Team.

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

- Comply and encourage compliance with all school safety and security policies and procedures established by the Board of Education.
- Attend professional development activities on school safety and violence prevention.
- All school safety personnel shall be provided with training on violence prevention and school safety. All training courses shall receive prior approval from the District Superintendent or his/her designee.

Hiring and Screening of School Personnel
The following hiring and screening practices are followed for the hiring of all personnel:

Fingerprinting and Criminal Background Checks
For all employees hired by schools, the District completes a fingerprinting and criminal background check prior to appointment. No employee works in the District until fingerprint clearance is received. Employees include: any person receiving compensation for work from schools; any employee of a contracted service provider involved in direct student contact; any worker assigned to a school under a public assistance employment program (includes part-time employees and substitutes).

Reference Checks
References are thoroughly checked prior to extending an employment offer.

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

B. Early Detection of Potentially Violent Behaviors

The District has implemented policies and procedures related to the early detection of potentially violent behaviors. Each building principal is responsible for the dissemination of informative materials regarding the early detection of potentially violent behaviors to employees and parents each school year. In addition, employees shall receive training on the District's Code-of-Conduct and awareness training on violent behaviors, to be conducted or coordinated by the District Superintendent.

C. Hazard Identification
(Note: Below chart does not include adult education staff/students or non-school programs)

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

Building	Employees	Students
Maple Hill Junior/Senior High School Telephone: 518-732-7701 Acting Principal: Jacqueline Hill	82	425
Castleton Elementary School Telephone: 518-732-7755 Principal: James Derby	62	458
Transportation Office Telephone: 518-732-2070 Trans. Supervisor: Rhonda Greenway	26	0
Schodack District Office Building Telephone: 518-732-2297 Superintendent: Jason Chevrier	16	50

The buildings and grounds associated with each of these facilities have the potential for a main campus or Building Level emergency or incident.

The Schodack Central School District recognizes the following locations within its facilities as sites of potential emergency or injury:

Castleton Elementary School Playground
Castleton Elementary School Gymnasiums
Schodack District Office Building Playground
Schodack District Office Building Athletic Fields
Schodack District Office Building Gymnasium and Climbing Wall
Maple Hill High School Athletic Fields
Maple Hill High School Track
Maple Hill High School Gymnasium
Maple Hill High School Multi-Use Facility (MUF)
Maple Hill High School Chemistry Labs
Maple Hill High School Auditorium
Micro Organics in Middle School basement
Outside grounds of all three school buildings (located on traveled roadways)

Bus garage facility (located adjacent to the Maple Hill Middle School with school bus travel to and from the bus garage site)
Off-Site Field Trips
Railroad Tracks Located Within Walking Distance of School District Property

RESPONSE

A. Notification and Activation (Internal and External Communications)

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

  Communications systems are:

Internal

Administrators	Public Address System and Radios. **All Administrators are authorized by the District Superintendent to use ALL CALL on District Phones or PA system to notify the Entire Campus of a threat (i.e. Lockdown, Safety Hold, Shelter in Place, etc.).**
Teachers and Building staff	Public address system and radios.
Students	Public address system and verbally from supervising teachers
District Superintendent	Public address system and radios.
Buildings and Grounds	Public address system and radios.
Board of Education	Phone

External

New York State Police:	911
Town P.D.	911
Sheriff's Office	911
Fire Department	911
Parents	District Website: www.schodack.k12.ny.us Transportation Phone Emergency Information: Rhonda Greenway, 518-732-2070 The district will also utilize local radio frequency and Radio Stations:

The District Communication Specialist would be responsible for conveying emergency information to educational facilities within the Schodack Central School District. The District Communication Specialist would take appropriate steps to secure the following information about each educational agency within the District: Number of students, number of employees, transportation requirements associated with the evacuation of each facility and the business and home telephone numbers of key officials of each agency. Such information would be updated at least annually by the District

Communication Specialist. Each such agency would report material changes to such data to the District Communication Specialist, in writing, within seven days of such change.

Information will be provided to parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal through the use of telephone by employees at the building level using the student/parent directory and/or local and regional radio and TV stations. These are the same stations that are used to announce official delays or closings. This information is provided to parents through the website and building handbooks. Additionally, if an event occurs at the campus where students cannot be released immediately, a parent/community public information center may be established at another campus building.

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

B. Situational Responses – Multi-Hazard Response and Response Protocols
Staff cooperation is critical when an act of violence occurs. In the event of a criminal act, bomb threat, civil disturbance, intrusion, hostage taking, kidnapping or other threatening event, staff response may include:

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

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

- The District Superintendent will ensure the Building Level team has adequate resources to respond to the emergency.
- The District Communication Specialist will develop a public information strategy to communicate necessary information to the media, parents and staff.
- The District Superintendent will notify appropriate Board of Education members of the incident.
- The District Superintendent will file any necessary information with the State Education Department (for example, school bomb threat data cards).

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

- Student reports an incident to an adult or adult observes an incident.
- Adult takes appropriate action as necessary to respond to the incident.
- A written referral is forwarded to the building principal.
- School guidance counselor, social worker and nurse are involved when necessary.

- Building principal will conference with the student(s) involved to determine the problems/issues.
- If parental notification is necessary, building principal will contact the parent(s) and may arrange a parent conference.
- Appropriate discipline will be administered following the District Code of Conduct and incident reported to the State Education Department when appropriate.

Follow-up of the violent incident should include:

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

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

Response Protocols
Schodack has a comprehensive multi-hazard Emergency Response Plan. This plan is updated annually. Copies of the plan are available in each Principal's Office as well as in the District Superintendent's Office and the Central Office. Elements of the plan include:

- Chain of Command and Incident Command Structure (ICS)
- Other Relevant Parties
- Emergency Planning Committee
- Emergency Telephone Numbers
- Telephone Tree
- CPR/AED List
- Fleet List
- A list of hazardous incidents and a response plan for each (e.g. bomb threat, hostage, intruder, natural disaster, structural failure, et. al.)

Chain of Command

1) District Superintendent
2) Assistant Superintendent for School Administration
3) Director of Business and Support Services
4) Building Principals

Arrangements for Obtaining Emergency Assistance from Local Government

The administration shall use the following process in making arrangements for obtaining assistance during emergencies from emergency 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 Administration shall use the following protocol for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law:

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

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

District Resources Available for Use in an Emergency

Schodack has created a comprehensive list of resources available during an emergency, including fuel sources, communications, food service capability, maintenance vehicle lists, and medical supplies and AED, CPR and First Aid trained staff. Specific information in each of these categories is contained in the Building Level 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 resources and manpower during emergencies:

- The Building Principal of the affected facility shall contact the District Superintendent or his/her designee and request the necessary manpower or resources.
- The District 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

Schodack 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/Safety Team.
  - Make determination – Superintendent.
  - Contact local media – Superintendent or Director of Communications & Governmental Relations.

- School Delay
  - Monitor any situation that may warrant school delay – Building Administrators/ Superintendent/Safety Team.
  - If conditions warrant, delay opening of school.
  - Contact Transportation Supervisor 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/Safety Team.
  - If conditions warrant, close school – Superintendent.
  - Contact Transportation Supervisor to arrange transportation.
  - Contact local media to inform parents of early dismissal.
  - Set up an information center so that parents may make inquiries as to the situation.
  - Retain appropriate personnel until all students have been returned home.

- Evacuation (before, during and after school hours, including security during evacuation and evacuation routes)
  - Determine the level of threat – Superintendent or Designee.
  - 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 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 Director of Communications to provide information and current status of the situation to parents and other inquiring parties.
- Retain appropriate personnel until all students have been returned home.

RECOVERY

A. Central Administration Support for Buildings
The Schodack District Wide School Safety 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 Central Office shall assist in the coordination of Disaster Mental Health Resources, in support of the Post-Incident Response Teams in the affected schools.

Appendix 1 – Required Plan Development Procedures

Schodack has revised the District Wide School Safety Plan in accordance with the 2016 New York Emergency Response Guide.

The District Wide Safety Team listed below contributed to revision of this plan.
The plan was re-adopted by the board and was filed with the Commissioner of Education no later than 30 days after its adoption.

Committee Members – District Wide Safety Team

- Kristopher Gardner, Director of Facilities/Designee
- Mike Silver, Athletic Director
- Jason Chevrier, Superintendent of Schools
- Len Bacon, Chemical Hygiene Officer/High School Faculty Member
- Michael Bennett, Assistant Superintendent for School Administration
- Heather Brewer, Elementary School Registered Nurse
- Christine Charsky, Elementary School Faculty Member
- Jamie Colloton, Elementary School Faculty Member
- Elizabeth Croft, High School Registered Nurse
- Kolby Flach, High School Faculty Member, Physical Education
- Rhonda Greenway, Transportation Supervisor
- Jill Hanrahan, Facilities Secretary
- Scott Hanrahan, High School Faculty Member
- Amy Hirschoff, Elementary School Faculty Member / District Parent
- TBD, SCSD Board Member
- Regina Maier, Elementary School Secretary / District Parent
- Amy McGarvey-Roe, Elementary School Faculty/Staff Member
- Jacqueline Hill, Principal, Grades 7-12

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Appendix 2 – Listing of all District Buildings

Schodack CSD serves a student population of approximately 862, covering a 34 square mile radius. Within Schodack there are 194 employees, who serve a variety of functions in the development and education of the entire district's student body.

Schodack Building Names and Locations

Castleton Elementary School
80 Scott Ave, Castleton-on-Hudson, NY 12033
518-732-7755
James Derby, Principal

Schodack District Office Building
1477 South Schodack Road, Castleton-on-Hudson, NY 12033
518-732-7736
Jason Chevrier, Superintendent

Maple Hill High School
1216 Maple Hill Road, Castleton-on-Hudson, NY 12033
518-732-7701
Jacqueline Hill, Principal

District Communications
TBD
Communication Specialist
518-248-1345

School Website
www.Schodack.k12.ny.us

Appendix 3 – 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 asgainst 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 greivance 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 liklihood 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, criticuism, disappointment, fauilure, 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;
- narcisisissism, 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, lonliness, 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 attiude, 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 asingle 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 amout 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 reaserch 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 liklihood 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 atomosphere 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 partterns 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 liklihood 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 extremeist 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 then aftermath of such incidents.

Appendix 4 – Eleven Questions to Guide Data Collection in a Threat Assessment Inquiry

DOE and United States Secret Service Threat Assessment Guide

Eleven Key Areas

1) What are the student's motives and goals?
• What motivated the student to make the statement or take action that caused him/her to come to attention?
• Does the situation or circumstance that led to these statements or actions still exist?
• Does the student have a major grievance or grudge? Against whom?
• What efforts have been made to resolve the problem and what has been the result? Does the potential attacker feel that any part of the problem is resolved or see any alternatives?
2) Has the student shown inappropriate interest in any of the following?
• School attacks or attackers; weapons (including recent acquisition of any relevant weapon); incidents of mass violence (terrorism, workplace violence, mass murders). Ask about Columbine, Santana, etc.
3) Have there been any communications suggesting ideas or intent to attack?
• What if anything has the student communicated to someone else (targets, friends, other students, teachers, family, others) or written in a diary, journal, or website concerning his/her ideas and/or intentions?
• Have friends been alerted or "warned away"?
4) Has the student engaged in attack-related behaviors? These behaviors might include:
• Developing an attack or plan

- Making efforts to acquire or practice with weapons

- Casing or checking out, possible sites and areas for an attack

- Rehearsing attacks or ambushes

5) Is the student's conversation and "story" consistent with his or her actions?

- Does information from collateral interviews and form the student's own behavior confirm or dispute what the student says is going on?

6) Does the student have the capacity to carry out an act of targeted violence?

- How organized is the student's thinking and behavior?

- Does the student have the means; e.g., access to a weapon, to carry out an attack?

7) Is the student experiencing hopelessness, desperation and/or despair?

- Is there information to suggest that the student is experiencing desperation and/or despair?

- Has the student experienced a recent failure, loss and/or loss of status?

- Is the student known to be having difficulty coping with a stressful event?

- Is the student now, or has the student ever been, suicidal or “accident-prone”?

- Has the student engaged in behavior that suggests that he or she has considered ending their life?

8) Does the student have a trusting relationship with at least one responsible adult?

- Does the student have at least one relationship with an adult where the student feels that he or she can confide in the adult and believes that the adult will listen without judging or jumping to conclusions? (Students with trusting relationships with adults may be directed away from violence and despair and toward hope.)

- Is the student emotionally connected to – or disconnected from –other students?

- Has the student previously come to someone’s attention or raised concern in a way that suggested he or she needs intervention or supportive services?

9) Are other people concerned about the student’s potential for violence?

- Are those who know the student concerned that he or she might take action based on violent ideas or plans?

- Are those who know the student concerned about a specific target?

- Have those who know the student witnessed recent changes or escalations in mood or behavior?

10) What circumstances might affect the likelihood of an attack?

- What factors in the students life and/or environment might increase or decrease the likelihood that the student will attempt to mount an attack at school?

- What is the response of other persons who know about the student's ideas or plan to mount an attack? (Do those who know about the student's ideas actively discourage the student from acting violently, encourage the student to attack, deny the possibility of violence, passively collude with an attack, etc.?

11) Does the student see violence as an acceptable – or desirable – or the only – way to solve problems?

- Does the setting around the student (friends, fellow students, parents, teachers, adults) explicitly or implicitly support or endorse violence as a way of resolving problems or disputes?

- Has the student been "dared" by others to engage in an act of violence?

Appendix 5 – Incident Command System Organizational Chart Template

SCHODACK INCIDENT COMMAND SYSTEM ORGANIZATION

Title	Person Holding Position	Description of Duties
Incident Commander	Building Principal	Person in charge at the incident and who is fully qualified to manage the incident. Sets objectives and priorities and has overall responsibility at the incident.
District Superintendent	Jason Chevrier	Develops the action plan to accomplish the objectives and maintains resource status.
Assistant Superintendent for School Administration	Mike Bennett	Provides support to meet incident needs.
Director of Business & Support Service	Brian Carey	Monitors costs related to incident. Provides accounting, procurement and cost analysis.
Communications Specialist	TBD	Point of contact for the media and other organizations seeking information.
Safety Officer	Kristopher Gardner	Monitors safety conditions and develops measures for ensuring the safety of personnel.

SCHODACK Chain of Command

(Please Note: The chain of command is different from the Incident Command Structure)

- This chain of command is meant to be a hierarchy for decision-making for normal day to day activities, not for emergencies. Should a crisis arise, the highest-ranking person in the below chain shall implement the incident command structure (ICS) on the previous page. If emergency services are necessary, the district will integrate their ICS with the municipalities ICS.

Appendix 6 – Authorization For Student Pick-Up

Upon evacuation of the building, emergency cards will be taken. Students will only be released to parents or guardians as designated on the emergency cards. Parents and/or guardians will be asked to sign the following log sheet when students are released:

Date: _____ Location: _____

Grades being released: _____

School Employee monitoring release: _____

Building Administrator authorizing release: _____

Student Name	Teacher	Time	Released To	Signature

Appendix 7 – Alternative Pickup Locations For District Buses

The following locations are alternative sites for Schodack CSD buses to pick up students and/or employees. These locations will only be used in the event that the buses cannot access a district campus (i.e., due to a lockdown or police activity). These alternatives were reviewed by the Schodack Director of Transportation.

Primary Loading Site	Possible Alternative Loading Site
Castleton Elementary School	**1. Schodack District Office Building**
	2. Maple Hill High School
	3. Emmanuel Reformed Church
Schodack District Office Building	**1. Maple Hill High School**
	2. Bus Garage
	3. Castleton Elementary School
Maple Hill High School	**1. Schodack District Office Building**
	2. Bus Garage
	3. Castleton Elementary School

Appendix 8 - Violence Prevention and Intervention Strategies

Violence Prevention Policies and Procedures

It is the intent of the board of education that the district engage in: collaborative arrangements with state and local law enforcement officials to ensure adequate training for school district staff in violence prevention and de-escalation; anonymous reporting procedures for reporting school violence, non-violent conflict resolution training programs and the development of a violence prevention curriculum as a means to prevent violence. The following policies and procedures shall be in effect to facilitate the early detection of potentially violent behaviors, including but not limited to identification of family, community, and persons deemed appropriate to receive such information.

1. Annual review and adoption of codes of conduct for students, employees and visitors to school premises. These codes of conduct shall include enforceable rules; clear consequences; due process; and explicitly defines roles, rights and responsibilities of the parties.

2. All district staff and students will receive multi-hazard school safety training on an annual basis in accordance with Commissioner's Regulations 155.17.

3. The utility of extended school day programs as a means of addressing the needs of district students at risk for violent behavior shall be assessed annually by the superintendent who shall provide a report concerning the status of such programs and recommendations for improvement to the board of education by *September 1* of each year. **(Mandated)**

4. Annual adoption and review of a school dress code to prohibit appearance, clothing and accessories that disrupt the educational process. **(Mandated)**

5. Staff development is a critical element in the prevention of violence in our schools. Teachers shall be offered training opportunities in the knowledge and skill required to address school violence and victimization, most notably bullying. Additionally, staff shall be trained in sexual, racial and other forms of harassment, cultural diversity, school security and disciplinary policies, classroom management, crowd control and intervention strategies. This shall include training in de-escalation of potentially violent situations. All district staff and students will receive multi-hazard school safety training on an annual basis as described in Section XIV, Training and Staff Development. **(Mandated)**

6. Adoption of an in-school suspension program that incorporates counseling services to address the underlying causes of student misbehavior.

7. Implementation of conflict resolution programs in schools.

8. Implementation of character based education. **(Mandated)**

Reporting Early Warning Signs

In the event students and staff observe a student manifesting early warning signs, the following procedures should be followed:

1. Contact the school principal to report the information about the student manifesting such signs.

2. Principals shall maintain a record of each such report.

3. In cases that do not pose imminent danger, the principal or counselor should contact a school psychologist or other qualified professional, who takes immediate action to address the situation.

4. The child's family should be contacted. The family should be consulted before implementing any interventions with the child.

5. In cases where school-based contextual factors are determined to be causing or exacerbating the child's troubling behavior, the school should act quickly to modify them.

6. It is important to avoid inappropriately labeling or stigmatizing individual students because they appear to fit a specific profile or set of early warning indicators. None of these signs alone is sufficient for predicting aggression and violence. Moreover, it is inappropriate--and potentially harmful--to use the early warning signs as a checklist against which to match individual children.

Threat Assessment:

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

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

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

Upon receipt or discovery of a threat, the school principal or a designee shall immediately commence an investigation in an effort to identify the person who made the threat.

The following factors must be considered in assessing a threat:

1. What are the specific, plausible details of the threat?
2. Identity of the victim(s).
3. Reason for making the threat.
4. The means (weapon) and method for carrying it out.
5. The date, time and place for carrying it out.
6. Any concrete information about plans or preparations already in place.
7. Are the details logical and plausible or unrealistic.
8. What is the emotional content of the threat (emotionally charged or not).

9. Is there any evidence of precipitating stressors that brought on the threat.

Specific details can be a manifestation of a high level of planning and thought and should heighten concern. Lack of detail may indicate that the threatener has not actually taken steps to carry it out.

Levels of Risk:
Low Level of Threat: A threat that poses a minimal risk to the victim and public safety:
- Threat is vague and indirect.
- Information in the threat is not consistent, is implausible or is vague.
- The threat lacks realism.
- Content of threat suggests person is unlikely to carry it out.

Medium Level of Threat: A threat that could be carried out, although it may not appear entirely realistic:
- Threat is more direct and more concrete.
- Content of threat suggests the threatener has given thought to means and method.
- There is a general indication of possible place and time (though plan is not detailed).
- There is no strong indication of preparatory steps.
- There may be a specific statement seeking to convey the seriousness of the threat.

High Level of Threat: A threat that appears to pose an imminent and serious danger to the safety of others:
- Threat is direct, specific and plausible.
- Content of threat suggests that concrete, specific steps have been taken to implement it.

Responding to Threats:

Our schools are learning environments that are threat free. To establish and maintain safe and secure schools, we will each:

- Care for ourselves
- Extend care to others
- Take care of our school

The following procedures will be observed in the event of receipt of a threat or act of violence:

1. Any student, who receives a threat or hears or observes one being made, shall immediately notify a member of the staff, faculty or administration.

2. Any member of the staff or faculty who is informed of, or hears or observes a threat on another, or who receives a threat, shall immediately notify the building administrator.

3. Any building administrator who is informed of a threat, or hears or observes a threat on another, or who receives a threat, will conduct an immediate and thorough investigation of the matter. This will include conferences with those alleging that a threat was made and the individuals(s) who allegedly made such threat.

4. If after such investigation, it appears reasonably certain that the allegation is true; the building administrator will immediately consult with the school guidance counselor, psychologist, social worker and/or Instructional Support Team. These consultations may lead the building administrator to contact county agencies, including those concerned with mental health, social

services and child protection. If necessary, arrangements will be made for an emergency mental health evaluation.

5. The building administrator will call the parents or guardians of all students involved in the incident.

6. Where a confirmed threat of violence has been made or an act of violence has been committed that is a violation of law, the building administrator shall be responsible for contacting the appropriate law enforcement agency/agencies.

7. The behavior of a student found to have made a threat will be addressed in accordance with the school code of conduct. If the student behavior is not proscribed by the code of conduct, the building administrator or Superintendent will take reasonable measures to provide an appropriate school response to the behavior consistent with federal, state and local due process requirements.

Acts of Violence

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

1. Verbal instructions to cease the behavior
2. Call for assistance from other staff
3. Follow building-level emergency protocols
4. Call to law enforcement if conditions warrant
5. Removal of any onlookers that could aggravate the situation
6. Not invading the space of the individual(s) involved
7. Removal of any potentially dangerous weapons or objects
8. Physical restraint if other actions do not stop the violence

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

- Student reports an incident to an adult or adult observes an incident
- Adult takes appropriate action as necessary to respond to the incident
- Building administrator contacts law enforcement as appropriate
- A written referral is forwarded to the building principal
- School guidance counselor, social worker and nurse are involved when necessary
- Building principal will conference with the student(s) involved to determine the problems/issues
- If parental notification is necessary, building principal will contact the parent(s) and may arrange a parent conference
- Appropriate discipline will be administered following the District Code of Conduct and incident reported to the State Education Department when appropriate
- If needed, the student is referred to the Rensselaer County Diversion Unit
- If needed, a PINS petition is filed with Rensselaer County

Follow-up of the violent incident should include:
1. Investigation of the incident by building principal and law enforcement, as necessary
2. Preparation of written accounts of the incident by all involved

3. Review of written accounts by the building principal for any disparities
4. Appropriate disciplinary action according to the code of conduct

5. Review of the entire incident by administration for future planning
   k. What happened?
   l. Where did it happen?
   m. When did it happen?
   n. Why did it happen?
   o. How did it happen?
   p. How many individuals were involved?
   q. Are the individuals associated with a group?
   r. How could the incident have been prevented?
   s. What warning signs were missed?
   t. What can we do to prevent a future incident?

6. Counseling or other needed support for the victim(s), other students and staff involved in the incident.
7. Necessary reporting and parental notification

D. Dissemination of Information Regarding Violence

The dissemination of information regarding violence may take any or all of the following forms:

1. Training and staff development sessions for staff
2. Scheduled and unscheduled meetings among administrators and staff
3. Building level assemblies for students during the school year
4. Conflict resolution teams at the Middle School and High School
5. Teacher instruction as appropriate to the curriculum
6. Newsletter communication to parents, staff and community
7. Seminars and other forums designed for parents

E. Reporting of Violent Incidents

The following district level reporting procedures shall be implemented upon receipt of a threat or the occurrence of a violent incident:

1. All bomb threats, civil disturbances, intrusions, hostage-takings, kidnappings or other threatening events will immediately be reported to the appropriate police authority by the building principal as necessary.

2. The building principal is responsible for reporting the threat or violent incident to the superintendent.

3. If it is determined that parental notification is necessary, building level staff will contact parents using the Parental Notification Lists.

4. The Superintendent/designee shall contact the Board of Education and the media as appropriate.

5. The Superintendent/designee will report the incident to the State Education Department as required by completing the designated Violent and Disruptive Incidents Report (VADIR).

6. The Superintendent will maintain a file of pertinent information for all threats received by the district.

Appendix 9 – Pandemic Operations Plan

Public Employer Health Emergency Plan for the Schodack Central School District

March 18, 2021

This plan has been developed in accordance with NYS legislation S8617B/A10832.

Promulgation

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

This plan has been developed with the input of the Schodack Faculty Association (SFA), the Schodack Administrators Association (SAA) and the Civil Service Employees Association (CSEA), as required by the amended New York State Labor Law.

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

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

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

Signed on this day: March 30, 2021

By: Jason Chevrier

Signature: _____

Title: Superintendent of Schools

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Purpose, Scope, Situation Overview, and Assumptions

Purpose

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

Scope

This plan was developed exclusively for and is applicable to the Schodack Central School District. This plan is pertinent to a declared public health emergency in the State of New York, which may impact our operations; and it is in the interest of the safety of our employees and contractors, and the continuity of our operations that we have promulgated this plan.

Planning Assumptions

This plan was developed based on information, best practices, and guidance available as of the date of publication. The plan was developed to largely reflect the circumstances of the current Coronavirus pandemic but may also be applicable to other infectious disease outbreaks.

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

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

Concept of Operations

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

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

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

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

Mission Essential Functions

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

Essential functions are those functions that enable an organization to:

1. Maintain the safety of employees, contractors, and our constituency
2. Provide vital services
3. Provide services required by law
4. Sustain quality operations
5. Uphold the core values of the Schodack Central School District

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

Essential functions are prioritized according to:

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

The mission essential functions for the Schodack Central School District have been identified as:

Essential Function	Description
Teachers/Support Staff	In the event of a school closure, and when authorized by state and local health officials, the Schodack Central School District may assign teaching as a mission essential function of the organization. During a closure, having teachers and other educators on-site, in their own workspace, may facilitate safety and be favorable for accessibility to resources, technology, and internet connection.
Information Technology/Continuity of Operations and Instruction	Provides hardware and software for staff and students to facilitate continued education in remote learning environments necessary for continuity of instruction and education. Also responsible for troubleshooting technical issues that may arise during the distance learning process, the offering of best practices in communication to ensure that students are able to access curricular materials, and for helping staff members disseminate information related to both academic and social-emotional education.
Buildings and Grounds	Continues to upkeep the campus during remote work and learning and ensures that all buildings and grounds are properly maintained, regularly cleaned, and disinfected as necessary to ensure the safety of school community members.
District Office	Oversight and management of the functions performed by employees in the district office to ensure that regular business operations and services continue as necessary and/or mandated.
Health Office/Health Services	Upon consultation with the district physician and the County Department of Health, school nurses may be responsible for assessing ill staff and students, providing consultation to the district office, following up with healthcare providers, and providing assistance with contact tracing efforts as necessary.
School Building Main Office Staff	Oversight of mail, phones, sign-in procedures, and building utilization and operations.
Food Service	Ensure that food can be provided to students
Transportation	To ensure that meals may be delivered to students
Building Administrators	Responsible for overseeing the day-to-day functioning of the school community and supporting the academic success of students, promoting a positive school climate, and assisting educators.

Essential Positions

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

Essential Function	Essential Positions/Titles	Justification for Each
Information Technology/Continuity of Operations and Instruction	Director of Technology	Responsible for overseeing the local area network and the subsequent ongoing maintenance of this network for the district. Oversees the district's internet access, phone systems, and cell phone plans

	Network Administrator	Responsible for providing support to teachers and students in regards to computer hardware and software. Will respond to "help desk" and troubleshooting concerns.
Buildings and Grounds	Director of Facilities Facilities Secretary	Responsible for overseeing and providing direction to the B&G department and employees to ensure a safe working environment.
	Custodial Workers Building Mechanics Groundskeeper	Responsible for routine cleaning, disinfecting, and maintenance tasks. Responsible for performing a wide variety of tasks related to the maintenance and upkeep of campus grounds, parking lots, and fields.
District Office	Superintendent of Schools	Responsible for making day-to-day decisions about educational programs, budget/spending, staff, and facilities
	Assistant Superintendent for Instruction and Curriculum	Responsible for assisting the Superintendent in the administration of educational programming and the development of goals to foster school improvement
	Business Administrator	Responsible for assisting the Superintendent in the administration of business affairs in such a way to provide the best services with the financial resources available
	Treasurer, Payroll Clerk, Account Clerk, Superintendent's Secretary, Admin Assistant, and General Office Staff	As needed for the processing of Accounts Payable, Accounts Receivable, Payroll, Tax Collection, Registration of Students, and general office work that requires interaction with the public via the phone or potentially in-person.
Health Office/Health Services	School Nurse(s)	Assists building and district administrators by communicating with the local health department for guidance, may act as the liaison to the school physician, and is responsible for assisting other nurses in assessing ill students and staff
School Building Main Office Staff	Secretary	Responsible for answering phones, providing support to building administrators, responding to emails, greeting visitors, assisting in building sign-in procedures, accepting deliveries, and helping disseminate mail.
Food Service	Food Service Manager	Responsible for overseeing the preparation of meals and coordinating with the Transportation Director to ensure that meals are disseminated.
	Food Service Staff	Responsible for the preparation of and making of meals for students.
Transportation	Transportation Director	Responsible for the safety and efficient operation and maintenance of the transportation department.

		Coordinates with the Food Service Manager on meal deliveries.
Building Administrators	Building Principals	Responsible for overseeing the day-to-day functioning of the school community and supporting the academic success of students, promoting a positive school climate, and assisting educators.

Reducing Risk through Remote Work and Staggered Shifts

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

Remote Work Protocols

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

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

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

Approval and Assignment of Remote Work

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

Equipping Staff and Students for Remote Learning

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

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

Staggered Shifts

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

1. Identification of positions for which work hours will be staggered
2. Approval and assignment of changed work hours

Identification of Positions with Staggered Work Hours and Approval Process

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

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

Personal Protective Equipment

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

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

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

Protocols for providing PPE include the following:

1. Identification of need for PPE based upon job duties and work location
2. Procurement of PPE
    a. As specified in the amended law, public employers must be able to provide at least two pieces of each required type of PPE to each essential employee and contractor during any given work shift for at least six months
    b. Public employers must be able to mitigate supply chain disruptions to meet this requirement
3. Storage of, access to, and monitoring of PPE stock

a. PPE must be stored in a manner which will prevent degradation
b. Employees and contractors must have immediate access to PPE in the event of an emergency
c. The supply of PPE must be monitored to ensure integrity and to track usage rates

To meet these requirements, the District has purchased both cloth and disposable masks to supply to students and staff as needed. In addition, a stock of face shields, gloves, and disposable gowns are on hand in the District supply area in the basement of the District Office Building. The Director of Facilities will be responsible for the monitoring of PPE, which will be on going, to ensure a sufficient supply is available when needed and that the supply has not been damaged or deteriorated. The District is purchasing products from vendors that have supplied the District with PPE products. All PPE will be stored at a location that is easily accessible to distribute to all buildings should the need arise in the central storage area located in the basement of the District Office Building.

Identification of Personal Protective Equipment Based on Job Duties

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

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

Procurement of Personal Protective Equipment

The Director of Facilities shall track PPE inventory in their building in the form of an inventory report that will be submitted to the *Business Administrator* for review each week. When inventory gets low (i.e., having less than two pieces of PPE for each essential employee for at least a six-month period), the Director of Facilities will notify the Business Administrator who will contact one or more of the vendors on the District-approved supplier's list to procure the necessary PPE. The district maintains a supplier list with backup suppliers listed in an effort to mitigate any supply chain disruption. For unforeseen disruptions or shortages, the district shall work with the Rensselaer County Department of Health for assistance. Personal protective equipment shall be stored within the buildings where they can be tracked and accessed in the event of an emergency and maintained in a way that prevents degradation.

Staff Exposures, Cleaning, and Disinfection

Staff Exposures

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

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

In the event that a staff member is working remotely and contracts a communicable disease, the District will be notified by the local Department of Health. Additionally, contact tracing may occur to assist the Department of Health with tracking of the disease.

Staff are eligible to use sick leave accruals in the event of testing, treatment, isolation, or quarantine. All health information privacy requirements will be followed and no protocols shall violate any existing federal, state, or local laws.

Cleaning and Disinfecting

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

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

Employee and Contractor Leave

Public health emergencies are filled with extenuating and unanticipated circumstances in which the Schodack Central School District is committed to reducing the burden on our employees, contractors, and families. The Schodack Central School District is committed to working with its community to ensure that our leave policies meet all local, state, and federal requirements and that additional provisions may be enacted upon need and the guidance and requirements that are put in place by local, state, and federal employment laws, FMLA, executive orders, and other potential sources as deemed necessary.

Contractors, either independent or affiliated with a contracted firm, are not classified as employees of the Schodack Central School District, and as such are not provided with paid leave time by the Schodack Central School District, unless required by law.

Documentation of Work Hours and Locations

In a public health emergency, it may be necessary to document work hours and locations of each employee and contractor to support contact-tracing efforts. Identification of locations shall include on-site work, off-site visits. This information may be used by the Schodack Central School District to support contact tracing within the organization and may be shared with local public health officials.

Housing for Essential Employees

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