

**PROJECT S.A.V.E.
DISTRICT-WIDE
SCHOOL SAFETY PLAN**

**WATERFORD-HALFMOON
UNION FREE SCHOOL DISTRICT**

Date Approved by Board of Education:

August 4th, 2022

Updated Plan

JUNE 6th, 2022

Original Plan Approved by Board of Education

June 28, 2001

Commissioner Regulation 155.17 Public Hearing Date

May 22, 2001

INTRODUCTION:

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a district-wide school safety plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts stand at risk from a wide variety of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the **Safe Schools Against Violence in Education (SAVE)** law. Project SAVE is a comprehensive planning effort that addresses prevention, mitigation, protection, response, and recovery with respect to a variety of emergencies in each school district and its schools.

The Washington-Saratoga-Warren-Hamilton-Essex B.O.C.E.S., in coordination with the Waterford-Halfmoon Union Free School District, supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

In January 2021, NYSED began offering virtual training to support school officials and staff in the planning principles and planning process recommended in the federal "School Guide", *Guide for Developing High-Quality School Emergency Operations Plans* ([FEMA 6.2013](#)), along with the existing New York State's Project SAVE legislation for the District-Wide School Safety Plan and Building-Level Emergency Response Plans. Additional federal guidance is provided in the "District Guide", *The Role of Districts in Developing High Quality School Emergency Operations Plans*, a Companion to the School Guide ([REMS 9.2019](#)), and the Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center [website](#), including the [REMS TA Center Virtual Toolkit \(ed.gov\)](#). NYSED encourages schools to integrate the federal and REMS guidance into their district-wide and building-level school safety plans.

To ensure that our school district's emergency planning efforts are aligned with the emergency planning practices at the national, state, and local levels, REMS guidance including vocabulary, processes, and approaches are integrated into our plan. Revising and adapting our plan using REMS principles and process will help ensure alignment with the terminology and approaches used across the nation.

The REMS Emergency Operations Plan (EOP), as followed by the school district, is anchored in three main pillars that include:

1. **Integrated, Collaborative Approach**; the plan is developed with the notion that everyone has expertise to share and that planning should be a collaborative effort aligned at all levels for a common purpose — to create a safe learning environment for children.
2. **Five (5) Preparedness Missions** (Prevent, Mitigate, Protect, Respond and Recover); the plan is developed with the notion that specific, complementary activities along a continuum foster a safe learning environment for children. This approach to

preparedness, represents an evolution in our collective understanding of national preparedness and is based on the lessons learned from terrorist attacks, hurricanes, school incidents, and other experiences.

- I. **Prevention** means the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident.
- II. **Mitigation** means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency. Mitigation involves the identification of risks and vulnerabilities, an assessment of resources and facilities, identification of stakeholders including knowledgeable and collaborative emergency responders and mental health resources, and the communication process.
- III. **Protection** means the capabilities to secure schools against acts of violence and manmade or natural disasters.
- IV. **Response** means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way.
- V. **Recovery** means the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

These mission areas generally align with the three time frames associated with an incident: **before**, **during**, and **after**. When planning, the paradigm before, during and after are used to consider actions we can take to help build capacity in each of the five mission areas. For example, we need to be ready to respond and recover throughout all five mission areas.

3. **Planning Principles**; the following six principles are key to developing a comprehensive high-quality school Emergency Operations plan (EOP) such as the school district's DWSSP and BLERPs that addresses a range of threats and hazards.
 - I. Planning must be **supported by leadership**. This principle translates into district-level prioritization of resources; allocation of time, budget, staff, etc.; and integration into district vision, policies, and practice.
 - II. Next, effective planning is built around comprehensive, ongoing **assessment** of the school community. Data gathered through assessments are used to **customize plans** to the building level, taking into consideration the school's unique circumstances and resources.
 - III. A comprehensive school emergency planning process must take into account a wide range of possible threats and hazards that may impact the school, addressing safety needs **before**, **during**, and **after** an incident. The assessments, community data, and local trends will help to identify the threats and hazards in a specific school setting.
 - IV. A key consideration is how specific threats and hazards might differ in severity depending on the population impacted. What are the **access and functional needs** of the whole school community? Are there students, staff, family, contractors, and other visitors who:
 - Have mobility issues (temporary or permanent) (e.g., sports injury, pregnancy, aging, wheelchair);

- Are in the process of learning English and require additional linguistic support;
 - Have a disability that impairs the way they receive and process information (e.g., autism, blind/deaf);
 - Are from a different racial/ethnic, cultural or religious background that requires considerations on particular safety practices, or
 - Require medical assistance (e.g., diabetic).
- V. School EOPs must account for incidents that may occur **during and outside the school day** as well as on and off campus. *This is even more significant now that schools have hybrid learning environments that may include outdoor classes, lunch, and other school activities.* Examples include:
- Outside activities (e.g., recess, physical education);
 - Before and after school (e.g., the school bus, gathering times and places immediately before and after school);
 - Outside of the school day (e.g., after school programs, athletic programs, clubs, school dances, weekend sporting events); and
 - Field trips during the school day and extended trips.
- VI. Creating and revising a model school EOP is done by following a **collaborative process**. If a planning team also uses templates, it must first evaluate their usefulness to ensure that the tools do not undermine the collaborative initiative and collectively shared plan. *Do not get stuck on what has been; focus on what needs to be.*

Research shows that creating positive school climates can help districts, schools, and teachers meet key goals, including: boosting student achievement and closing achievement gaps; increasing high school graduation rates; decreasing teacher turnover and increasing teacher satisfaction; and turning around low-performing schools. Positive school climates also enhance safety in the school and community by increasing communication between students, families, and faculty. At the same time, schools reduce various forms of harm to students that can stem from negative school climates, including violence, bullying, and even suicide. Positive school climates are inclusive of and responsive to students of all backgrounds, regardless of race, color, national origin, language, disability, religion, sex, sexual orientation, or gender identity

A positive school climate that provides students with ready access to emotional and behavioral support can affect the capacity of students and staff to prevent, respond to, and recover from emergencies. For example:

Prevention and Mitigation: A positive school climate can help to prevent emergencies because it can reduce the incidence of behaviors that can contribute to crisis (e.g., violence, bullying, harassment, substance abuse). Further, schools with positive school climates engage students in developing strong relationships with staff and peers, increasing the likelihood that students will quickly report potential threats to trusted adults within the school.

Protection and Response: Schools with positive school climates teach students the social and emotional competencies that enable them to develop persistence, tolerance of frustration, and ability to manage their emotions during an emergency. The teachers, counselors, school

resources officers, and other staff who create positive school climates train regularly on child and adolescent development, and on how to respond appropriately to a variety of student behaviors so they are able to de-escalate aggressive behavior before it becomes a threat to school safety.

Recovery: A positive school climate can help in the recovery from an emergency because it represents a commitment, even prior to an emergency, to providing emotional and mental health services and support to all members of the community. Schools with such a climate create an environment that recognizes the importance of social and emotional health, and so support the recovery of all members of the school community and promote an understanding that individual needs will vary in a post-emergency situation.

This focus helps schools promote a positive school climate when implemented as part of a single, comprehensive, and integrated strategy for improving student health and safety.

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. Purpose

The Waterford-Halfmoon District-wide School Safety Plan was developed pursuant to Commissioner Regulation 155.17. At the direction of the Waterford-Halfmoon Union Free School District Board of Education, the Superintendent of the Waterford-Halfmoon Union Free School District appointed a District-wide School Safety Team and charged it with the development and maintenance of the District-wide School Safety Plan.

B. Identification of Chief Emergency Officer

The **district**, through Board of Education annual appointment, designates the **Security Monitor** as the district's **Chief Emergency Resource Officer**, Board appointed on September 3, 2020, whose duties shall include, but not be limited to:

- a. Coordination of the communication between school staff, law enforcement, and other first responders;
- b. Lead the efforts of the district-wide school safety team in the completion and yearly update by September 1st, of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plan;
- c. Ensure staff understanding of the district-wide school safety plan;
- d. Ensure the completion and yearly update by September 1st, of building-level emergency response plans for each school building;
- e. Assist in the selection of security related technology and development of policies for the use of such technology;
- f. Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan yearly by September 15th;
- g. Ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807;
- h. Ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.

C. Identification of School Teams

The Waterford-Halfmoon Union Free School District has created a District-wide School Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations, school safety personnel, and other school personnel including bus drivers and monitors. Due to the size of the school district, the building level team and the district team will be one and the same. The district is a one building, K-12 school with all students and staff located in the same building as the district office. The district/local level team is composed of existing organizations. This team is made up of students that are from grades 5-12, teachers from the K-12, parents from the district, support staff, Director of Facilities and the administration. The district Health and Wellness Coordinator is a permanent member of this team.

The actual composition of the team is listed as follows:

- Board of Education Members
- Member of the Waterford Police Department
- Members from the Waterford Teachers Association
- Coordinator of the District Health and Wellness Committee
- Students from grades 7-12. These students are selected equally from grades 7-12 and are invited to meetings as necessary.
- Building Administrators; Principal and Assistant Principal
- Director of Special Education Services
- Parent representatives-these individuals are selected from our Parent Teacher Organization.
- Director of Facilities
- Member of the local CSEA union.
- Superintendent of the School District.

Along with the district and local level team, we have two additional teams that are activated when there is an emergency. The first of these teams is the Building Level School Emergency Response Team. This team is composed of our local Crisis Team members and the administration. The actual team members are:

- School Nurses-one responsible for grades K-6 and the other is responsible for grades 7-12.
- Director of Special Education Services.
- Guidance Counselors-one being a 5-8 counselor and the other being a 9-12 counselor.
- School Psychologist/Counselors
- Social Workers
- Building Administrators, and
- School Superintendent

The third team that the district has established is the District Post-incident Response Team. The members of this team are:

- School Nurses-one responsible for grades K-6 and the other is responsible for grades 7-12.
- Director of Special Education Services.
- Guidance Counselors-one being a 5-8 counselor and the other being a 9-12 counselor.
- School Psychologist/Counselors

- Social Workers
- Building Administrators
- School Superintendent
- Director of Facilities
- President of the Board of Education, or his/her designee.

D. Concept of Operations

- In developing the District-wide School Safety Plan the committee was interested in making sure that the steps that were necessary to ensure that our school would respond appropriately would apply to both the district and the local level. Thus, the steps that the district plan outlines for the response to a fire emergency or a bomb threat or whatever the emergency, relate directly to the building level response. As was mentioned earlier, the Waterford-Halfmoon UFSD is a one building school district. Therefore, it is most appropriate to respond with a district level response that matches what would be done at the building level.
- At the first meeting of the School Safety committee the direction taken was to first determine what specific emergency situations would be most likely to be encountered by this district. The administration provided a list of emergencies that have been encountered since the construction of our school in the early 1960's. Having begun the process with this information, the next step was to see what types of responses were given to each of the individual events. The most common events that this district encountered were the death of a staff member or student, severe weather and on occasion a bomb threat. As the years progressed, the incidents of bomb threats increased. The members of the committee, both school based and community based, provided an interesting perspective from their individual points of view. The community members were able to highlight what their concerns were for each incident type mentioned. After the committee developed their key types of emergencies, we took the actual documentation of the legislation, reviewed the list of emergency incidents, and incorporated them into the list that we had created. This then led to the creation of protocols for reaction for each.
- As was mentioned earlier in this document, the district and local response will be similar, if not identical. In the event of an emergency, the first step will be to notify an administrator or the Superintendent. If an administrator is the first person to become aware of the situation, they will call or contact the Superintendent immediately. If the Superintendent is unavailable, they will begin the notification of the Crisis Team. The district has established a phone tree to alert all members of the team to the situation. If a member cannot be reached it is the responsibility of the person that called this individual to call the next person down on the list until all are notified. A meeting of the Crisis Team will be called for 7:30 the next school day. This meeting will be run by the Superintendent or his/her designee. If there is the need for immediate reaction, the person that is leading the notification will call for an immediate meeting, including phone conferencing if necessary to formulate a plan of action. If there is imminent danger to the

school population or the school facilities, the police will be called. The Superintendent will notify the Board of Education members and will organize any public response that is necessary for the situation. As was stated earlier, a plan will be formulated and followed from there.

- Once the School Emergency Response Team has been activated, the Superintendent of Schools will be notifying the appropriate authorities. This means contacting our local police force. They act as a clearing house for all the emergency community organizations.

As stated earlier, they will contact the fire department, the ambulance, and the Red Cross if necessary. The Superintendent will be the main contact point for the district. The notification of the local police will be done immediately upon determining the type of serious incident that we are dealing with. Again, as stated earlier, if the Superintendent is unavailable or part of the incident and cannot be reached, a chain of command has been determined to address the needs of the district/local level Emergency Response Team.

- County and state authorities will be called in as protocols have been established with the local police force. Outside help will be involved upon request only. The contact points for these notifications have been outlined between the local police and the county and state agencies.

E. **Plan Review and Public Comment**

Pursuant to the Commissioner's Regulation, Section 155.17 (c)(3), **the district-wide school safety plan** is made available for public comment at least 30 days prior to its adoption.

- Building-level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provisions of law, in accordance with Education Law Section 2801-a.
- Full copies of the Building-level Emergency Response Plan **are submitted** to both local and State Police within 30 days of adoption **but no later than the October 1st deadline.**
- This plan is reviewed periodically during the year and is maintained by the district-wide school safety team. The required annual review will be completed on or before **September 1st** of each year after its adoption by the Board of Education. Within the Waterford-Halfmoon UFSD, this will be done at the last Board of Education Meeting in June.
- Full copies of the district-wide school safety plan and any amendments are submitted to the New York State Education Department within 30 days of adoption **and no later than October 1st**, by posting this public plan on the district's website. The district is required to

submit the web address/URL of the District-Wide School Safety Plan as part of the Basic Educational Data System (BEDS) collection beginning in October 2016.

Section II: Risk Reduction/Prevention/Mitigation and Intervention

A. Risk Reduction/Prevention and Intervention Components- Prevention/Intervention/Mitigation Strategies

The District-wide School Safety Plan includes strategies for improving communications among students, and between students and staff, and reporting of potentially violent incidents, such as the establishment of conflict resolution, creating a forum or designation as a mentor for students concerned with bullying or violence, and establishing reporting mechanisms for school violence.

To see the types of activities that the district has established to address these different types of strategies, please turn to Appendix A. Here we have listed in chart form each of the activities that we provide our students, faculty, and staff.

B. Training, Drills, and Exercises

The District-wide plan includes policies and procedures for annual multi-hazard training for staff and students. These types of activities are done on an annual basis. In some cases, the training and review are done in September when both the staff and students return to the school, in other cases, the training is done throughout the school year and finally for the exercises we provide the training on the last day of school.

Please see Appendix B for this information. Again, the material is listed in the chart provided.

Section III: General Emergency Protection and Response Planning

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

- Initial Actions
- Command Post Location (primary and secondary)
- **Shelter in Place:** Used to shelter students/staff inside the school
 - Severe Weather
 - Bomb Threat
 - HazMat Incident
- **Hold-In Place:** Limits student/staff movement while dealing with short term emergencies
- **Evacuation:** Used to evacuate students/staff from the school
 - Before, during and after school hours, including security during evacuation and evacuation routes
 - Evacuation/Relocation Sites (internal and external)

- **Lockout:** Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school.
 - **Lockdown:** Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.
 - School Cancellation
 - Early Dismissal
- B.** The district has identified various district resources that may be available for use during an emergency, including the identification of personnel, equipment and shelters. See confidential building-level emergency response plan for details.
- C.** Using the ICS (Incident Command System) the district has identified the school officials authorized to make decisions during an emergency. Through ICS, the procedures to coordinate the use of school district resources and manpower during emergencies are clearly defined. ICS also identifies the staff members and their backups assigned to provide assistance during emergencies.
- D.** The district has policies and procedures for annual multi-hazard school safety training for staff and students, including the strategies for implementing training related to multi-hazards. Beginning with the 2016-2017 school year, all staff will undergo annual training by September 15, 2016 and each subsequent September 15 thereafter on the building-level emergency response plan which includes components on violence prevention and mental health. New employees hired after the start of the school year receive this training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner. The district certifies that this training is completed during the October NYSED BEDS data collection.

The following procedures have been established to provide this training on an annual basis may include but not limited to: early dismissal/go home drill, shelter-in place, hold-in-place, evacuation/fire drills, lockout, lockdown, table top exercises and Incident Command System training.

- E.** The district conducts drills and other training exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local, county, and state emergency responders and preparedness officials. A debriefing concludes each test to determine if changes to the plan are necessary.
- Fire and Emergency Drills. The school district, at least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, conducts one test of its emergency response procedures under its building-level emergency response plan, including sheltering, lock-down, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time. Parents and guardians are notified at least one week prior to the drill. Drill procedures include testing the usefulness of the communications and transportation system during emergencies.

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

The July 2016 amendments expanded fire drill requirements to also include emergency drills to prepare students to be able to respond appropriately in the event of a sudden emergency. The statute now requires twelve drills to be conducted each school year, four of which must be lock-down drills, the remaining eight are required to be evacuation drills. There is still a requirement that eight of the required twelve drills must be completed in the first half of the school year by December 31st of each school year. Drills are conducted at different times of the school day. Pupils are instructed in the procedure to be followed in the event that a fire occurs during the lunch period or assembly. The school board ensures that information about drills is provided in the Faculty and Staff handbooks.

The statute now explicitly requires schools to conduct lock-down drills, which are essential, because they prepare students and staff to respond to the highest level of threat with the most urgent action and the least margin for error. The goal is to have schools conduct drills where they immediately clear hallways, lock doors and take positions out of sight to practice their ability to put the building into a protective posture as quickly as possible. These emergency measures allow time for responding law enforcement to arrive on scene and neutralize the threat. If possible, law enforcement should be involved in the drills to help prepare students and staff for their interactions and release from lock-down by uniformed officers and administrative staff. However, law enforcement and administration involvement is not required by the new legislative mandate. Other protective actions such as lock-out or shelter in place are emergency actions that are usually preceded by some degree of warning time and do not require the immediate response necessary for a lock-down. While the school should be well versed in their lock-out and shelter in place protocols, lock-down is the only type of protective action that is specifically required by the statute.

For after-school programs, events or performances conducted within a school building and include persons who do not regularly attend classes in the building, the principal or other person in charge of the building requires the teacher or person in charge of the after-school program, event or performance to notify attendees of the procedures to be followed in an emergency.

F. Effective April 1, 2021, NYS Labor Law §27-c, amends Labor Law §27-1 and adds a new provision to Education Law §2801-a, NYSED School Safety Plans. Labor Law §27-c, requires public employers to develop operation plans in the event of certain declared public health emergencies. Public employers, including public school districts, must prepare a plan for the continuation of operations in the event the Governor declares a public health emergency involving a communicable disease. The district's *Public Health Emergency Continuation of Operations Plan for Communicable Disease, Public Employer Health Emergency Planning* is in *Appendix V*.

Section IV: Responding to Threats and Acts of Violence

- A. The school refers to its **Crisis Intervention Plan** via the post-incident response team and the Multi-Hazard Emergency Response Guides located in the building-level emergency response plan. These are reviewed by the district-wide school safety team to ensure content and consistency throughout the district. These policies and procedures are for responding to implied or direct threats of violence by students, teachers, other school personnel including bus drivers and monitors, and visitors to the school, including threats by students against themselves, which includes suicide. When a student implies or specifically threatens self-inflicted violence including suicide, the school's **social worker** directly contacts the respective parents/guardians.

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APPENDIX A:

Risk Reduction/Prevention/Mitigation & Intervention Components, Prevention/Mitigation/Intervention Strategies

Program	Mentor(s)	# Of Students	Frequency of Meetings	Summary of Program
Character Education	K-6 Principal	All students in grades K-6	There are once a month meetings with an assembly each month to promote the Value of the Month.	This program is to promote values of good citizenship and healthy relationships within our school system. This provides student to student support as well as student to adult support.
Character Education for grades 7-12	Health Teacher	All students in grades 7-12	Many of these ideals are integrated into yearly health classes.	This program promotes the development of citizenship in the high school students within the high school. The students in registered health classes' deal with issues related to wellness education on a regular basis. Other students are provided instruction in citizenship to develop better student to student relationships and student to teacher relationships.
Peer Groups	Guidance Counselors and Social Workers in grades 7-12	Small group or individual contact- 1 student or groups up to 6	These groups meet on a weekly basis as needed.	This program helps students to learn how to cope with management skills. It promotes options for students to use rather than violence. Once a group has completed their counseling, another group replaces them.
Peer Mediation-Primary Level	K-6 Social Worker	Groups of 2 to 6 students	These groups meet on a weekly basis	This program teaches younger children how to handle conflict. This is done through the use of props and stories with cartoon characters. The topics of violence and diversity are high priorities with these groups.
DARE Program Grade 5 and 8	Officer T Williams	All grade 5 and 8 students are involved with this program (94)	These groups run approximately 23 per group; there are three or four groups yearly.	This is a non-violent training program aimed at conflict resolution and violence prevention. Students in grade 5 also receive training in gang resistance.
Before & After School Care and Summer Programs	TSL Adventures	Pre-registered school-aged children	School Year: Mon-Fri 2:30pm-6:00pm Summer:7:30am-5:30pm	Includes PM healthy snacks, daily activities, special guests, therapy dogs, access to gym & playground & homework help.

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APPENDIX B:
Annual Multi-hazard Training for Staff and Students

Type of Training	Training Provider (Name and Title)	Participants (Staff and/or students)	Frequency of Training
HAZCOM, Right To-Know, Universal Precautions, Blood borne Pathogens	Workplace Safety Consulting, LLC	All employees	Annually per school year
Lockdown/Lockout	Building Principals	All School Building employees & students	4 Lockdown drills per school year
Shelter in Place	Superintendent of Schools	All School Building employees & students	Annually per school year
BOCES-wide “Go Home Drill”/Emergency Evacuation Drill	Superintendent of Schools	All School Building employees & students	Done on an annual basis as a whole school drill-usually in October

APPENDIX C:
Review and Conduct of Drills and Other Exercises

Type of Drill, Functional Exercise or Tabletop Exercise	Facilitator (Name and Title)	Participants (staff and/or students) (number involved)	Frequency of Drill, Exercise or Tabletop
Fire/Evacuation Drills	High School Principal (Holds for the entire district)	All employees, visitors and students	6 between 9/1 and 11/30; 2 between 4/1 and 6/30; 2 during summer school; one of which is in the first week of the program
Lockdown	High School Principal in conjunction with the other building administrators	All employees, students, and visitors to the building	4 Annually; 2 in the fall/winter and 2 in the winter/spring
Lockout	Building Administration	All employees, students and visitors to the building	Annually during the fall and spring semesters
BOCES-wide “Go Home” Drill	Superintendent of Schools	All district personnel, Fire Department, Police Department, affiliated organizations (fire police, etc.)	Annually
Hostage Scenario Tabletop Exercise	Superintendent of Schools	Crisis team	Annually in fall of the school year
Shelter in Place	Building Level Administration	All district personnel, visitors and students (900)	Annually in Spring

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Appendix D:

Description of the Duties of the Hall Monitors and Any Other School Safety Personnel

Job Title	Job Description	Required Training	Frequency of Required Training	Hiring and Screening Process
Hall Monitor	on file in the Superintendent's Office	Violence Prevention Training per SAVE Legislation	Annually on the first Superintendent's Conference Day; Initial Training when Hired; Annually when staff is trained	Fingerprinting and criminal background check done per SAVE.
Security Monitor	on file in the Superintendent's Office	Visitor management training; Violence Prevention Training per SAVE Legislation	Initial training when hired; Annually when staff is trained; Annually on the first Superintendent's Conference Day.	Fingerprinting and criminal background check done per SAVE.

Appendix E:

School Building Security

Personnel, Devices and/or Procedures	Policy Reference	Security Procedure Summary	Area and/or Buildings Involved
Hall Monitors	See BOE policy related to Support Personnel	Hall monitors are stationed in key locations of the school building. This includes, but is not restricted to, bathroom areas, hallway intersections, and lobby areas. Their purpose is to monitor students' behavior and report possible inappropriate behavior as witnessed.	Halls, Lobbies and restrooms
Visitor Badge/Sign-In		All visitors to the building are required to sign in to the school. This is supervised by the building Security Monitor.	Main Entrance to the School.
School Buses		The district uses contract bussing for all major transportation services. This includes pick-up and drop-off of all students on a daily basis. The company has a limited number of cameras that are rotated through the buses that service our district. In the event that we have a problem on a bus, the camera is put on that bus for a longer period. This use of cameras is used to discourage and decrease school bus behavior problems.	All contract bussing vehicles.

Appendix F: Vital Educational Agency Information

The following information is confidential and only located in the Building-level School Safety Plan, which is protected from FOIL (Freedom of Information Law) requests.

Educational Agency Name and Address	Contact Person	Work and Home Phone Numbers	Student Population and Grade Levels	Faculty and Staff Population	Transportation needs
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Appendix G:
Early Detection of Potentially Violent Behavior

Policies & Procedures For Early Detection	Method Used to Disseminate	Group Receiving the Data	Dissemination Time Frame and Frequency
Annual Violence Prevention Training	Superintendent's Conference Day	All faculty, staff, and administration	Annually on one of the Superintendent's Conference Days held early in the school year.
SAVE required 2-hour training for certified faculty and staff	Workshops provided by school district trainers or personnel hired by the district.	Initially to all faculty, staff and administration	Annually on one of the Superintendent's Conference Days.
Integrating skills-based violence prevention education into health education and other related curricula	Lesson Plans based on current violence prevention skills.	A program for K-12 students modified to meet each age and grade level	Integrated into health classes in the senior high school and worked into our counseling program in the middle level grades. Our Primary integrates this material from the regular classroom teachers and the prevention programs offered.

Appendix H:
Hazard Identification

Method of Hazard Identification	People Involved	Comments and Feedback	Frequency of Review
Safety audit and school walk-through.	New York State Police; Waterford Police Department; Waterford Fire Department; members of the School Safety Committee	As the police make suggestions, a designated member of the school safety committee takes notes. At the next meeting the committee addresses the suggested ideas and how to address the suggestions	The safety audit is done on a yearly basis.
Committee meetings and discussions and detailed list of potential hazard locations.	District-wide School Safety Committee and all building administrators/Crisis Team members	The suggestions from the School Safety Audit are discussed and the individuals present discussed potential hazardous situations within the district. A chart was developed with designations of hazardous materials and potentially dangerous areas were identified.	This committee/meeting is held at least yearly and if necessary, more frequently. The information that is generated is reviewed annually and updated.

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Appendix I

Protection and Response: Notification and Activation for Contacting Appropriate Law Enforcement

Policies & Procedures	Internal Communication	External Communication	Training
<p>Protocols for responding to bomb threats, hostage taking, intrusions, and kidnappings have been established. These protocols have been given to and reviewed by local and State Police. Protocols, such as bomb threat procedures, follow the response options as NYSED laws allow.</p>	<p>Eyewitnesses can inform the Main Office to call for assistance. The police will be called and other responders as deemed necessary. The local police are the main contact point for all district emergencies. Contact Sheets are attached to the local, confidential plan.</p>	<p>The school building will activate the Incident Command System as soon as possible. Emergencies at this level will also activate the District-level ICS Emergency Response Team. The responding police are an invaluable resource that will be looked upon for response and unified ICS</p>	<p>Annual training in the proper protocols is given to faculty, staff, administration, and students. All practice various drills, such as lockdown and lockout.</p>
<p>The district will contact the appropriate law enforcement officials in the event of a violent incident or other emergencies as needed.</p>	<p>Eyewitnesses can inform the Main Office to call for assistance. The police will be called and other responders as deemed necessary. The local police are the main contact point for all district emergencies. Contact Sheets are attached to the local plan.</p>	<p>The district uses the Incident Command System to communicate with responding agencies and activates the Public Information Officer as needed. The district ICS protocols have been shared with responding fire, police and EMS agencies</p>	<p>Covered annually at the start of the school year and at the start of second semester as necessary.</p>

Appendix J:

Regulatory Component with Regulatory Citation: Informing All Educational Agencies

Note: All names and phone numbers are maintained in the confidential Building-level School Safety Plan, regarding the system for notifying educational agencies located within the district.

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Appendix K:

Protection and Response: Notification and Activation for Contacting Parents and Guardians

Policies and Procedures	Internal & External Communication	Emergency Contacts	Method of Communication
<p>The district will contact the appropriate parent or guardian in the event of a violent incident or other emergencies that directly involve their child. The district will inform the employees, parents, and students of a violent incident or emergency in a manner that ensures accurate, timely, and consistent information.</p>	<p>Eyewitnesses can contact 911 directly and then inform the Main Office or Eyewitnesses can inform the Main office to call 911, whichever expedites calling the police and/or other responders needed. The principal and school nurse will contact parent/guardian and inform them of all details pertinent to share. The information may include: summary of incident, location of student, if in transit, the destination and who has accompanied their child, if an ambulance is involved.</p>	<p>Each September the school will request and collect pertinent emergency contact information for every student in the school. The parents and guardians will be reminded to keep the school informed of any changes to this information. All emergency contact cards will be located in the school nurse's office.</p>	<p>As needed, the district will use letters home to parents, memos to faculty and staff and meetings to disseminate information regarding violent incidents or other emergencies.</p>
<p>All parents and guardians will be informed at the beginning of the school year of the district's policy regarding contacting them in the event of an emergency involving their child. All special needs will be taken into account, such as providing the information in the primary language of the parent or guardian.</p>	<p>This information will be included in the September or October newsletter. If there are parents or guardians that do not speak English, the information will be provided for them in their native language.</p>		<p>This newsletter is communicated through both the internet and the normal mail system.</p>
<p>The school will use School Messenger to contact all impacted parents. The phone trees are updated and tested annually shortly after the beginning of the school year.</p>	<p>There are designated individuals who will be making these calls. They have locations to call from and will be given instruction as to what is to be said.</p>		<p>These calls will be made through the district phone system.</p>

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Appendix L:
Situational Protection and Responses: Multi-Hazard Response

Multi-Hazard Response	Basic Response Procedures	Student, Faculty & Staff Accountability & Evacuation (before, during and after school) Including Special Needs	Communication & Transportation	District Resources and Grab & Go Bags
<p>The district has detailed procedures in the confidential Building-level School Safety Plan for the following potential emergencies: Air Pollution, Anthrax/Biological Aviation Crash, Building Structural Failure, Bomb Threat, Civil Disturbance, Crimes Against People, Earthquake, Electrical System Failure Energy Supply Loss, Epidemic, Explosion, Fire Alarm Activation, Flood, HAZMAT on & off site, Heating System Failure, Hostage Situation, Intruder Situation, Loss of Building, Loss of Busses, Mass Casualty, Medical Emergency, Natural Gas Leak, Radiological, Roof Leak/ Failure, School Bus Accident, Severe Weather Emergency, Threats of Violence, Toxic Exposure and Water Emergency</p>	<p>The district has annual training and drills for the following procedures: Lockdown, Lockout, shelter-in-place, duck and cover, early dismissal, school cancellation and evacuation. These basic procedures can be used on a case-by-case basis as best fits the incident at hand. Specific details are included in the confidential Building Level School Safety Plan. The district uses ICS. The Incident Commander determines how many or few ICS branches are to be activated.</p>	<p>A. During each drill or real emergency, all students, faculty, and staff are accounted for. The attendance also allows for the addition of visitor accountability via the Main Office sign-in/sign-out log. Each teacher is responsible for the attendance of his/her students.</p> <p>B. The district has a procedure for programs held before and after school hours.</p> <p>C. As required by NYSED, all non-ambulatory people on floors above or below the ground level are informed of the “Safe Rooms” that are to be used in the event of an emergency evacuation. The fire department and the designated staff have been involved in this plan.</p>	<p>These details are located in the confidential Building-level School Safety Plan.</p>	<p>These details are located in the confidential Building-level School Safety Plan.</p>

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Appendix M:
Responses to Acts of Violence: Implied or Direct Threats

Policies and Procedures
The district has a written policy for responding to acts of implied violence or direct threats of violence, which is included in the Code of Conduct.
All hall monitors will receive initial and annual training in de-escalation or potentially violent situations.
Every September, all faculty, staff, students, and parents will receive information about the signs of direct and implied threats of violence, what the school wants them to do in that situation, and who to report these threats to. The district has procedures that are outlined in the safety plan to address actions to be taken, such as lockdown, lockout.
The school’s attorney has defined the terms “implied” and “direct” threats and these definitions are included in the district’s Code of Conduct.

Appendix N:
Acts of Violence

Policies and Procedures
The district has written policies that address acts of violence, which are included in the school code of Conduct, Policy Book, Students Handbook, and Faculty and Staff Handbooks.
Every September, all faculty and staff receive instruction on the policies of the district with respect to violence and violent acts. It should be noted that when the district goes into a lockdown, the district is also in a state of Lockout.
The district has specific policies addressing weapons on school grounds (this includes within the school and on the grounds as well as busses), sexual harassment, and the use of drugs and alcohol.

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Appendix O:
Protection and Response Protocols

Protection and Response Protocols	Comments and Attachments
<p>The district has identified appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-taking, intrusions, and kidnappings. There are response procedures for shelter-in-place, evacuation, lockdown, and/or lockout. These response protocols are district protocols and are used in the school building.</p>	<p>The details of these response protocols are located in the confidential Building-level School Safety Plan as recommended by the District-Wide School Safety Team and the NY State Police and/or local police. The specific protocols are shared with all employees and drills are conducted with all employees and students in September of each school year and again in late spring of each school year.</p>
<p>The District-Wide School Safety Team has invited local emergency responders (Fire, Police, EMS, County Emergency Personnel, etc.) to attend the committee meetings where they have discussed the district response protocols for evacuation, lockdown, and lockout. Responder suggestions have been incorporated into the protocols. Written response agreements have been established between the district and various response agencies.</p>	<p>A copy of the members of the local agencies that attend meetings to discuss protocols are located in the confidential Building-level School Safety Plan.</p>
<p>The district has established a chain of command through the Incident Command System (ICS) that clearly identifies the Incident Commander, who has emergency decision making authority, and the faculty and staff assigned to specific roles and responsibilities. The roles are identified for the primary person in each role as well as the first and second backup person, should the other individual(s) not be available or able to perform their assigned role. ICS allows the district to coordinate the designated school manpower with the district resources through their Logistics branch. The team members, roles, and responsibilities are reviewed on an annual basis and updated on an as needed basis.</p>	<p>The district building, a one district building, has used ICS to assign roles and responsibilities to their respective Emergency Response Team. This team is part of the confidential Building-level School Safety Plan. For the sake of school safety, the details are not attached. The district does not want to publish the names and phone numbers of key school emergency response team members as recommended by the State and/or local police. The team members have been trained in their roles and practice them during drills.</p>
<p>The school will use a confidential phone tree along with the building-level phone tree to contact all educational agencies within the district boundaries to inform them of any known or pending emergency within or near the district boundaries. The district will use the educational agency data from the Building-level School Safety Plan F. If phones are down, then the media via Television and Radio will be used to communicate emergency information.</p>	<p>For confidentiality purposes, the educational agency details will remain in the confidential Building-level School Safety Plan as recommended by the State and/or local police agencies.</p>
<p>Attendance of all students, faculty, staff, and visitors is verified at the beginning of all drills/incidents, at the end of all drills/incidents and anytime people are moved from one location to another. Current student rosters, faculty/staff lists and visitor sign-in/sign-out logs from the main office are important tools to verify building occupancy during an incident. All visitors must sign-in/sign-out at the greeter's desk and wear a visitors badge in plain sight. All employees must wear the district's employee badges.</p>	<p>The district on an as needed basis upgrades the employee badges so all staff are current with their information.</p>

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APPENDIX P:

Arrangements for Obtaining Emergency Assistance from Local Government and Procedures for Obtaining Advice and Assistance from Local Government Officials

<p style="text-align: center;">Procedures for Obtaining Advice and Assistance from Local Government Officials</p>	<p style="text-align: center;">Arrangements for Obtaining Advice and Assistance from Local Government Officials</p>
<p>The district uses the Emergency Reference Card to determine which emergency responders and officials need to be contacted under what circumstances. These Emergency Reference Cards are given to all district office administrators, principals, supervisors, security, head custodians, and their secretaries.</p>	<p>The District-Level School Safety Team has included the Local Police, Sheriff, State Police, Fire Chief, EMS, American Red Cross, County Emergency Coordinator, the Mayor, the Town Supervisors of our school district, etc. To attend various meetings during each year since the inception of this legislation. The initial meeting of this group had one specific topic for discussion, which was Article 2-B of the Executive Law. The procedures and expectations of school and government officials were discussed. It was agreed that this topic would be discussed annually as members of this group changed.</p>
<p>Security assessments have been made involving state/local police, fire, EMT, and Building-level School Safety Team members.</p>	<p>As verbal suggestions are made, a designated school person takes notes. These notes are then reviewed at the next Building-level School Safety meeting and prioritized for putting into place or adjusting current practice.</p>

APPENDIX Q:

District Resources Available for use in an Emergency

Note: This appendix will appear in the confidential Building-level School Safety Plan only.

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APPENDIX R:

Procedures to coordinate the use of School District Resources and Manpower during an Emergency.

Procedures to Coordinate Resources and Manpower	Officials Authorized to Make Decisions	Assigned Staff Members and Responsibilities
<p>The district has established a chain of command through the Incident Command System (ICS) that clearly identifies the Incident Commander, who has emergency decision making authority, and the faculty and staff assigned to specific roles and responsibilities. The roles are identified for the primary person in each role as well as a 1st and 2nd backup person, should the other individual not be available or able to perform their assigned role. ICS allows the district to coordinate the designated school manpower with the district resources through their Logistics branch. The team members, roles, and responsibilities will be reviewed on an annual basis and updated as needed.</p>	<p>The district and each school building have used ICS to assign roles and responsibilities to their respective Emergency Response Teams. In the Incident Command System, the Incident Commander (IC) has the authority to make official decisions on behalf of the school district. All recommendations, suggestions, and decisions must be reviewed by and approved by the IC. In the event of an incident that involves emergency responders, the district IC will connect with the responders' ICs in a Unified Command Post.</p>	<p>The District-level and Building-level ICS teams are part of the confidential Building-level School Safety Plan. For the sake of school safety, the details are not included. The district does not publish the names or phone numbers of key school emergency response team members as recommended by local and state police agencies. The team members have been trained in their roles and practice them during drills. Each school Emergency Response Team consists of:</p> <ul style="list-style-type: none"> · Incident Commander (IC) · Safety · Liaison · Public Information Officer (PIO) · Operations · Logistics · Planning & Intelligence · Finance/Administration · Incident Log/Scribe · Command Post

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APPENDIX S:

Protective Action Options

By October 1st of each school year, the superintendent and chief school administrator provide written information to all students and staff about emergency procedures.

Protective Action Options	Supporting Evidence
a) School Cancellation; the district has a policy and procedure of school cancellation.	The general procedures are shared with all faculty, staff, parents, and students through the district school newsletters sent home. Key school administrators with specific roles and responsibilities have written procedures, contact names and phone numbers to initiate the school cancellation procedure. These details are kept in the confidential District Office Building-level School Safety Plan.
b) Early Dismissal; the district has a policy and procedure for early dismissal.	The general procedures are shared with all faculty, staff, parents, and students through the district newsletter and with communications from the school. Key school administrators with specific roles and responsibilities have written procedures, contact names and phone numbers to initiate the early dismissal procedure. These details are kept in the confidential District Office Building-level School Safety Plan.
c) Evacuation; the district has a policy and procedures for evacuation.	The general procedures are shared with all faculty, staff, parents, and students through the district mailings and newsletters. Key school administrators with specific roles and responsibilities have written procedures, contact names and phone numbers to initiate the evacuation procedure. These details are kept in the confidential District Office Building-level School Safety Plan.
d) Sheltering; the district has a policy and procedure for sheltering.	The general procedures for sheltering have been shared with appropriate staff and Red Cross personnel. Key administrators with specific roles and responsibilities have written procedures, contact names and phone numbers to initiate the sheltering procedure. These details are kept in the confidential District Office Building-level School Safety Plan.
e) Lockdown and Lockout; the district has a policy and procedures for lockdown and lockout.	The general procedures are shared with all faculty, staff, parents, and students through the district school newsletters sent home. Key school administrators with specific roles and responsibilities have written procedures, contact names and phone numbers to use during lockdown and lockout. All employees and students are trained in how to initiate a lockdown or lockout. These details are kept in the confidential District Office Building-level School Safety Plan.

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APPENDIX T:

Recovery: District Support for Buildings and Disaster Mental Health Services.

Recovery & Mental Health Services
<p>RECOVERY: The district has follow-up and post-incident policies and procedures, including templates, sample letters and procedures for various potential “aftermath” scenarios for death by violence, gang terrorism, student terrorism, suicide, etc. The templates and past practices are reviewed annually and updated as needed.</p>
<p>RECOVERY: After threats of violence and/or actual violent incidents, the district sends home a letter summarizing the concern, what has been done, and how people can get further assistance if needed.</p>
<p>RECOVERY: If needed, on the day of the incident and/or threat, the school holds a faculty/staff meeting at the end of that day if possible or at the start of the next school day. If the incident warrants the delay of school in order to facilitate such a meeting, then that is done to prepare all faculty & staff.</p>
<p>RECOVERY: This district has a post incident response team that meets to review the incident and the actions taken.</p>
<p>RECOVERY: The district-wide Emergency Response Team members have had ICS training and know their roles and responsibilities. Each team member has been assigned to a location within the one district building. If needed they will work with other members of the team via direct connect phone/intercom system.</p>
<p>RECOVERY: The district has designated district staff to coordinate resources from the county and state to work with local officials in evaluating damage assessment of district property and to document cost-related emergency expenditures</p>
<p>RECOVERY: The district has speculated on the potential availability of local buildings in the event any school could not be re-occupied for an extended period of time. A list of possible buildings and contact names has been generated as a result.</p>
<p>Mental Health Services: The district has a plan to assist schools in the coordination of mental health services as needed. The district has developed a list of mental health agencies that will assist in the event it is necessary to call up on them for help. Educators play a critical role in the success of students, not just academically, but socially and emotionally as well. Knowing how to recognize the signs of crisis, emotional trauma and other related mental health issues is critical. Additional resources are provided through NYSED’s mental health guidance for educators available via: http://www.p12.nysed.gov/sss/documents/MentalHealthResourcesforEducators.pdf, including the one page summary from the U.S. Department of Health and Human Services, titled “What Educators Should Know”.</p>

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APPENDIX U:

Required Plan Development Procedures: District-wide School Safety Team and District-wide School Safety Plan Review and Public Comment.

DETAILS	DOCUMENTATION
The Waterford-Halfmoon Board of Education appointed the first District-wide School Safety Team on June 22, 2001, and annually appoints the school year's team each June thereafter.	Board Minutes.
The team consists of representatives from the Board of Education, teachers, administration, PTO, and other school personnel including bus drivers and monitors.	The names are maintained in the confidential Building-level School Safety Plan.
The District-wide School Safety Team develops the District-wide School Safety Plan as charged by the Board of Education.	Board Minutes annually in May and June.
The original District-wide School Safety Plan was made available for public comment on May 22, 2001. The Board adopted the original plan on June 28, 2001, and in June annually thereafter.	The dated public notice and the Board minutes reflect dates.
The original public hearing was held on May 22, 2001 and provided participation of school personnel, parents, students, and any other interested parties. The Board adopted the original plan on June 28, 2001. The annual public hearing is held prior to the annual Board adoption.	Reflected in the public hearing minutes.
The District-wide School Safety Plan was made available for public comment on July 27, 2018; May 8, 2020; February 11, 2021; June 16th, 2022;	S.A.V.E. document presented at Board of Education meetings. Reflected in Board minutes.

APPENDIX V:

*WATERFORD-HALFMOON
UNION FREE SCHOOL DISTRICT*



Public Health Emergency
Continuation of Operations Plan
An Appendix of the District-wide School Safety Plan

Original date of approved plan, BOE: March 18th, 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 paragraph m 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 WAA, WTA and 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 Waterford-Halfmoon 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 paragraph m 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.

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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 paragraph m 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 Waterford-Halfmoon 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 Waterford- Halfmoon 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 Waterford-Halfmoon 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 Superintendent of Schools or designee will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The Superintendent of Schools of the Waterford-Halfmoon 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 Waterford-Halfmoon 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 Waterford-Halfmoon 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 Waterford-Halfmoon School District

The Waterford-Halfmoon 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

Priority 1 identifies the most essential of functions, with priority 4 identifying functions that are essential, but least among them.

The mission essential functions for the Waterford-Halfmoon School District have been identified as:

Essential Function	Description
Information Technology/Continuity of Operations and Instruction	Provides hardware and software for staff and students to facilitate continued education in remote learning environments necessary for continuity of instruction and education. Also responsible for troubleshooting technical issues that may arise during the distance learning process, the offering of best practices in communication to ensure that students are able to access curricular materials, and for helping staff members disseminate information related to both academic and social-emotional education.
Buildings and Grounds	Continues to upkeep the campus during remote work and learning and ensures that all buildings and grounds are properly maintained, regularly cleaned, and disinfected as necessary to ensure the safety of school community members.
District Office	Oversight and management of the functions performed by employees in the Superintendent’s office and the business office to ensure that regular business operations and services continue as necessary and/or mandated.
Health Office/Health Services	Upon consultation with the Saratoga 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	Oversight of the day-to-day functioning and support of the school community.
Child Care	The district works with the TSL Adventures after school program and other local child care providers to set up child care, either on-site and/or an off-site location.
Teaching/Instruction	Provide curriculum instruction to students (depending on remote/hybrid/in-person learning models)

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
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Information Technology/Continuity of Operations and Instruction	<ul style="list-style-type: none"> ● Computer Network Manager 	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
	<ul style="list-style-type: none"> ● Assistant Network Manager 	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 and Operations	<ul style="list-style-type: none"> ● Responsible for overseeing and providing direction to the facilities and grounds employees to ensure a safe working environment.
	<ul style="list-style-type: none"> ● Custodians ● Cleaners ● Maintenance Workers ● Groundskeeper(s) ● Supervisor/Supervising Custodian 	<ul style="list-style-type: none"> ● 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.
	Director of Support Services	Responsible for assisting the Superintendent in the administration of special educational programming.
	<ul style="list-style-type: none"> ● Business Manager ● Executive Assistant to the Business Manager ● Financial Support Specialist 	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; Responsible for assisting the school district as a liaison to district personnel, providing guidance for personnel functions, and ensuring the complete and effective compliance with personnel policies, protocols, and practices.
	Superintendent, as the Pandemic Administrator/Coordinator	Responsible for helping the school district come in to and remain in compliance with all aspects of reopening plans, reopening activities, and guidance related to reopening.
Health Office/Health Services	School Nurses	Assists building and district administrators by communicating with the local health department for guidance;
	School Nurses (cont.)	Responsible for assessing ill students and staff and assisting in contact tracing efforts.
School Building Main Office Staff	<ul style="list-style-type: none"> ● High School Secretary ● Elementary Secretary 	Responsible for answering phones, providing support to building administrators, responding to

	<ul style="list-style-type: none"> Chief Emergency Resource Officer (as needed) 	emails, screening 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 Employees	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 and Assistant 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.
Teaching/Instruction	Teachers/Faculty	Provide curriculum instruction to students (depending on remote/hybrid/in-person learning models)

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

*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 or designee, in consultation with 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 from the Superintendent and building/department administrators for dissemination to their respective staff. The Business Manager 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 their IT Manager 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 Waterford-Halfmoon 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

Staggering Work Shifts of Essential Employees – Reducing Overcrowding

Depending on the exact nature of the communicable disease and its impact, the Waterford-Halfmoon School District is prepared to enact numerous strategies to reduce traffic congestion and maintain social distancing requirements in order to minimize building occupancy. The following may be considered:

- Limiting building occupancy to 25%, 50% or 75% of capacity or the maximum allowable by State or Local guidance.
- Forming employee work shift teams to limit potential contacts.
- Limit employee travel within the building.
- Limit restroom usage to specific work areas.
- Stagger arrival and dismissal times.
- Alternate work-days or work weeks.
- Limit or eliminate visitors to the building.

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

Identification of Personal Protective Equipment Based on Job Duties

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

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

Procurement of Personal Protective Equipment

The Business Manager shall track PPE inventory in the building in the form of an inventory report that will be submitted 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 Business Manager will notify the Executive Assistant to the Business Manager, who will then contact one or more of the vendors on the District-approved suppliers 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 Saratoga 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 Saratoga 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.

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.

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 Waterford-Halfmoon School District to support contact tracing within the organization and may be shared with local public health officials. A daily log of all cleaning will be kept in each and every room. This log will be reviewed by custodial designees of the Director of Facilities.

Housing for Essential Employees

There are circumstances within a public health emergency when it may be prudent to have essential employees lodged in such a manner which will help prevent the spread of the subject communicable disease to protect these employees from potential exposures, thus helping to ensure their health and safety and the continuity of the Waterford-Halfmoon 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.

Plan Timetable

DISTRICT ACTION	DEADLINE	COMPLETION DATE
Draft Amended DWSSP Sent to WHUFSD District-Wide School Safety Team for input and edits	Before it is sent to the Labor Unions	June 2022
Draft Amended DWSSP Sent to WAA, WTA and CSEA		June 2022
BoE Public Notice/Public Comment required for amended DWSSP	30 days before BoE plan approval	June 16th, 2022
Written Response to Labor Union Comments, if applicable	Prior to BoE plan approval	N/A
Board of Education Approval Date		August 4th, 2022