

**Cobleskill-Richmondville Central School District**

**DISTRICT-WIDE SCHOOL SAFETY PLAN**

**2022-2023 School Year**

**Revised: July 2022**  
**Approved by BOE August 29, 2022**

**Cobleskill-Richmondville Central School District**  
**District-Wide School Safety Plan Table of Contents**

<b>Introduction</b>	page 1
<b>Section I: General Considerations and Planning Guidelines</b>	pages 1-2
<ul style="list-style-type: none"><li>● Purpose</li><li>● Identification of Chief Emergency Officer</li><li>● Identification of School Teams</li><li>● Concept of Operations</li><li>● Plan Review and Public Comment</li></ul>	
<b>Section II: General Emergency Response Planning</b>	pages 3-5
<ul style="list-style-type: none"><li>● Identification of Potential Emergency Sites</li><li>● Response Plan Options</li><li>● District Resources</li><li>● District Resource Coordination</li><li>● Annual Multi-Hazard Training</li><li>● Annual Drills and Exercises</li></ul>	
<b>Section III: Responding to Threats and Acts of Violence</b>	pages 5-6
<ul style="list-style-type: none"><li>● Responding to Threats of Violence</li><li>● Responding to Acts of Violence and Zero Tolerance</li><li>● Law Enforcement Involvement</li><li>● Identification of Appropriate Responses</li></ul>	
<b>Section IV: Communication with Others</b>	pages 7-8
<ul style="list-style-type: none"><li>● Obtaining Local Emergency Assistance</li><li>● Obtaining County and State Emergency Assistance</li><li>● Educational Agencies within District Boundaries</li><li>● NYS/BOCES Communication Flow Chart</li><li>● ICS Communication</li></ul>	
<b>Section V: Prevention and Intervention Strategies</b>	page 8
<ul style="list-style-type: none"><li>● Building Security</li><li>● Early Detection</li><li>● Prevention/Intervention Strategies</li><li>● Student Programs</li><li>● Job Duties (hall monitors and security)</li></ul>	
<b>Section VI: Recovery</b>	pages 9-10
<b>Appendix A: District Buildings, Contacts and Phone Numbers</b>	page 10
<b>Appendix B: Potential Hazardous Sites</b>	page 10
<b>Appendix C: Continuity of Operations During a Pandemic or other Public Health Emergency</b>	

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

**Introduction**

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

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

**Section I: General Considerations and Planning Guidelines**

**A. Purpose**

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

**B. Identification of Chief Emergency Officer**

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

- a. Coordination of the communication between school staff, law enforcement, and other first responders;
- b. Lead the efforts of the district-wide school safety team in the completion and yearly update by September 1, of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans;
- c. Ensure staff understanding of the district-wide school safety plan;
- d. Ensure the completion and yearly update by September 1, 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 15.
- g. Ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807.

- h. Ensure the development of protocols for responding to a declared state disaster emergency involving a communicable disease that are substantially consistent with the provisions of section 27-c of the Labor Law.

### **C. Identification of School Teams**

The Cobleskill-Richmondville Central School District has created a district-wide school safety team appointed by the board of education consisting of, but not limited to, representatives of the school board, teacher, administrator, and parent organizations, school safety personnel and other school personnel. The members of the team by title are as follows:

- A representative of the School Board
- Superintendent
- Teacher
- President of Parent Organization
- Director of Facilities
- School Secretary

### **D. Concept of Operations**

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

### **E. Plan review and public comment**

- This plan shall be reviewed and maintained by the Cobleskill-Richmondville Central School District, district-wide school safety team and reviewed on an annual basis on or before September 1 of each year. A copy of the plan is available in the Superintendent's office.
- Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan was made available for public comment 30 days prior to its initial adoption, which was in June of 2001. The district-wide school safety plan was then adopted by the School Board in July of 2001 after the one, required public hearing that provided for the participation of school personnel, parents, students and any other interested parties.
- While linked to the district-wide school safety plan, the building-level emergency response plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a. The building-level emergency response plans shall be kept confidential and shall not be disclosed except to authorized department staff and law enforcement officers.
- Full copies of the district-wide school safety plan and any amendments are submitted to the New York State Education Department within 30 days of adoption by posting this public plan on the district's website. The building-level emergency response plans are supplied to the

Village of Cobleskill Police, the Schoharie County Sheriff's Department and NYS State Police within 30 days of adoption.

## **Section II: General Emergency Response Planning**

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

### **A. Identification of sites of potential emergency, including:**

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

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

- Initial Actions
- Command Post Location (primary and secondary)
- **Shelter in Place:** Used to shelter students/staff inside the school
  - Severe Weather
  - Bomb Threat
  - HazMat Incident
- **Duck and Cover:** Used during high wind events.
- **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

Emergencies include, but are not limited to:

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

- C. The district has identified various district resources that may be available for use during an emergency, including the identification of personnel, equipment and shelters.
- D. Using the ICS (Incident Command System) the district has identified the school officials authorized to make decisions during an emergency. Through ICS, the procedures to coordinate the use of school district resources and manpower during emergencies are clearly defined. ICS also identifies the staff members and their backups assigned to provide assistance during emergencies.
- E. The district has policies and procedures for annual multi-hazard school safety training for staff and students, including the strategies for implementing training related to multi-hazards. Beginning with the 2016-2017 school year, all staff will undergo annual training by September 15, 2016 and each subsequent September 15 thereafter on the building-level emergency response plans which include 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 to include but not limited to: early dismissal/go home drill, shelter-in place, duck and cover, evacuation/fire drills, lockout, lockdown, table top exercises and Incident Command System training.
- F. The district conducts drills and other training exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local, county, and state emergency responders and preparedness officials. A debriefing concludes each test to determine if changes to the plan are necessary.  
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.

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

The July 2016 amendments expanded fire drill requirements to also include emergency drills to prepare students to be able to respond appropriately in the event of a sudden emergency. The statute now requires twelve drills be conducted each school year, four of which must be lock-down drills, the remaining eight are required to be evacuation drills. There is still a requirement that eight of the required 12 drills must be completed in the first half of the school year. However, the date of completion has been changed from December 1 to December 31 of each school year.

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

### **Section III: 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 and visitors to the school, including threats by students against themselves, which includes suicide. The following types of procedures are addressed in the plan:
- The use of staff trained in de-escalation or other strategies to diffuse the situation. Training is provided through our Handle with Care Program and Character Education.
  - Informing the Superintendent or designee of implied or direct threats.
  - Determining the level of threat with the Superintendent and building-level emergency response team members.
  - Contact the appropriate law enforcement agency, if necessary.
  - Monitoring the situation, adjusting the district's responses as appropriate to include possible implementation of the building-level emergency response team.
  - Communication will be made with parents/guardians. When a student implies or specifically threatens self-inflicted violence including suicide, the school's counselors, psychologists and social worker directly contact the respective parents/guardians.
- B. The Multi-Hazard Emergency Response Guides in the building-level emergency response plan provide guidance on the district's policies and procedures for responding to direct acts of violence (i.e., Crimes Against Persons, Hostage Taking, Intruder and Kidnapping) by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence. The following types of procedures are addressed in the plan:

- Inform the Superintendent/designee
- Determine the level of threat with the superintendent/designee and the building-level emergency response team.
- If the situation warrants, isolate the immediate area.
- Monitor the situation; adjust the level of response as appropriate; if necessary, initiate lockdown, evacuation, sheltering and/or early dismissal procedures as needed.
- Contact the appropriate law enforcement agency.

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

C. Response protocols are identified in the Building-level Emergency Response Plan in the ICS format along with definitions of ICS Roles and Responsibilities. The Multi-Hazard Emergency Response Guides address specific procedures for responding to bomb threat, intruders, hostage takings and kidnapping.

D. The following protocols for appropriate responses to emergencies are provided as examples of responses to bomb threats, hostage takings, intrusions and kidnappings:

- Identification of decision-makers.
- Plans to safeguard students and staff.
- Procedures to provide transportation, if necessary.
- Procedures to notify parents.
- Procedures to notify media.
- Debriefing procedures.

E. The district has established policies and procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal. In the Cobleskill-Richmondville Central School District, the following communication methods are taken:

- For small-scale incidents, school personnel directly call the parents/guardians of all students directly impacted by any acts of violence. All other parents/guardians receive an informational letter. The Crisis Intervention Plan and post-incident response team are activated and available. As needed, community meetings are scheduled in a timely manner for further discussion.
- For any major incident, the district uses SchoolMessenger communication systems and will work with the media (TV, radio) to relay pertinent school related information (i.e., how and where can parents be reunited with children, etc.) It is unfortunate, but important to remember that major emergencies can quickly tie up phone lines with incoming and outgoing calls and roads can be quickly blocked by the traffic of emergency vehicles, concerned parents and community members. School personnel directly call the parents/guardians of all students directly impacted by any acts of violence. All other parents/guardians receive an informational letter. Community meetings are scheduled in a timely manner, for further discussion to include the Crisis Intervention Plan and post-incident response team.
- The district uses SchoolMessenger as our emergency communication platform.

#### **Section IV: Communication with Others**

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

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

- Transportation needs
- Business and home telephone numbers of key officials of each such educational agency

### **Section V: Prevention and Intervention Strategies**

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

- A. The district has developed policies and procedures related to school building security, including, where appropriate: visitor sign-in and badge procedures, employee badges, security procedures.
- B. The Cobleskill-Richmondville Central School District has implemented procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to: the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information. The district has and continues to participate in programs such as: child abuse and prevention workshops, programs designed to provide staff on how to identify potentially violent behaviors and other risk factors. The district additionally employs school counselors and psychologists, social worker, special education staff and school nurses who are instrumental in assisting the district in identifying early warning signs in students, early intervention/prevention strategies and the development of violence prevention instruction for staff.
- C. Appropriate prevention and intervention strategies such as:
  - Collaborative agreements with state and local law enforcement officials designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations
  - Non-violent conflict resolution training programs
  - Peer mediation programs and youth courts
  - Extended day and other school safety programs
- D. The district has created and supported strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment:
  - Creating a forum, via the Dignity for All Students Act (DASA) Program or designating a mentor for students concerned with bullying or violence, establishing anonymous reporting mechanisms for school violence;
  - Others, based on district need.
- E. The Cobleskill-Richmondville Central School District has descriptions of duties, hiring and screening process, and requirements for the training of hall monitors and other school safety personnel. We have hall monitors. New hall monitors are given training by the Social Worker or through the Handle with Care program.

## **Section VI: Recovery**

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

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

### **A. District Support for the Cobleskill-Richmondville Central School District**

The Building-level Emergency Response Plans provides resources for supporting the building-level emergency response teams and post-incident response teams. The district’s Incident Command System (ICS) identifies back-ups to relieve team members. This provides team members the opportunity to rotate personnel, to fill in if assigned personnel are unavailable, and to debrief in a supportive environment.

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

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

### **B. Disaster Mental Health Services**

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

- Activating the district-wide post-incident response team. The district has school psychologists, counselors and school nurses who have local connections to:
  - Neighboring school districts
  - Schoharie County Department of Mental Health
- Offering district support and looking for continued feedback from those directly impacted during the incident, with projected plans to assist as needed during heightened stressful times such as a re-occurrence of a similar event and anniversaries of the original event.

- Assisting with parent/guardian, student, and faculty/staff debriefing and/or post-incident crisis intervention. The debriefing is also used in part to evaluate the district’s plan for possible revisions. As needed, assisting in contacting additional outside mental health resources such as the National Organization for Victim Assistance ([www.try-nova.org](http://www.try-nova.org)).
- Assisting the schools with written statements going out to faculty/staff, parents/guardians, press releases and media requests through the district’s Public Information Officer.

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

**APPENDIX A:**

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

<b>BUILDING</b>	<b>ADDRESS</b>	<b>CONTACT TITLE</b>	<b>PHONE OR</b>	<b>518 234-4032</b>
Radez Elementary	319 Main Street Richmondville NY 12149	Carey Raymond/ Principal	(518) 294-6621	X - 4000, 4001
Ryder Elementary	143 Golding Drive Cobleskill NY 12043	Jessie Westfall/ Principal	(518) 234-2585	X - 5000, 5110
Golding Middle School	193 Golding Drive Cobleskill, NY 12043	Jeremiah Haslun/ Principal	(518) 234-8368	X- 2010, 2011
C-R High School	1353 Route 7 Richmondville, NY 12149	Brett Barr/ Principal	(518) 234-3565	X- 1000, 1001

**APPENDIX B:**

**Identification of Potential Hazardous Sites**

Community-based and school-based potential hazards have been identified in each of the (Confidential) Building Level Emergency Response Plans.

**APPENDIX C:**

**Continuity of Operations During a Pandemic or Other Public Health Emergency**

**APPENDIX C**

**Continuity of Operations  
During a Pandemic or  
Other Public Health Emergency**

**Adopted by the  
Board of Education of the  
Cobleskill-Richmondville Central School District**

## Background:

All public school districts (and other public employers) are required by New York State law to adopt a plan for continuity of operations in the event of a declared public health emergency involving a communicable disease.

This plan has been developed by the Cobleskill-Richmondville Central School District to meet those requirements as articulated in New York State Labor Law (§27-c) and New York State Education Law (§2801-a). Our plan is built upon the established components of the District School Safety Plan and the Building-Level Emergency Response plans.

This plan has been developed with input from many stakeholder groups including the district's Health and Safety Committee, administrative and management teams, and labor association leaders from the Cobleskill--Richmondville Administrators Association (CRAA), Cobleskill-Richmondville Teachers Association (CRTA), and Cobleskill-Richmondville Educational Support Personnel Association (CRESPA).

This plan was developed exclusively for and is applicable only to the Cobleskill-Richmondville Central School District .

## Plan Components

As per section 27-c of the Labor Law, our district's Continuity of Operations plan must include, but is not limited to:

1. **A list and description of positions and titles considered essential** in the event of a state-ordered reduction of in-person workforce, as well as a justification for such consideration for each position and title.
2. **A specific description of protocols the employer will follow in order to enable all nonessential employees and contractors to telecommute** including, but not limited to, facilitating or requesting the procurement, distribution, downloading and installation of any needed devices or technology, including software, data, office laptops or cell phones, and the transferring of office phone lines to work or personal cell phones as practicable or applicable.
3. **A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors** to reduce overcrowding at worksites.
4. **Protocols the employer will implement to procure personal protective equipment (PPE) for essential employees and contractors**, based upon tasks and needs in a quantity sufficient to provide at least two pieces of each type of PPE to each essential employee and contractor during any given work shift over at least six months. A plan for storage of equipment and access to equipment must be included.
5. **Protocols in the event an employee or contractor is exposed to a known case of the disease, exhibits symptoms of the disease, or tests positive for the disease to prevent the spread or contraction in the workplace.** The protocols shall not violate any existing federal, state, or local law, regarding sick leave or health information privacy, and must include

- Detailed actions to immediately and thoroughly disinfect the work area, common area surface and shared equipment; and
  - The employer policy on available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine.
6. **Protocol for documenting precise hours and work locations, including off-site visits, for essential employees and contractors.** The protocol shall be designed only to aid in tracking of the disease and to identify exposed employees and contractors to facilitate the provision of any benefits which may be available.
  7. **Protocol for working with the employer’s locality to identify sites for emergency housing for essential employees** to further contain the spread of the communicable disease to the extent applicable to the needs of the workplace.

## Part 1: Essential Services and Essential Positions/Titles

When confronting public health events that disrupt normal operations, Cobleskill-Richmondville 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, our students, and the visiting public;
2. Provide vital services;
3. Provide services required by law;
4. Sustain quality operations; and
5. Uphold the mission, vision, and core beliefs of Cobleskill-Richmondville Central School District.

The Cobleskill-Richmondville Central School District has identified as essential 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.

The table below (next page) describes the essential services the district shall strive to maintain during a pandemic or other health emergency, along with the positions or titles required to sustain the services.

**TABLE 1: Essential Services and Responsible Parties**

Essential Service Domain	Specific Services or Tasks	Responsible Parties, Including Primary and Back-Up Staff
<p><b>Overall District Operations</b></p>	<p>Maintain decision-making authority for the district.</p> <p>Implement, modify, adopt or suspend policies, procedures, or protocols to enable a timely and effective district response during a declared health emergency.</p> <p>Supervise provision of all essential district-wide and school-based functions.</p>	<p>Superintendent of Schools</p> <p>Director of Operations and Finance</p> <p>Director of Facilities/Transportation</p> <p>Director and Assistant Director of Student Services</p> <p>Director of Instructional Technology</p> <p>Director of Teaching and Learning</p> <p>Food Services Manager</p> <p>Communications Specialist</p> <p>District Clerk and other administrative support staff, as needed.</p>
<p><b>Business and Finance</b></p>	<p>Maintain continuity of all payroll and employee benefit functions.</p> <p>Maintain all purchasing functions.</p> <p>Maintain all internal controls.</p> <p>Maintain banking, fund transfer, debt service, and financial reporting functions.</p> <p>Maintain employee attendance and paid-time-off functions.</p>	<p>Director of Operations and Finance</p> <p>Personnel and Benefits Coordinator</p> <p>District Treasurer</p> <p>Payroll Clerk</p> <p>Purchasing Agent</p> <p>Accounts Payable Clerk</p> <p>Internal Claims Auditor</p> <p>District Clerk and other administrative support staff, as needed.</p>

Essential Service Domain	Specific Services or Tasks	Responsible Parties, Including Primary and Back-Up Staff
<b>Facilities</b>	<p>Maintain and support all district facilities---operations, maintenance, safety, security, and sanitation.</p> <p>Maintain fire safety, life safety, snow removal, grounds maintenance, and other health and safety functions.</p>	<p>Director of Facilities</p> <p>Maintenance and HVAC Mechanics; Assistant Maintenance Mechanics</p> <p>Custodians, Cleaners, Groundskeepers</p>
<b>Human Resources</b>	<p>Maintain provision of employee benefits.</p> <p>Administer unemployment, disability, workers' compensation, and FMLA claims.</p> <p>Administer pandemic-related leaves and time off.</p>	<p>Director of Operations and Finance</p> <p>Payroll and Benefits Coordinator</p> <p>District Clerk and other administrative support staff, as needed.</p>
<b>Transportation</b>	<p>Maintain fleet in a "ready state" (stand-by mode).</p> <p>Maintain vehicle maintenance and inspections.</p> <p>Transport students, food/meals, and instructional resources as needed.</p> <p>Maintain inter-district courier service.</p>	<p>Director of Operations and Finance</p> <p>Director of Facilities/Transportation</p> <p>Head Bus Driver</p> <p>Transportation Clerk and other administrative support staff, as needed.</p> <p>Maintenance Mechanics</p> <p>Bus Drivers and Bus Aides as needed/assigned</p>

Essential Service Domain	Specific Services or Tasks	Responsible Parties, Including Primary and Back-Up Staff
<b>Nutrition and Food Services</b>	<p>Maintain food service operations for children via onsite meals, grab-and-go meals, meal pick-up or meal delivery (via transportations staff).</p> <p>Manage inventory of frozen, refrigerated, and dry good products.</p> <p>Maintain compliance with local and state Health Department regulations related to preparation and service of student meals.</p> <p>Maintain requisition, inventory, and payment for all food and beverage provisions.</p>	<p>Director of Operations and Finance</p> <p>Food Services Manager</p> <p>Cook Manager(s), as needed</p> <p>Food Service Workers, as needed</p> <p>Administrative support staff, as needed</p>
<b>Technology and Networking</b>	<p>Maintain the integrity and security of the district’s network and network-connected devices.</p> <p>Maintain all inventory controls on devices; perform device repair and/or preventative maintenance, as needed.</p> <p>Supervise deployment of technology (laptops, Chromebooks, printers, other hardware) to remote employees and students.</p> <p>Supervise deployment of connectivity aids (i.e., HotSpots) to students and staff.</p> <p>Provide on-demand technical assistance to onsite and remote technology users.</p> <p>Maintain, and redirect as necessary, inbound and outbound telecommunications and facsimile systems to accommodate modified onsite assignments and remote assignments.</p>	<p>Director of Information Technology</p> <p>IT Resource Manager</p> <p>IT Staff</p> <p>Administrative support staff, as needed.</p>

Essential Service Domain	Specific Services or Tasks	Responsible Parties, Including Primary and Back-Up Staff
<b>Continuity of Instruction</b>	<p>Coordinate the provision of onsite, hybrid, remote, homebound, and incarcerated youth instruction during short- and longer-term closures.</p> <p>Manage student enrollment and transfers.</p> <p>Coordinate communication regarding all aspects of Teaching and Learning to faculty, staff, students, and families.</p> <p>Maintain all special education and related services for students with individualized education plans, to the extent practicable.</p> <p>Maintain programs to support the social, emotional, and mental health needs of students and staff.</p>	<p>Director of Teaching and Learning</p> <p>Director of Information Technology</p> <p>Director of Student Services</p> <p>Assistant Director of Student Services</p> <p>Building Principals</p> <p>Guidance and Counseling Coordinator; School Counselors</p> <p>CSE Chair</p> <p>Classroom teachers, teaching assistants, and aides</p> <p>Related service providers (speech, OT, PT, etc...)</p> <p>Administrative support staff, as needed.</p>
<b>Nursing and Health Services</b>	<p>Maintain responsiveness to student and employee health needs and emergencies.</p> <p>Maintain recordkeeping and report filing/compliance.</p> <p>Assist with deployment of public health initiatives related to surveillance testing, vaccination, and point-of-dispensing.</p>	<p>Director of Student Services</p> <p>Assistant Director of Student Services.</p> <p>School Nurse Coordinator/Chair</p> <p>School Nurses, as needed.</p> <p>Administrative support staff, as needed.</p>
<b>Communications</b>	<p>Maintain robust pipelines of information for internal and external communication with stakeholder groups including staff, students, families, local and regional media, and external partners.</p> <p>Maintain mass communication systems (automated call/text/email, website, social media) and coordinate prioritization and deployment of messaging.</p>	<p>Superintendent</p> <p>District Clerk</p> <p>Directors/Principals</p> <p>Communications Specialist</p> <p>Administrative support staff, as needed.</p>

## **Part 2: Provision of Resources for Remote Work**

Depending on the exact nature of the public health emergency, it may be necessary to consider shifting some (or most, or all) of our district's non-essential employees to remote-based work during a pandemic. In addition, it will also be necessary to provide support to essential employees who must, by nature of their jobs/responsibilities, maintain work readiness during their off-site hours.

The Director of Information Technology, working in concert with the district's Director-Level team, will prepare a document detailing the remote technology needs of all essential and non-essential employees so that the district can quickly shift to (and continually support) remote work and telecommuting.

Specifically, the Director of Information Technology shall consider:

- What job titles are expected to shift to remote during a pandemic?
- What devices and/or peripherals will be needed, by employee title, at home?
- What software/program/subscription access will be needed, by employee title, at home?
- Are current equipment inventories sufficient to deploy to workers during remote work?

This information, once assembled, will aid the district in procuring, deploying, and supporting the devices and services most in demand by our remote workforce.

## **Part 3: Staggered Shifts and Other Work Accommodations**

Depending on the exact nature of the public health emergency, it may be necessary to implement staggered work shifts for employees in order to limit potential employee exposure to communicable disease(s) while also maintaining the essential services outlined in Part 1 of this plan.

To that end, the district shall employ one or more of the following strategies to reduce office or workplace congestion and maintain maximum social distancing among essential employees during times of pandemic.

1. Limit building occupancy to 25%, 50%, 75%, or some other appropriate capacity level when recommended/required by the Department of Health or when implemented based on local/district guidance.
2. Forming employee "cohorts" to limit employee interactions to smaller groups of employees to limit broader exposure.
3. Implementing alternating work days (or work weeks) to limit broader exposure.
4. Limiting employee travel within and among buildings.
5. Designating specific restrooms by office/department/floor.
6. Staggering employee arrival and departure times.
7. Implementing shortened work days (or work weeks) to limit broader exposure.
8. Limiting or eliminating visitors to one or more district buildings/campuses.

#### Part 4: Procurement and Deployment of Personal Protective Equipment (PPE)

In order to provide the highest level of protection to employees during a pandemic, the district shall procure, store, and be prepared to deploy a six-month supply of face coverings and other personal protective equipment for essential employees performing essential work tasks. At the minimum, personal protective equipment shall be available to essential employees based on job title as follows:

PPE Type/Category	Employee Task/Role
Face Masks	All Employees
N-95 Face Masks	Nurses Custodians and Cleaners (dependent on duties)
Face Shields or Other Protective Eyewear	Nurses Special Education Teachers* Related Service Providers*
Gowns	Nurses  Teachers and Support Staff assisting with toileting, nursing/medical care or personal care
Gloves	Nurses Teachers and Support Staff* Custodians and Cleaners*

\* depending on particular assignment

The use of masks and other face coverings to reduce the spread of communicable diseases is important to the overall health and safety of our faculty, staff, students, and visitors. In addition to providing masks or face coverings, the district will provide timely information to individuals on the proper use, removal, cleaning and/or disposal of cloth face coverings. Faculty, staff, and students may always utilize their own personal face coverings, but the district will secure and provide face coverings as needed to ensure the community’s protection.

Face masks and other PPE will be stored in a manner that prevents theft, damage or degradation. The supplies shall be inventoried upon receipt/delivery and their use/deployment shall be monitored so that replacement stock can be secured when needed.

Those individuals assigned N-95 respirator masks will be fit-tested for the mask and medically screened to ensure they are physically able to wear such a device.

## Part 5: Exposure Protocols

### IDENTIFYING EXPOSURE (or POTENTIAL EXPOSURE)

In most instances, we will be alerted to potential COVID-19 exposure via one of six methods:

1. Daily Employee Screening Survey
2. Daily Student Screening Survey
3. Direct Employee Notification (to supervisor)
4. Direct Student (or family) notification (to nurse or Main office)
5. Department of Health Notification
6. BOCES Notification (for students at CTE or special programs)

Upon learning of a confirmed COVID-19 exposure (or potential exposure), the building principal or department supervisor (food services, transportation, O&M, business office, district office) should immediately notify the Superintendent's Office.

### ASSESSING the SCOPE/MAGNITUDE of EXPOSURE (or POTENTIAL EXPOSURE)

The Superintendent's Office will swiftly convene a meeting of the COVID Response Team (CRT), and the CRT will determine all individuals who are:

1. **COVID-Positive** (Level 1 Exposure)
2. **Presumed COVID-Positive** (Level 2 Exposure)  
(presumed positives have had direct, close contact with a confirmed positive and are symptomatic)
3. **Quarantine Candidates** (Level 3 Exposure)  
(quarantine candidates have had exposure to Level 1 and/or Level 2 individuals)
4. **Low Risk Individuals** (Level 4---No Direct Exposure)  
(low risk individuals have been in contact with quarantine candidates but have NOT been in direct contact with a positive or presumed positive individual)

In addition to identifying COVID-Positives, Presumed COVID-Positives, and Quarantine Candidates, the COVID Response Team (CRT) will commence the following activities during Phase 2:

1. Alerting the **Schoharie County Health Department**
2. Providing the **Schoharie County Health Department** with a list containing:
  - a. All confirmed COVID positives
  - b. All presumed COVID-Positives (prior contact and symptomatic)
  - c. All potential quarantine candidates who've been in close contact with a positive or presumed positive individual.

## CONTAINING the EXPOSURE (or POTENTIAL EXPOSURE)

1. Immediately upon providing the Schoharie County Health Department with the names and contact information for all COVID positives, all presumed positives, and all quarantine candidates, the CRT shall commence with notifying and isolating those same individuals.
  - a. Efforts should be made to isolate all positive, presumed positive, and quarantine candidates from others.
  - b. Supervisors should notify employees that they've been referred to the local health department for quarantine assessment as a result of a potential exposure to the COVID-19 virus.
  - c. School nurses and/or principals should notify parents of all students that they've been referred to the local health department for quarantine assessment as a result of potential exposure to the COVID-19 virus.
2. All students and staff referred to the local DOH should make arrangements to leave school/work as soon as possible and return home to await contact from the contact tracers at the health department. They should remain isolated from others until they are able to leave campus.
3. The room(s), office(s), and/or buses utilized by positives or presumed positives shall be emptied and secured/locked for proper disinfection.
4. The Communications specialist should begin drafting messages for internal and external distribution, including...
  - a. District-wide communication
  - b. Building-Level communications
  - c. Key talking points to guide administrators' direct communication with impacted staff/families
  - d. Key talking points for administrative communication to building or department staff members
5. The Director of Operations and Finance will work with the affected administrators/supervisors on any staffing implications including substitutes, leaves, remote work (if applicable) and paid time off.
6. The Director of Operations and Finance will provide all staff placed on mandatory isolation or precautionary quarantine with written notice/email regarding all HR protocols to follow while on quarantine. This may include: absence reporting, rights and benefits related to leave time, pay while on leave, and remote work opportunities while on leave.

## CLEANING AND DISINFECTING

The district's Director of Facilities shall be responsible for implementing and maintaining appropriate cleaning and disinfection protocols during a public health emergency. 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.
  - High traffic/high touch areas and areas which are accessible to the public/constituents will be disinfected at least hourly.
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 with soap and water before 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.

### **Part 6: Contact Tracing Measures for Staff**

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 as well as off-site visits. This information may be used by Cobleskill-Richmondville Central School District to support contact tracing within the organization and may be shared with local public health officials as required to fulfill contact tracing obligations.

The district will utilize payroll records (including time cards), calendars, sign-in sheets, digital footprints (i.e., network log-in records or IP addresses), and other documentation to confirm employee work hours and locations (on and off site) in order to ensure effective contact tracing efforts.

### **Part 7: Provision of Emergency or Temporary Housing for Staff**

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 Cobleskill-Richmondville Central School District's essential operations.

If such a need arises, hotel rooms are expected to be the most viable option. If hotel rooms are for some reason deemed not practical or ideal, or if there are no hotel rooms available, Cobleskill-Richmondville Central School District will coordinate with staff from Schoharie County's office of Emergency Services to coordinate emergency or temporary housing for essential employees during times of pandemic or other health emergency.