

# **GALWAY CENTRAL SCHOOL DISTRICT**

**2023-24**

## **DISTRICT-WIDE SCHOOL SAFETY PLAN**



**H O M E O F T H E  
C O L D E N E A G L E S**

Approved: August 17, 2023

# DISTRICT-WIDE SCHOOL SAFETY PLAN

## TABLE OF CONTENTS

<b>SECTION</b>	<b>DESCRIPTION</b>	<b>PAGE #</b>
-	Cover Page	-
-	Table of Contents	-
-	Introduction	1
I	General Considerations and Planning Guidelines	1 - 2
II	General Emergency Response Planning	3 - 5
III	Responding to Threats and Acts of Violence	5 - 7
IV	Communication with Others	7 - 9
V	Prevention and Intervention Strategies	9 - 11
VI	Recovery	11 - 12
<b>APPENDIX</b>	<b>DESCRIPTION</b>	<b>PAGE #</b>
A	School Buildings	12
B	Identification of Potential Hazardous Sites	12
C	SRO Agreement	
D	Pandemic Emergency Response Plan	
E	Early Warning Signs for Potential Violence	

Galway 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 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, response, and recovery with respect to a variety of emergencies in each school district and its schools.

Galway Central School District supports the SAVE Legislation and facilitates the planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE. The Galway CSD Board of Education Facilities Safety Sub-Committee examines practices and areas involving student safety and determines actionable items to improve student safety.

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

**A. Purpose**

The Galway Central School District's district-wide school safety plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Galway Central School District Board of Education, the Superintendent of Schools 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**

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

1. Coordination of the communication between school staff, law enforcement, and other first responders;
2. Lead the efforts of the district-wide school safety team in the completion and yearly update by September 1<sup>st</sup>, of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plan;
3. Ensure staff understanding of the district-wide school safety plan;
4. Ensure the completion and yearly update by September 1<sup>st</sup>, of building-level emergency response plans for each school building;
5. Assist in the selection of security related technology and development of policies for the use of such technology;
6. Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan yearly by September 15<sup>th</sup>; and
7. Ensure the conduct of required evacuation and lockdown drills in all district buildings as required by Education Law section 807.

## **Section I: General Considerations and Planning Guidelines (Continued)**

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

The 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 team members listed by title include but are limited to:

1. School Board Representative
2. Administrator Representative
3. Teacher Representative
4. Parent Organization Representative
5. School Safety Personnel
6. Other School Personnel as deemed needed

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

1. The district-wide school safety plan is directly linked to the individual building-level emergency response plan. Protocols reflected in the district-wide school safety plan guide the development and implementation of the individual building-level emergency response plan.
2. 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.
3. 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.
4. Efforts may be supplemented by Saratoga County and State resources through existing protocols.

### **E. Plan Review and Public Comment**

1. This plan shall be reviewed and maintained by the Galway Central School District's district-wide school safety team and reviewed on an annual basis on or before September 1<sup>st</sup> of each year. A copy of the plan is available on the district's website.
2. Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan is made available for public comment 30 days prior to its adoption. The district-wide school safety plan is then adopted by the School Board after a public hearing that provides for the participation of school personnel, parents, students and any other interested parties. Public comment is also done whenever the plan has substantive changes.
3. While linked to the district-wide school safety plan, the building-level emergency response plan shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a. The building-level emergency response plan shall be kept confidential and shall not be disclosed except to authorized department staff and law enforcement officers.
4. Full copies of the district-wide school safety plan and any amendments are submitted to the New York State Education Department within 30 days of adoption by posting this public plan on the district's website. The building-level emergency response plan is supplied to the Galway Police Chief, Saratoga County Sheriff and NYS State Police within 30 days of adoption and no later by October 15<sup>th</sup> annually.

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

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

### **A. Identification of Potential Emergency Sites, include:**

1. 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 considered included population, presence of hazardous materials, and potential for emergency based on national trends and proximity to district property.
2. 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 is noted in the building-level emergency response plan.
3. The district-wide school safety team recognizes that there are many factors that could cause an emergency within our school buildings. 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 is noted in the building-level emergency response plan.

### **B. Response Plan Options**

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

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

## **Section II: General Emergency Response Planning (Continued)**

The guidelines provide basic instructions for responding to any given incidents, such as:

- Contacting emergency response agencies
- Moving occupants from an area of danger to an area of safety
- Assembling the emergency response team and implementing the incident command system
- Notifying school administrators and the District Emergency Response Team of the incident
- Community/parent notification
- Sheltering or student release procedures
- Aftermath and recovery

Emergencies and preparedness include, but are not limited to:

Active Shooter	Epidemic	Medical Emergencies
Air Pollution	Explosion	Natural Gas or Propane Leak
Anthrax/Biological Threat	Fire Alarm Activation	Power Failure
Aviation Crash	Flooding	Radiological Incident
Bldg. Structural Failure	Hazardous Materials Incident (Off Site and On Site)	Rook Failure or Leak
Bomb/Explosive Threat	Heating System Failure	School Bus Accident
Carbon Monoxide	Hostage Situation	Severe Weather Emergency
Civil Disturbance	Intruder	Threats of Violence to Self or Others
Crimes Against Persons	Loss of Building Use	Toxic Exposure
Earthquake	Loss of Transportation Fleet	Water Emergency
Electrical System Failure	Multiple Casualty Incident	

### **C. District Resources**

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. District Resource Coordination**

Using 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. Annual Multi Hazard Training**

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. Per NYSED requirement, beginning with the 2016-2017 school year, all staff attended annual training by September 15, 2016, and each subsequent September 15<sup>th</sup> 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 NYSED BEDS data collection in October. The annual training includes but is 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.

## **Section II: General Emergency Response Planning (Continued)**

### **F. Annual Drills and Exercises**

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.

**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. The district typically participates in the WSWHE BOCES-wide Annual Early Dismissal-Go Home Evacuation Drill each fall.

**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 respond appropriately in the event of a sudden emergency. The twelve required drills conducted each school year must consist of four lock-down drills and eight evacuation drills. Eight of the required twelve drills must be completed in the first half of the school year no later than December 31<sup>st</sup> annually.

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 is 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 schools are well versed in their lock-out and shelter in place protocols, lock-down is the only type of protective action that is specifically required to be practiced by the statute.

Directly following each test or drill a debriefing is conducted to evaluate the exercises and to determine if changes to the emergency response plan are necessary. Notes are taken during exercises and the debriefing, which are used during the evaluation process.

## **Section III: Responding to Threats and Acts of Violence**

### **A. Responding to Threats of Violence**

The school refers to its Crisis Intervention Plan/Post-Incident Response 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.

### **Section III: Responding to Threats and Acts of Violence (Continued)**

The following types of procedures are addressed in the plan:

1. The use of staff trained in de-escalation or other strategies to diffuse the situation. The district uses Handle with Care for its de-escalation needs. Our district trainers provide the initial training in the summer and teams are trained throughout the school year.
2. Informing the Superintendent or designee of implied or direct threats.
3. Determining the level of threat with the Superintendent and building-level emergency response team members.
4. Contacting appropriate law enforcement agency, if necessary.
5. Monitoring the situation, adjusting the district's responses as appropriate to include possible implementation of the building-level emergency response team.
6. Communication with parent/guardian. When a student implies or specifically threatens self-inflicted violence including suicide, a counseling staff member of the Pupil Services team directly contacts the respective parents/guardians.

#### **B. Responding to Acts of Violence and Zero-Tolerance**

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 (e.g., 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:

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

The 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. **The County and Sheriff agree that District administration shall have sole responsibility for imposing discipline for student violations of the District's Code of Conduct.**

#### **C. Law Enforcement Involvement**

Response protocols for involving Galway Police, Saratoga County Sheriff and NYS Police 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. Local emergency responders have access to locked buildings through the use of assigned swipe cards.



## **Section III: Responding to Threats and Acts of Violence (Continued)**

### **D. Identification of Appropriate Responses**

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

1. Identification of decision-makers.
2. Plans to safeguard students and staff.
3. Procedures to provide transportation, if necessary.
4. Procedures to notify parents.
5. Procedures to notify media.
6. Debriefing procedures.

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 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/Post-Incident Response Plan and post-incident response team are activated and available. If needed, as needed, community meetings are scheduled in a timely manner for further discussion.
- For any major incident, the district works with the media (TV, radio) and School Messenger (email and phone recordings) to relay pertinent school related information (e.g., how and where parents can 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/Post-Incident Response Plan and post-incident response team.

In the event of an emergency; staff, students and visitors will be contacted in one or more of the following manners:

- Telephone (landline and cellular)
- P.A. System
- Runner with verbal message
- Automated Notification System
- District Radio System
- Regional Repeater Base Station
- Email
- Radio

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

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

## **Section IV: Communication with Others (Continued)**

### **A. Obtaining Local Emergency Assistance**

The district is fortunate to have substantial ties to the community of Galway and Saratoga County. If there is an emergency within our facility, that facility staff calls 9-1-1 for emergency assistance. If involvement is needed from other local government agencies, then the Superintendent or designee acts as that contact person. Additional procedures for communications are in the Building-level Emergency Response Plan including local emergency contacts and phone numbers, and the Emergency Management Flow Chart for WSWHE BOCES Counties. These contacts provide guidance for obtaining assistance during emergencies from emergency services organizations and local government. The following examples are the types of arrangements that are used by the district:

1. Superintendent (IC-Incident Commander or backup IC) in an emergency contacts the county dispatch center for fire, EMS, or police by calling 9-1-1.
2. Superintendent (IC or backup IC) contacts the highest-ranking local government official for notification and/or assistance.

### **B. Obtaining County and State Emergency Assistance**

Arrangements for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law is carried out through the protocols established in the Emergency Management Flow Chart for WSWHE BOCES Counties. The following are examples of the types of arrangements that are used by the district during county-wide emergencies:

1. Superintendent (IC or backup IC) in an emergency contacts the Saratoga County Emergency Management Coordinator and/or the highest-ranking local government official for obtaining advice and assistance.
2. The district has identified resources for an emergency from the following agencies: Galway Police, American Red Cross, Saratoga County Emergency Services Office, New York State Police, Saratoga County Sheriff, Saratoga County Mental Health Office and the Capital Region Health/Safety/Risk Management Office.
3. 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 town officials such as the Town Supervisor, Highway Dept., and/or Galway Police. Likewise, should there be an emergency within the community that has the potential to impact the school, the Superintendent is notified immediately.

### **C. Educational Agencies within District Boundaries**

If there is a disaster within the district that has the potential to impact other educational agencies within the district boundaries, the Chief Emergency Officer activates a flowchart to inform all necessary parties. The phone tree is located in the Building-level Emergency Response Plan.

The New York State Education Department defines educational agencies as “public and nonpublic elementary and secondary schools, public and private nursery schools, approved private schools for the education of students with disabilities as defined in section 200.1(d) of this Title, and public and private schools for the education of preschool children with disabilities.”

## **Section IV: Communication with Others (Continued)**

Maintenance of relevant information included in the confidential Building-level Plans and for each educational agency located in the school district, includes information on: school population; number of staff; transportation needs; business and home telephone numbers of key officials of each such educational agency.

Along with the phone tree, the district also maintains the following information about each educational agency located in the confidential, Building-level Emergency Response Plan:

1. School population
2. Number of staff
3. Transportation needs
4. Business and home telephone numbers of key officials of each such educational agency

### **D. Incident Command System (ICS) Communication**

All communications during an incident at the school will flow through the Incident Command Center using the Incident Command System. Emergency services are requested through the 911 system as needed.

ICS uses common terminology to help define organizational functions, incident facilities, resource descriptions, and position titles. The ICS Chain of Command supports the orderly line of authority within the ranks of the incident management organization. Unity of Command means that every individual has a designated supervisor to whom he or she reports at the scene of the incident. These principles clarify reporting relationships and eliminate the confusion caused by multiple, conflicting directives. Incident managers at all levels must be able to control the actions of all personnel under their supervision.

In incidents involving multiple jurisdictions, a single jurisdiction with multi agency involvement, or multiple jurisdictions with multi agency involvement, unified command is followed, which allows agencies with different legal, geographic, and functional authorities and responsibilities to work together effectively without affecting individual agency authority, responsibility, or accountability.

Incident Action Plans (IAPs) are used to provide a coherent means of communicating the overall Incident objectives in the contexts of both operational and support activities.

### **E. Internal and External Communication**

The district has a *See Something, Say Something Eagle Tip Line*. The tip line contact information is posted on signs throughout the school. *See Something, Say Something* is an outreach initiative designed to educate the school community on how to recognize and report suspicious activity to the school administrators.

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

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

### **A. Building Security**

The district has developed policies and procedures related to school building security, including, where appropriate: visitor sign-in and badge procedures, employee badges, entry door visitors' buzzers, employee door swipes, and security procedures. All visitors entering school buildings are directed to the Main Offices to provide identification, sign-in using a visitor management system, and receive identification (printed lapel sticker). Anyone who is found in the building without identification is directed back to the Main Office to sign in.

## **Section V: Prevention and Intervention Strategies (Continued)**

### **A. Building Security (Continued)**

Digital video surveillance systems are installed in district facilities. Video surveillance capabilities will be reviewed and expanded as needed. Routine safety and security audits are conducted by local law enforcement, local fire department officials, insurance companies and Capital Region BOCES health/safety/risk management personnel.

Policies and procedures are continually evaluated and shaped by drills and real life experiences, such as bomb threats, forced entry into a school building with vandalism, and outburst of potentially violent behaviors by students.

### **B. Early Detection**

The 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 and programs designed to provide staff on how to identify potentially violent behaviors and other risk factors. The district additionally employs a school psychologist, social worker, special education staff and two 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. Prevention and Intervention Strategies**

Appropriate prevention and intervention strategies such as:

1. 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.
2. Non-violent conflict resolution training programs.
3. Peer mediation programs and youth courts.
4. Extended day and other school safety programs.
5. Athletic Programs (Soccer, Basketball, Softball & Baseball, and others)
6. Programs concerned with bullying and violence prevention
7. National Incident Management System (NIMS) training for emergency response team members
8. New York State School Safety Guide (2013)
9. Collaboration with the Saratoga County Office of Emergency Services
10. Dignity For All Students Act (DASA) training

### **D. Student Programs**

The district has created and supported strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of:

1. Peer mediation;
2. Conflict resolution;
3. Creating a forum or designating a mentor for students concerned with bullying or violence, and establishing anonymous reporting mechanisms for school violence;
4. Others based on district need.

## **Section V: Prevention and Intervention Strategies (Continued)**

### **E. Job Duties (hall monitors and security)**

If the district hires hall monitors or other school security personnel, then descriptions of duties, hiring and screening process, and requirements for the training of hall monitors and other school security personnel will be developed and added to this plan.

## **Section VI: Recovery**

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

Recovery plans include mental health/emotional recovery, academic, physical and business recovery, and can continue long after the actual emergency. The district has school psychologist and social worker resources and support systems. The district has the ability to coordinate with school, local, Saratoga County, State and National disaster mental health services and resources. 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 Galway Central Schools**

The Building-level Emergency Response Plan provides resources for supporting the building-level emergency response team and post-incident response team. The district’s Incident Command System (ICS) identifies backups 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:

1. Acting as a sounding board regarding the implied or direct threats and/or violent acts.
2. Assisting in determining the level of threat and appropriate response.
3. Monitoring the situation and adjusting the district’s response as appropriate.
4. Assisting with parent/guardian, faculty/staff, and media communication. Media communication is made through the district’s Public Information Officer (PIO). The PIO has additional PIO Support from the WSWHE BOCES Coordinator Communication Services.
5. Assisting with coordinating building and grounds security in conjunction with local and State Police.
6. Assisting with offering a backup post-incident response team (e.g., another school district’s team and/or an outside group) as needed, if needed.
7. Offering debriefing sessions as needed working in conjunction with local, Saratoga 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:

1. Activating the district-wide post-incident response team. The district has a social worker, a school psychologist, two school counselors, and two school nurses who have local connections to neighboring school districts and Saratoga County Dept. of Mental Health.

## **Section VI: Recovery (Continued)**

### **B. Disaster Mental Health Services (Continued)**

2. Offering district support and looking for continued feedback from those directly impacted during the incident, with projected plans to assist if needed during heightened stressful times such as a re-occurrence of a similar event and anniversaries of the original event.
3. 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. If needed, assisting in contacting additional outside mental health resources such as the National Organization for Victim Assistance (1-800-try-nova; [www.try-nova.org](http://www.try-nova.org)).
4. 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 (PIO). The PIO has additional PIO Support from the WSWHE BOCES Coordinator Communication Services.

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

### **APPENDIX A - School Buildings**

The following school buildings are covered by the district-wide school safety plan as well as the confidential Building-level Emergency Response Plan:

1. Galway Jr./Sr. High School
2. Joseph Henry Elementary School
3. Bus Garage

### **APPENDIX B - Identification of Potential Hazardous Sites**

#### **A. Community Based List**

A list of areas have been identified as having the potential to impact within the district. This list was created for reference and awareness. It is not all-inclusive for every emergency. However, these areas have been identified as having the most probable impact on district facilities or district boundaries should they have or create an emergency. A list of potential community-based hazards or emergency situations is noted in the confidential, building-level emergency response plan.

#### **B. School Based List**

The district team has recognized that there are many factors that could cause an emergency within our school building. There are also factors that need to be considered when responding to an emergency. A list of potential internal and external hazards or emergency situations is noted in the confidential, building-level emergency response plan.

**APPENDIX C - School Resource Officer**

The Agreement between the School Resource Officer and Galway Central School District is attached hereto and made a part hereof.

**APPENDIX D - Pandemic Emergency Response Plan**

Public Employer Health Emergency Plan developed on March 25, 2021 is attached hereto and made a part hereof.

**APPENDIX E - Early Warning Signs**

Early Detection of Potentially Violent Behaviors - A Guide for Families and Communities is attached hereto and made a part hereof.

**APPENDIX F - Emergency Remote Instruction Information**

Emergency Remote Instruction Information - is attached hereto and made a part hereof.

# **APPENDIX “C”**

**Renewal to be signed at a  
later date**





# **SARATOGA COUNTY SHERIFF'S OFFICE**

*Sheriff@SaratogaCountyNY.gov*

**MICHAEL H. ZURLO**  
*SHERIFF*

**Richard L. Castle**  
*Undersheriff*

**Glenn D. Sheehy**  
*Chief*

6/21/23

Enclosed is the renewal of the SRO Contract for the 2023-2024 school year, Please note that the renewal can be returned to me via e-mail. Please feel free to reach out with any questions.

Thank You!

Heather L. Bessette  
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# SARATOGA COUNTY SHERIFF'S OFFICE

MICHAEL H. ZURLO  
SHERIFF

*Sheriff@SaratogaCountyNY.gov*

## Renewal Acknowledgment

The undersigned acknowledges intent and agreement to renew the terms of the Agreement, dated October 18<sup>th</sup> 2022, between the County of Saratoga, by and through the Saratoga County Sheriff's Office, and Galway Central School for provision of 1 School Resource Officer for the 2023-2024 academic year.

By:

\_\_\_\_\_  
Theodore Kusnierz, Jr., Chairman  
Date: \_\_\_\_\_

Form and Content Approved:

\_\_\_\_\_  
County Attorney

By: \_\_\_\_\_  
Michael H. Zurlo, Sheriff  
Date: \_\_\_\_\_

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By: \_\_\_\_\_  
Brita Donovan, Superintendent  
Date: \_\_\_\_\_

6012 County Farm Rd.  
Ballston Spa, NY 12020  
(518) 885-6761

# APPENDIX “D”

# Public Employer Health Emergency Plan for the Galway Central School District



H O M E O F T H E  
G O L D E N E A G L E S

March 25, 2021

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

## Promulgation

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

This plan has been developed with the input of Galway Administrators Association, Galway Teachers Association and the CSEA Galway Unit #8454 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.

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

Signed on this day: 3/25/21

By: Brita Donovan, Ed.D.

Signature:



Title: Superintendent of Schools

# Table of Contents

Promulgation	1
Purpose, Scope, Situation Overview, and Assumptions	3
Purpose	3
Scope	3
Planning Assumptions	3
Concept of Operations	4
Mission Essential Functions	4
Essential Positions	5
Reducing Risk Through Remote Work and Staggered Shifts	7
Remote Work Protocols	7
Staggered Shifts	8
Personal Protective Equipment	9
Staff Exposures, Cleaning, and Disinfection	10
Staff Exposures	10
Cleaning and Disinfecting	10
Documentation of Work Hours and Locations	11
Housing for Essential Employees	11

# Purpose, Scope, Situation Overview, and Assumptions

## Purpose

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

## Scope

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

## Planning Assumptions

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

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

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

## Concept of Operations

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

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

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

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

## Mission Essential Functions

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

Essential functions are those functions that enable an organization to:

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

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

Essential functions are prioritized according to:



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

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 Galway Central 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.
O & M	Continues to upkeep the campus during remote work and learning and ensures that all buildings 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 business office, to ensure that regular business operations and services continue as necessary and/or mandated.
Health Office/Health Services	Upon consultation with the district physician and the County Department of Health, school nurses may be responsible for assessing ill staff and students, providing consultation to the district office, following up with healthcare providers, and providing assistance with contact tracing efforts as necessary.
School Building Main Office Staff	Oversight of mail, phones, sign-in procedures, and building utilization and operations.
Food Service	Ensure that food can be provided to students
Transportation	To ensure that meals may be delivered to students
Grounds	Continues to upkeep the campus during remote work and learning and ensures that all grounds are properly maintained as necessary to ensure the safety of school community members.
Building Administrators	Provide support for instructional and non-instructional staff and students.

### 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.

<b>Essential Function</b>	<b>Essential Positions/Titles</b>	<b>Justification for Each</b>
Information Technology/Continuity of Operations and Instruction	Director of Curriculum, Assessment and Technology	Responsible for overseeing the local area network and the subsequent ongoing maintenance of this network for the district. Oversees the district's internet access, phone systems, and cell phone plans.
	IT Support Team	Responsible for providing support to teachers and students in regards to computer hardware and software. Will respond to "help desk" and troubleshooting concerns.
Buildings	Supervisor of Buildings	Responsible for overseeing and providing direction to the O&M department and employees to ensure a safe working environment.
	Custodians Cleaners Building Maintenance Mechanic Head Custodian Secretary to the Supervisor	Responsible for routine cleaning, disinfecting, and maintenance tasks.
District Office	Superintendent of Schools	Responsible for making day-to-day decisions about educational programs, budget/spending, staff, and facilities. Responsible for assisting the administration of educational programming and the development of goals to foster school improvement.
	Business Administrator Payroll Accounts Payable Secretary to the Superintendent	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.
	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.
	Head Nurse School Nurse	Assists building and district administrators by communicating with the local health department for guidance, may act as the liaison to the school physician, and is responsible for assisting other nurses in assessing ill students and staff. Responsible for assessing ill students and staff and assisting in contact tracing efforts.

School Building Main Office Staff	School Secretaries	Responsible for answering phones, providing support to building administrators, responding to emails, greeting visitors, assisting in building sign-in procedures, accepting deliveries, and helping disseminate mail.
Food Service	Food Service Supervisor	Responsible for overseeing the preparation of meals and coordinating with the Transportation Director to ensure that meals are disseminated.
	Head Cook Cooks	Responsible for the preparation of and making of meals for students.
Transportation	Transportation Supervisor Drivers 19 A Trainor Auto Mechanics Secretary to Supervisor	Responsible for the safety and efficient operation and maintenance of the transportation department. Coordinates with the Food Service Manager on meal deliveries.
Grounds	Groundskeepers	Responsible for performing a wide variety of tasks related to the maintenance and upkeep of campus grounds, parking lots, and fields.
Building Administrators	Principals Director of Pupil Services Assistant Principal	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.
Counselors	Guidance Counselors School Social Worker School Psychologist	Responsible for social and emotional needs of the staff and students. Provides counseling services required under education law.
Safety	School Resource Officer School Safety Officer	Responsible for home visits and welfare checks of students. Responsible for maintaining safety protocols under the guidance of the administration.
Instructional Staff	Teacher/Related Service	Should it become necessary to meet a student's needs under IDEA and/or Section 504 regulation (FAPE), teachers/related service providers may be deemed essential on an as needed basis.

## Reducing Risk Through Remote Work and Staggered Shifts

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

### Remote Work Protocols

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

1. Identification of staff who will work remotely
2. Approval and assignment of remote work

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

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

*Identification of Staff Who Will Work Remotely*

1. Instructional Staff
2. Teacher Aides

*Approval and Assignment of Remote Work*

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

*Equipping Staff and Students for Remote Learning*

The Galway Central School District will 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/IPads as soon as possible to ease the transition to remote learning/working. Non-instructional staff who work remotely will have access to Chromebooks based on their individual needs for them to effectively perform their job duties remotely. In addition, the IT Department has established protocols for the repair of Chromebooks/IPads, 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.

Teachers will continue to have access to various digital platforms, including, but not limited to:

GSUITE Enterprise for Education Suite	NewsELA	Kami
iReady	Vocabulary.com	Amplify
ClassLink	IXL	Nearpod

DataMate	Learning A-Z	EdPuzzle
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## 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 Galway Central School District will ensure that employees are provided with their typical or contracted minimum work hours per week. Staggering shifts requires:

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

The district will conduct transportation activities that are consistent with the Department of Health and NYSED School Reopening guidelines. In order to maintain social distancing, district buses will operate at a reduced capacity, and students and driver will need to utilize Personal Protective Equipment and take the following additional measures:

1. In-person days may be staggered by cohort groups.
2. Bus runs and routes may be added/modified to reduce load levels on buses.
3. Start and end times for schools within the district may be altered.
4. Visitors may not be permitted on campus during school hours.
5. Seats will be occupied by one student per seat unless students are from the same household.
6. Whenever possible, a single driver will be assigned to the same bus and routes.

### *Identification of Positions with Staggered Work Hours and Approval Process*

District buildings and grounds staff, secretaries, food service, administration, IT, transportation, and business 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 and or the Superintendent of Schools. 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. Supervisor of Buildings shall be responsible for monitoring and replenishing those supplies as necessary. Individuals with a medical necessity and an approved reasonable accommodation will be provided fitted 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 a fitted N-95 respirator shall be entered into a respiratory protection program, fit tested, medically cleared, and provided fitted N-95 respirators as required.

#### *Procurement of Personal Protective Equipment*

The Supervisor of Buildings shall track PPE inventory in their building in the form of an inventory report that will be submitted to the Business Administrator for review each week. When inventory gets low (i.e., having less than two pieces of PPE for each essential employee for at least a six-month period), the Supervisor of Buildings will notify the Business Administrator who will contact one or more of the vendors on the District-approved supplier's list to procure the necessary PPE. The district maintains a supplier list with backup suppliers listed in an effort to mitigate any supply chain disruption. For unforeseen disruptions or shortages, the district shall work with the Saratoga County Department of Health and the WSWHE BOCES 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 Galway Central School District to support contact tracing within the organization and may be shared with local public health officials.

All employees will use their access fobs or sign in as applicable for entrance. This serves as their arrival documentation. Payroll, Frontline Absence Manager, Health Screening Protocol, and Time Cards will further document an employee's presence on campus. Contractors will sign in with the main office, and

their presence will be recorded in the visitor management system. Non-essential visitors will not be allowed in buildings, exceptions made on a case by case basis.

## 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 Galway Central School District's essential operations. If such a need arises, the school district shall work with local and state authorities to help identify and arrange for housing needs.



# APPENDIX “E”

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

### **Early Warning Signs for Potential Violence**

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

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

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

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

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

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

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

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

monitoring, and supervising children's access to firearms and other weapons. Children who have a history of aggression, impulsiveness, or other emotional problems should not have access to firearms and other weapons.

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

### **Identifying and Responding to Imminent Warning Signs**

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

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

Imminent warning signs may include:

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

### **Threat Assessment**

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

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

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

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

### **Personality Traits**

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

- a student intentionally or unintentionally revealing clues to feelings, thoughts, fantasies, attitudes, or intentions that may signal an impending violent act;
- low tolerance of frustration, easily hurt, insulted, angered by real or perceived injustices;
- poor coping skills, demonstrating little ability to deal with frustration, criticism, disappointment, failure, rejection or humiliation;
- lack of resiliency, is unable to bounce back from frustrating and disappointing experiences; failed love relationship, cannot accept or comes to term with humiliation or rejection;
- injustice collector, nurses resentment over real or perceived injustices, will not forgive or forget those who s/he believes are responsible;
- narcissism, self-centered, lacking insight to the needs / feelings of others, blames others for failure and disappointment, may embrace the role of victim, display signs of paranoia, self-importance or grandiosity masking feelings of unworthiness, notably think or thin skinned;
- alienation, feels different or estranged from others, more than being a loner, involves feelings of isolation, sadness, loneliness, not belonging or fitting in;
- dehumanizes others, fails to see others as humans, sees them as objects to be thwarted;
- lacks empathy, demonstrates inability to understand feelings of others, may ridicule displays of emotion as weak or stupid;
- exaggerated sense of entitlement, has a sense of being superior and constantly expects special treatment and consideration;
- attitude of superiority, has a sense of being superior to others, smarter, more creative, talented, experienced, more worldly;
- exaggerated / pathological need for attention, positive or negative, regardless of the circumstances;

- externalizes blame, consistently refuses to take responsibility for own actions, blames others, often seems impervious to rational argument and common sense;
- masks low self-esteem, may display arrogance, self-glorifying attitude, avoids high visibility or involvement, may be considered a “non-entity” by peers:
- intolerance, racial, ethnic, religious and other, displays symbols and slogans of intolerance on self or possessions;
- inappropriate humor, macabre, insulting, belittling, or mean.
- Attempts to manipulate others, attempts to con and manipulate to win trust so others will rationalize aberrant behavior;
- Lack of trust, is untrusting and suspicious of the motives and intentions of others, may approach clinically paranoid state;
- Closed social group, introverted, with acquaintances rather than friends, may associate only with a single small group to the exclusion of others;
- Manifests a dramatic change in behavior, academic performance, disobedience of school rules, schedules, dress codes etc.
- Demonstrates unusual interest in sensational violence or acts of mass violence, may have a fascination or predilection towards violence that had occurred in previous school attacks;
- Fascination with violence-filled entertainment, movies, TV, computer games, music videos, printed material, inordinate amount of time with violent computer games and websites involving violence weapons and disturbing objects;
- Has negative role models, drawn to negative, inappropriate role models, such as past perpetrators of acts of mass or school;
- Manifests behavior that is relevant to carrying out a threat, spends inordinate amount of time practicing with firearms, on violent websites, begins excluding normal pursuits such as homework, class, work, time with friends, is seen mapping out the building or discussing plans for how they would carry out an attack, may create a “hit list” of people that they have grievances with.

### **Negative Home-Life Dynamics**

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

### **School Dynamics**

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

- Student attachment to school, student appears detached from school, other students, teachers, and school activities;
- Tolerance for disrespectful behavior, school does little to prevent or punish disrespectful behavior between students, bullying is part of the school culture, school authorities are oblivious to bullying, little or no intervention by school authorities, school atmosphere promotes racial or class divisions, allows them to remain unchallenged;
- Inequitable discipline, discipline is inequitably applied or is perceived as such by students or employees;

- Inflexible culture, official and unofficial patterns of behavior, values and relationships among students, teachers and administrators are static, unyielding and insensitive to changes in society and the changing needs of newer students;
- Pecking order among students, certain groups have more prestige and respect – both officially and unofficially by students and school officials;
- Code of silence, prevails among students, little trust between students and employees, students and staff are unclear about who they should report potential threats to, there is no monitoring or reporting system currently in place;
- Unsupervised computer access, access is unsupervised and unmonitored, students are able to play violent games, explore inappropriate websites, promote violent hate groups, give instruction in bomb making etc.

### **Social Dynamics**

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

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



# APPENDIX “F”

## **Emergency Remote Instruction Information**

### **Availability of Devices and Internet Access**

In order to facilitate the educational process in the event of an emergency situation that would require remote instruction for students, the school district completes the annual Student Digital Resources collection process to better inform how this plan can serve the school community. The purpose of this survey is so that the school district can understand the level of access to technology that students within the school district have, primarily in regards to their access to the internet and computers. To support remote learning, the district will make computer devices and hotspot devices available to the greatest extent possible. When this is not possible, the school district shall work with community partners to help ensure that public access wi-fi points are available for students and families throughout the community to allow for them to participate in remote learning. To the extent possible, the district shall try to maintain the use of a single online learning platform.

The school district's technology department shall be responsible for assisting students with internet access, including, but not limited to, the use of hotspot devices, and may also be tasked with servicing devices that may not be working properly. This group may also be responsible for providing on-site instructional support for technology integration and for providing learning opportunities through tutorial videos and other virtual means.

Should the school district determine in advance that emergency conditions may require the school district to provide remote instruction during the following day(s), students and staff shall be informed of this possibility via their existing internal and external communication channels with as much advance notice as possible. The school district may communicate this information via the public address system, verbal communication, letters sent home, social media posts, phone calls, and via text messages.

Inevitably, there may be students in the school community for whom remote learning is not appropriate or possible. In these situations, the school district shall assess that individual's unique needs and try to accommodate them with in-person learning, to the extent that is possible. The school district may also consider utilizing 1:1 aides, instruction by phone, or the creation and dissemination of paper materials to the students home, as well as other methods, to better support their individual needs.

### **Provision of Special Education and Related Services**

Should remote learning become necessary, the school district shall ensure that special education services are provided to students who need them, in accordance with their individualized education programs (IEPs) and to ensure that they receive a free appropriate public education (FAPE). In order to facilitate the provision of special education and related services the school district shall ensure that:

- Consultant teachers are available to provide on-going support and to deliver IEP services.
- Special education classrooms shall collaborate regularly with co-teachers to provide differentiated virtual learning experiences for students on their caseload.
- Students are provided with prioritized standards-based lessons via Google Meet
- Students are directly provided with modifications and accommodations as per their IEP
- All differentiated assignments shall be compliant with NYS guidelines and the student's IEP
- Accommodations shall be provided through the student's 504 plans

- Special Education teachers shall attend professional learning communities, grade level meetings, and department meetings to discuss continuity of instruction, struggling students, and learning activities
- Students are provided with daily synchronous instruction via Google Meet

**Expectations for Time Spent in Modalities and Foundation Aid**

In the event that the school district were required to go to emergency remote instruction, the school district schedule shall mirror what the in-person schedule for the day would have been. Students shall be provided with opportunities throughout the course of the day to interact with teachers and their peers during live instruction, including group work and question and answer sessions within the classroom structure. For state aid purposes, the school district estimates that they will spend \_\_\_\_\_ time in remote instruction due to emergency conditions.



HOME OF THE  
GOLDEN EAGLE

GALWAY CENTRAL SCHOOL DISTRICT  
2023-2024  
DISTRICT-WIDE  
SCHOOL SAFETY PLAN