

# **Argyle CSD District Wide School Safety Plan**

**Revised: June 2023**

**Argyle Central School  
5023 State Route 40**

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# **Argyle Central School District District Wide School Safety Plan**

Commissioner's Regulation 155.17 Project 14

## **INTRODUCTION**

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. New York State School Districts are required to develop a district-wide school safety plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs within the district and is consistent with the more detailed emergency response plans required at the building level. School 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.

The Warren-Washington-Saratoga-Hamilton-Essex BOCES, in coordination with the Argyle Central School District, supports the SAVE Legislation, and intends to facilitate the planning process. The Superintendent of Argyle Central School District encourages and advocates on- going district-wide cooperation and support of Project SAVE.

## **GENERAL CONSIDERATIONS**

### **A. Purpose**

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

### **B. Identification of Chief Emergency Officer and District Wide Safety Team**

The Argyle Central School District designates the superintendent as the district chief emergency officer whose duties shall include, but not be limited to:

- Coordination of the communication between school staff, law enforcement and other first responders.
- Lead the efforts of the district-wide school safety team in the completion and yearly update of the district-wide school safety plan and the coordination of the district-wide plan with the building-level emergency response plans.
- Ensure staff understanding of the district-wide school safety plan.
- Ensure the completion and yearly update of building-level emergency response plans for each school building.
- Assist in the selection of security related technology and development of procedures for the use of such technology.
- Coordinate appropriate safety, security and emergency training for district and school staff, including required training in the emergency response plan.

- Ensure the conduct of required evacuation and lockdown drills in all district buildings as required by Education Law section 807; and
- Ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.

### **Identification of District-Wide Safety Team**

The Argyle Central School District has a District Emergency Response Team appointed by the Board of Education, to meet the needs of the District during emergencies. The District team is responsible for emergencies at the district level. The Argyle Central School District has opted for one unified team to handle emergencies at this K-12 Facility.

The members of this team by title are as follows:

- Representative of the School Board
- Superintendent
- Teacher
- Building Administrators
- Head of Buildings and Grounds
- Transportation department personnel
- District/School Security Personnel
- Representation from the bargaining Units
- School Nurse
- Local First Responders
- Safety Consultants
- Parent(s)

### **C. Concept of Operations**

- The District-Wide School Safety Plan shall be directly linked to the Building-Level Emergency Response Plans for Argyle Central School District. The protocols reflected in the District-Wide School Safety Plan will be used to guide the development and implementation of the individual Building-Level Emergency Response Plans.
- The development of the District-Wide Safety Plan was a collaborative effort involving members of the District Emergency Response Team, law enforcement officials, county emergency service coordinators, and the Capital Region BOCES Health Safety Risk Management Services. The plan was further developed utilizing the guidelines provided by the New York State Education Department.
- In the event of an emergency or violent incident, the initial response to all emergencies will be the responsibility of the District Emergency Response Team. The Argyle Central School District consist of the following facilities:
  - Argyle Elementary School
  - Argyle Jr/Sr High School
  - Argyle School Bus Garage
- All information pertaining to an emergency or violent incident will be directed to either the Building Principal/Designee or the District Emergency Response Team.

- Upon the activation of the District Emergency Response Team, the Superintendent of Schools or his/her designee will be notified. When appropriate local emergency officials will also be notified by calling 911.
- County and State resources through existing established protocols may supplement emergency response efforts.

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

- This plan shall be reviewed and maintained by the District Emergency Response Team on an annual basis. A copy of the plan is available in the Superintendent's office.
- When significant changes are made, pursuant to Commissioner's Regulation 155.17(e) (3), this plan will be made available for public comment 30 days prior to adoption. The district-wide and building-level plans may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.
- While linked to the District-Wide School Safety Plan, the Building-level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.
- 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 submitted to the Washington County Sheriff's Department and NYS State Police within 30 days of adoption.

### **RISK REDUCTION/PREVENTION AND INTERVENTION**

#### **A. Prevention/Intervention Strategies**

##### **Program Initiatives**

The Argyle Central School District has offered programs and activities for improving communications among students and staff in order to report potentially violent incidents, such as:

- Programs concerned with bullying and violence prevention.
- Collaboration with the Washington County Office of Emergency Services
- Dignity For All Students Act (DASA) training
- Mandated Emergency Response, Violence Prevention and Mental Health Training.
- Therapeutic Crisis Intervention (TCI)
- Collaborative arrangements 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 and are effectively and fairly recruited.
- Nonviolent conflict resolution programs
- Peer mediation and restorative justice programs.
- Extended day and other school safety programs.

## **Facilities Initiatives**

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

- All visitors entering school buildings are directed to the Main Office to provide identification and receive identification (printed label sticker). Anyone who is found in the building without identification is directed back to the Main Office to sign in.
- Digital video surveillance systems are installed in district facilities. Video surveillance capabilities will be reviewed and expanded as needed.
- Security audits are regularly conducted by local law enforcement, local fire department officials, insurance companies and risk management personnel.
- Argyle CSD policy and procedures related to emergency protocols are not available to the public.

**Note: Policies and procedures are continually being evaluated and shaped by real life experiences, such as bomb threats, forced entry into the school building with vandalism and outburst of potentially violent behavior by students.**

## **Training, Drills, and Exercises**

The Argyle Central School District has developed policies and procedures for annual multi-hazard school safety training for staff and students, including the strategies for implementing training related to multi-hazards. All drills required by the NYS Department of Education are satisfied annually. The district has established the following procedure(s) for annual multi-hazard school safety training for staff and students:

- The District will submit certification to NYSED that all district and school staff have undergone annual training on the emergency response plan, and that the school safety training includes components on violence prevention and mental health. New employees hired after the start of the school year will receive training within 30 days of hire. The District will certify that all school staff receive this training by September 15th of each school year, or within 30 days of hire, whichever is sooner.
- Full participation in the Annual Early Dismissal - Go Home Evacuation Drill.
- Full participation with 4 Building Lockdown/Security Drills annually.
- The District conducts 8 Fire Alarm Activation and Evacuation Drills annually.
- The District conducts 4 School Bus Safety and Evacuation Drills annually.
- Emergency Response Team members will participate in simulated tabletop exercises annually to test the building-level safety plan components.
- The district has/will conduct drills and other training exercises to test components of the emergency response in coordination with the following agencies:

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

- The district conducts drills and other training exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local, county, and state emergency responders and preparedness officials.

- A debriefing concludes each test to determine if changes to the plan are necessary. Fire and Emergency Drills.
- The school district, at least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, conducts one test of its emergency response procedures under its building-level emergency response plan, including sheltering, lock-down, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.

### **School Safety Personnel**

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

- Monitor hallways, entryways, exits and outside grounds during school hours for unusual occurrences or unauthorized visitors.
- Act as building liaison in communicating building level safety issues or concerns.
  - Represent the building on the District Wide Health and Safety Committee.
  - Serve on Building Level School Building Response Team.
  - Attend school safety meetings and be a resource on school safety and security issues for building employees.
  - Develop plans and strategies for building security, crime and violence prevention, safety planning and employee training.
  - Participate in school incident investigations.
  - Respond to all school emergencies as part of the building's Emergency Response Plan.
  - Coordinate annual school safety multi-hazard training for students and employees. Multi-hazard training shall include crisis intervention, emergency response and management.
  - Employees and students shall receive annual training and drill practice on protocols for bomb threats, evacuation, sheltering, lockdown, relocate to hallway, fire emergency, bus drills and appropriate violence prevention strategies.
  - Designate procedure for informing substitute teaching and non-teaching employees of school safety protocols.
- Comply and encourage compliance with all school safety and security policies and procedures established by the Board of Education.
- Attend professional development activities on school safety and violence prevention.
- All school safety personnel shall be provided with training on violence prevention and school safety. All training courses shall receive prior approval from the District Superintendent or his/her designee.

### **Hiring and Screening of School Personnel**

The following hiring and screening practices are followed for the hiring of all personnel:

#### **Fingerprinting and Criminal Background Checks**

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

## Reference Checks

References are thoroughly checked prior to extending an employment offer.

- Reference check forms are used for instructional, non-instructional and transportation personnel.
- Reference checks are completed and reviewed by the administrative team along with the application.
- Prior to making a job offer to a prospective employee, the following mandatory questions are asked during reference checks with immediate and/or past supervisors:
  - Do you have knowledge of any violations of safety or security by (prospective employees) related to students, employees or others?
  - Why did (prospective employee) leave your employment? Or do you know why (prospective employee) is leaving your employment?
  - Would you rehire (prospective employee)? If not, why not?

## **B. Early Detection of Potentially Violent Behaviors**

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

## **C. Hazard Identification**

The identification of sites of potential emergencies is located in each Building-level Emergency Response Plan. The location of potential hazards, such as: chemical storage, propane & motor fuel storage, potential fire hazards, electrical hazards, playground equipment, etc. are documented in a building and facility diagram. Site hazards are identified in the County/Town Hazard Assessment in each of the plans.

## **RESPONSE**

### **A. Notification and Activation (Internal and External Communications)**

- The district policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident are located in the Building-level Emergency Response Plan. The plan identifies individuals who are authorized to initiate contact with local law enforcement agencies. All communications during an incident at the school will flow through the Incident Command Center. Emergency services will be requested through the 911 system.

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

- Telephone
- Intercom



- Runner with verbal message
  - Automated notification systems
  - District radio system
  - Regional repeater base station
  - Email
  - Television/radio
  - Social media
  - School district's website
- The district has established guidelines for staff and students that in the event that they initially discover an emergency situation, or impending emergency, that they will notify the Building Principal and provide him/her with information on the nature of the event. In the event that the Principal cannot be reached, the District Emergency Response Team will be contacted.
  - Procedures for School Cancellation/Early Dismissal and Community Notification protocol for contacting parents, guardians, or persons in parental relation to the students in the event of a violent incident or an early dismissal are outlined in each Building-Level Emergency Response Plan. This includes using local media in some instances as well as an Automated Notification System. Buildings may also use a phone tree with emergency contact information provided by student's parents/legal guardians.
  - The Argyle Central School District is allowing for the temporary covering of vision panels in spaces that cannot maintain an "out of sight" location for a lockdown. The rooms have been examined for configuration and furniture layout. Temporary covering will only be permitted during emergencies and drills. The covering must be removed promptly after the conclusion of the event.
  - The Argyle Central School District is allowing for the temporary barricading of doors in the event a room cannot be secured during a lockdown. The staff member in such space shall make every reasonable attempt to secure the space in accordance with applicable codes, however, if this is not feasible barricading will be viewed as an acceptable option.
  - These emergency measures allow time for responding law enforcement to arrive on scene and neutralize the threat. If possible, law enforcement should be involved in the drills to help prepare students and staff for their interactions and release from lock-down by uniformed officers. However, law enforcement involvement is not required by legislative mandate. Other protective actions such as lock-out or shelter in place are emergency actions that are usually preceded by some degree of warning time and do not require the immediate response necessary for a lock-down. While the school should be well versed in their lockout and shelter in place protocols, lock-down is the only type of protective action that is specifically required by the statute.

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

The district has developed multi-hazard response plans. These guidelines are present in the Multi-Hazard Emergency Response Action Guidelines in the Building-Level Emergency Response Plan. The emergencies addressed in the plan include: (but are not limited to):

- Initial Actions

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

### **Responding to Violence - Implied or Direct Threats of Violence**

The Crisis Response and Multi-Hazard Emergency Response Action Guidelines in the Building-Level Emergency Response Plan provides guidance on the districts policies and procedures for responding to implied or direct threats of violence by students (including to themselves), teachers, other school personnel and visitors to the school. The following types of procedure(s) are addressed in the plan, and could be used by the district:

- Contacting parents, guardians, or persons in a parental relation to a student in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide.
- The use of staff trained in de-escalation or other strategies to diffuse the situation.
- Informing the Building Principal of implied or direct threat.
- Determining the level of threat with the District Emergency Response Team.
- Contacting an appropriate law enforcement agency, if necessary.
- Monitoring the situation, adjusting the district's response as appropriate, including consideration of zero-tolerance policies for school violence, and include possible implementation of District Emergency Response Team.

### **Acts of Violence**

Multi-Hazard Emergency Response Action Guidelines in each Building-Level Emergency Response Plan provides guidance on the districts policies and procedures for responding to direct acts of violence by students, teachers, other school personnel and visitors to the school. The following types of procedure(s) are addressed in the plan, and could be used by the district:

- Determine the level of threat with the District Emergency Response Team.
- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- Inform the Building Principal and District Emergency Response Team.
- If necessary, initiate lockdown or lockout procedures and contact appropriate law enforcement agency.
- Monitor the situation; adjust the level of response as appropriate; if necessary, initiate early dismissal, sheltering, or evacuation procedures.

**Note: The Argyle Central School District "Code of Conduct" describes policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school.**

### **Response Protocols**

The Incident Command System, Multi-Hazard Emergency Response Action Guidelines in each Building-Level Emergency Response Plan provides guidance on the district's policies and procedures for responding to bomb threats, hostage takings, intrusions and kidnapping. The following protocols are provided as examples:

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

### **Arrangements for Obtaining Emergency Assistance from Local Governments**

A section on Emergency Communications in the Building-Level Emergency Response Plan provides guidance for obtaining assistance during emergencies from emergency services organizations and local government agencies. The following examples are the types of arrangements that could be used by the district:

- The Superintendent or his or her designee in an emergency will contact the Regional Emergency Dispatch Center by calling 911. The dispatcher will determine the appropriate services needed by the school.
- The Superintendent or his or her designee contacts highest-ranking City and or Town officials to provide notification and/or request assistance.

### **Procedures for Obtaining Advice and Assistance from Local Government Officials**

The district will utilize procedures outlined in Emergency Communications and the Incident Command System sections in the Building-Level Emergency Response Plan 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. The types of procedures for obtaining advice and assistance from local governments during countywide emergencies could include the following:

- Superintendent/Designee in an emergency will contact emergency management coordinator and/or the highest-ranking local government official for obtaining advice and assistance.
- The district has identified resources for an emergency from the following agencies: Washington County Office of Emergency Services, Adirondack Chapter of the American Red Cross, New York State Police, Washington County Public Health Department, Washington County Sheriff's Department, and Capital Region BOCES Health Safety Risk Management Services.

### **Procedures to Coordinate the Use of School District Resources and Personnel During Emergencies**

- The Building-Level Emergency Response Plan provides a description of the district's procedures to coordinate the use of resources and personnel during emergencies. These

sections include the identification of the officials authorized to make decisions and the staff members assigned to provide assistance during emergencies.

### **Protective Action Options**

- The Building-Level Emergency Response Plan describes the following actions in response to an emergency where appropriate: school cancellation prior to the start of school, early dismissal, evacuation before, during and after school hours, and sheltering procedures.

### **Recovery**

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

### **District Support for Buildings**

- The Building-Level Emergency Response Plan provides resources for supporting the Emergency Response Team and Post-Incident Response Team at Argyle Central School District. The District's Incident Command System Plan identifies alternates to relieve team members, and interfaces with the Crisis Response Plan to provide team members the opportunity to debrief and rehab in a controlled environment. Additionally, members of the Post-Incident Response Team will be provided with sufficient staffing to allow the rotation of personnel, and the opportunity to debrief and rehab in a controlled environment.

### **Disaster Mental Health Services**

- The Administrative branch of the Post-Incident Response Team (Crisis Response Team) will work through the School Psychologist, Guidance Director, and School Nurse to coordinate disaster mental health resources through the County Mental Health Department, community resources, neighboring school districts, and other disaster mental health resources to fully support members of the crisis response team.
- A debriefing of the Post-Incident Response Team is an essential part of the recovery phase following an emergency incident. The debriefing will be used in part to evaluate the district's plan for possible revisions.

**References:** While linked to the District-Wide School Safety Plan, References 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.

**Reference 1:** The listing of all school buildings covered by the District-Wide School Safety Plan with addresses of building, and contact names and telephone numbers for building staff is located in each Building-Level Emergency Response Plan.

**Reference 2:** Included in each Building-Level Response Plan is a table identifying the local and state law enforcement organizations that have received copies of the Building-Level Response Plans.

## **Appendices:**

### ***Appendix 1:***

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

### ***Appendix 2:***

*Summary of Building-level plan.*

### ***Appendix 3:***

*Internal resources of the Argyle Central School District.*

### ***Appendix 4:***

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

### ***Appendix 5:***

*Special Patrol Officer Duties*

### ***Appendix 6:***

*Public Employer Health Emergency Plan*

### ***Appendix 7:***

*Remote Learning Plan*

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

Argyle Central School  
5023 State Route 40  
Argyle, NY 12809  
Telephone: (518) 638-8243  
Superintendent: James Bennefield

## **Appendix 2 – Argyle Central School District Building-Level Emergency Response Plan Summary – Commissioner’s Regulation 155.17**

### **INTRODUCTION**

Emergencies in schools must be addressed in an expeditious and effective manner. Schools are at risk of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in schools.

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

### **GENERAL CONSIDERATIONS AND GUIDELINES**

#### **A. Purpose**

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

#### **B. Identification of School Teams**

Each building has developed two emergency teams:

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

#### **C. Concept of Operations**

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

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

- This plan will be reviewed periodically during the year and will be maintained by the Building-level Emergency Response Team. The required annual review will be completed on or before September 1 of each year after its adoption by the Board of Education.
- Pursuant to Commissioner's Regulation 155.17 (e)(3), a summary of this plan will be made available for public comment at least 30 days prior to its adoption. The School Board may adopt the district-wide and building-level plans only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plans must be formally adopted by the Board of Education.
- Building-level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.
- Full copies of the Building-level Emergency Response Plan will be supplied to both local and State Police within 30 days of adoption.

#### **PLAN SUMMARY**

#### **RISK REDUCTION/PREVENTION AND INTERVENTION**

##### **A. Designation of School Teams**

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

##### **B. Prevention/Intervention Strategies**

- Training for emergency teams and individuals who have safety responsibility, including de-escalation training, has been conducted as determined in the district-wide school safety plan.
- Procedures for an annual review and the conduct of drills and exercises to test components of this school's plan, including the use of tabletop exercises, in coordination with local and county emergency responders and preparedness officials have been developed and will be implemented.



- The District-wide School Safety Plan requires annual multi-hazard training for students and staff. The school's plan describes how this training will be provided to staff and students in the building.

### **C. Identification of Sites of Potential Emergencies**

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

## **RESPONSE**

### **A. Assignment of Responsibilities**

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

### **B. Continuity of Operations**

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

### **C. Access to Floor Plans**

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

### **D. Notification and Activation**

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

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

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

### **E. Hazard Guidelines**

The District-wide School Safety Plan includes multi-hazard response plans for taking actions in response to an emergency. The school building's plan includes building-specific guidelines for the following types of emergencies: Threats of Violence, Intruder, Hostage/Kidnapping, Explosive/Bomb Threat, Natural/Weather Related, Hazardous Material, Civil Disturbance,

Biological, School Bus Accident, Radiological, Gas Leak, Epidemic, or Others as determined by the Building-level Emergency Response Team.

## **F. Evacuation Procedures**

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

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

## **G. Security of Crime Scene**

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

## **RECOVERY**

The Building-level Emergency Response Plan will be coordinated with the statewide plan for disaster mental health services to assure that the school has access to federal, state and local mental health resources in the event of a violent incident.

Short-term actions for recovery include:

- Mental health counseling (students and staff)
- Building security
- Facility restoration
- Post-incident response critique
- Other

Long-term actions for recovery include:

- Mental health counseling (monitor for post-traumatic stress behavior)
- Building security
- Mitigation (to reduce the likelihood of occurrence and impact if it does occur again)
- Other

### **Appendix 3 - Listing of internal resources for the Argyle Central School District.**

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

#### **Fuel Sources**

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

#### **Food**

The district may be able to provide as many as 500 meals per day during an emergency (based on 3 meals a day), depending on time of year and food stock. Contact Meghan Wilkins, Food Service Manager - (518) 638-8243 ext. 519 for additional information.

#### **Communications**

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

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

### **Early Warning Signs**

It is not always possible to predict behavior that will lead to violence. In some situations, and for some youth, different combinations of events, behaviors, and emotions may lead to aggressive rage or violent behavior toward self or others. School personnel and students as well as parents are often in a good position to observe these early warning signs.

None of these signs alone is sufficient for predicting aggression and violence. Moreover, it is inappropriate--and potentially harmful--to use the early warning signs as a checklist against which to match individual children. Rather, the warning signs are offered only as an aid in identifying and referring children who may need help. A good rule of thumb is to assume that these warning signs, especially when they are presented in combination, indicate a need for further analysis to determine an appropriate intervention.

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 Greenville Central 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.

## **Threat Assessment**

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

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

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

## **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;

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- 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;
- depression manifested by lethargy, physical fatigue, morose or dark outlook on life, malaise, lack of interest in activities once enjoyed, unpredictable anger, generalized or excessive hatred to others, hopelessness about the future, psychomotor agitation, restlessness, inattention, sleep and eating disorders;
- 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;
- anger management problems, manifested by consistent temper tantrums, melodramatic displays, brooding, sulking, seething silence, reacts out of proportion to cause, may direct anger to those who have no connection to triggering incident;
- 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.
- Rigid and opinionated, judgemental and cynical, strong opinions on topics about which little knowledge is possessed, disregards facts, logic and reasoning;
- Demonstrates unusual interest in sensational violence;



- 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, Hitler, Satan or others associated with violence and destruction;
- 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.

### **Family Dynamics**

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

- Turbulent parent / child relationship, relationship is particularly difficult, can be uniquely evident following recent or multiple moves, loss of parent, addition of step-parent, dismisses parents' role in his / her life, evidence of violence in the home;
- Acceptance of pathological behavior, parents do not react to behavior that most would find disturbing; parents appear unable to recognize or acknowledge problems in their children, respond quite defensively to real or perceived criticism of child, parents appear unconcerned about, minimize or reject reports of inappropriate behavior by child;
- Access to weapons, family keeps guns, weapons, explosives materials in the home and accessible to the children, weapons treated carelessly, without normal safety precautions, parent or role model may handle weapons irresponsibly or use as device for intimidation;
- Lack of family intimacy or closeness;
- Student "rules the roost," few limits set for children, parents regularly submit to child's demands, student insists on inordinate degree of privacy, parents have little information about student activities, school life, friends, or other relationships.
- No limits or monitoring of TV or Internet, parents do not supervise, limit or monitor TV, Internet, computer use or access.

### **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;
- 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;
- Drugs and alcohol, knowledge of student's use of drugs or alcohol or changes in such use is important;
- Outside interests, outside interests of students are important to note as they can mitigate or increase the school's level of concern in assessing a threat;
- Copycat effect, school shooting and other violent incidents that receive intense media attention can generate threats or copycat violence elsewhere, school employees should be highly vigilant in the aftermath of such incidents.

## **Appendix 5 – Duties of the Special Patrol Officer**

**The Duties of the SPO.** The SPO shall perform the following duties under this Agreement, as directed by the District and Sheriff's Office, to the extent permitted by law including Section 209-v:

- 1.1 The SPO shall undertake appropriate efforts to ensure the safety and security of District property and persons on such property. The SPO will patrol school buildings and grounds and respond to emergency situations on the District's property.
- 1.2 The SPO shall act as a school resource officer and provide a positive role model for students.
- 1.3 The SPO shall act as an instructor for specialized, short-term, programs at the District, when invited to do so by the principal or a member of the faculty (i.e., Internet safety, conflict resolution, violence prevention etc.). All such presentations will be approved by both the District and Sheriff's Office.
- 1.4 The SPO shall make presentations to the District faculty and students on law-related topics. Such subjects shall include a basic presentation on laws, the role of police officers, and the police mission. All such presentations will be approved by both the District and Sheriff's Office.
- 1.5 The SPO shall coordinate his or her activities with the Superintendent of Schools and staff members as identified by the Superintendent, and will seek permission, advice and guidance prior to undertaking any program in the District.
- 1.6 The SPO shall promote a trusting relationship by developing lines of communication with students and staff and promote positive behavior and interaction between students.
- 1.7 The SPO shall make themselves available for conferences with students, parents and faculty members in order to assist them with law enforcement or crime prevention matters.
- 1.8 The SPO shall refer students who may be experiencing a variety of school, family or social problems to the District for appropriate action.
- 1.9 The SPO shall become familiar with all community agencies that offer assistance to youths and their families, such as mental health clinics, drug treatment centers, etc. but any referrals thereto will be made by the District.
- 1.10 The SPO shall assist the District in developing plans and strategies to prevent and/or minimize dangerous situations which may occur in school or during school sponsored events. The SPO shall assist in increasing staff awareness about policies

and procedures for preventing/responding to incidents of violence and other threats to school safety.

- 1.11 The SPO shall take law enforcement action as immediately required to the extent that a special patrol officer may do so under the authority of law. As soon as practicable, the SPO shall make the Superintendent of Schools (or his designee) aware of such action. At the Superintendent's (or his designee's) request, the SPO shall take appropriate law enforcement action against intruders and unwanted guests who may appear at the school and related school functions, to the extent that the SPO may do so under the authority of the law.

1.11(a) Once the SPO has taken whatever immediate action was necessary to resolve the situation the SPO shall notify and turn the case and investigation over to a Deputy Sheriff or appropriate Police Officer for any further action.

- 1.12 The SPO will assist other police officers and law enforcement representatives in matters regarding this Agreement, whenever necessary.
- 1.13 The SPO shall maintain detailed and accurate records of the operation of the SPO Program, and shall make them available to the Superintendent of Schools as required by law, or upon request.
- 1.14 The SPO shall not act as a school disciplinarian. However, if the Superintendent believes an incident involves a violation of the law, then the Superintendent may contact the SPO and the SPO shall then determine whether law enforcement action is appropriate and notify a Deputy or Police Officer for any further action. The SPO is not to be used as a substitute for regularly assigned lunchroom duties, hall monitoring, bus duties or other monitoring duties, but will maintain a highly visible presence through the school day in hallways, lobby, cafeteria, restrooms, and parking lot to protect persons and property, to maintain order, and to assure compliance with safety and security rules and protocol.

## **Appendix 6 – Public Employer Health Emergency Plan**

# **Public Employer Health Emergency Plan for the Argyle School District**

date of approved plan: March 11, 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 Argyle Teachers Association and Argyle Non-Teaching Association, as required by the amended New York State Labor Law.

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

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

--

As the authorized official of the Argyle 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: 3/12/2021

By: Michael Healey

Title: Superintendent

Signature: 

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## Purpose, Scope, Situation Overview, and Assumptions

### Purpose

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

### Scope

This plan was developed exclusively for and is applicable to the Argyle 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 Argyle 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 Argyle Central School District may be notified by phone, email, or any other means determined to be necessary, with details provided as possible and necessary, with additional information and updates provided on a regular basis. Parents, students, and other community members will be notified of pertinent operational changes by way of email notifications, social media messaging, and local news outlets, amongst others. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The Superintendent will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The Superintendent of Schools of the Argyle 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 Argyle 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 Argyle 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

The Argyle 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 Argyle Central School District have been identified as:

| Essential Function                           | Description  |
|--|--|
| Buildings and Grounds                        | Responsible for upkeep the campus, ensures that all buildings and grounds are properly maintained, regularly cleaned, and disinfected as necessary to ensure the safety of school community members.   |
| Business Office                              | Ensure the continuity of business operations and related functions of the school district.   |
| Delivery of Instruction                      | Provide instruction to all students enrolled in the district.  |
| District Office                              | Oversight and management of the functions performed by employees in the district; ensuring that to the extent possible, regular business operations and services continue as necessary and/or mandated.  |
| Food Service                                 | Ensure that food can be provided to students   |
| Health Office/Health Services                | Assist in all health-related functions of the school district; act as a liaison between the district, the school physician, state and local health departments, and other entities as needed.  |
| Information Technology                       | Provides hardware and software for staff and students to facilitate continued education in remote learning environments necessary for continuity of instruction and education. 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 the academic and social-emotional needs of students |
| School Building Office and Secretarial Staff | Monitor/assist with mail, phones, sign-in procedures, building utilization and operations, and other activities determined essential in daily office function.   |
| Transportation                               | Ensure students are safely transported to and from school. In the case that school transitions to remote instruction, ensure that meals and instructional materials may be delivered to 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.

| Essential Function      | Essential Positions/Titles  | Justification for Each   |
|-------------------------|---|--|
| Buildings and Grounds   | <ul style="list-style-type: none"> <li>Head Maintenance Worker</li> <li>Cleaners</li> </ul>                                   | <ul style="list-style-type: none"> <li>Responsible for cleaning, disinfecting, and maintenance tasks.</li> <li>Ensures district facilities are maintained during periods of remote instruction.</li> <li>Assist with the health and safety functions occurring within the district.</li> </ul> |
| Building Administration | <ul style="list-style-type: none"> <li>Building Principals</li> <li>Director of Pupil Personnel Services</li> </ul>           | <ul style="list-style-type: none"> <li>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.</li> </ul>   |
| Business Office         | <ul style="list-style-type: none"> <li>Business Manager</li> <li>Account Clerk/Payroll</li> <li>District Treasurer</li> </ul> | <ul style="list-style-type: none"> <li>Responsible for maintaining the daily fiscal operations of the district, including payroll, accounts receivable, purchase orders, budgeting, etc.</li> </ul>  |

|                           |  |   |
|---------------------------|--|---|
| Communication Specialist  | <ul style="list-style-type: none"> <li>Communication Specialist (BOCES)</li> </ul>   | <ul style="list-style-type: none"> <li>Responsible for ensuring important communications re: district actions and decisions relating to remote instruction are shared with the community</li> </ul>   |
| Food Service              | <ul style="list-style-type: none"> <li>Cafeteria Manager</li> <li>Cafeteria Workers</li> </ul>   | <ul style="list-style-type: none"> <li>Responsible for the preparation of student meals during periods of remote instruction.</li> </ul>  |
| Health Office             | <ul style="list-style-type: none"> <li>School Nurse(s)</li> </ul>  | <ul style="list-style-type: none"> <li>Responsible for ensuring compliance with any state mandated health reporting</li> </ul>  |
| Information Technology    | <ul style="list-style-type: none"> <li>IT Director</li> <li>BOCES IT Staff</li> </ul>  | <ul style="list-style-type: none"> <li>IT Directors establishes all priorities for IT tasks, including overseeing the local area network and the subsequent ongoing maintenance of this network as well as all related IT for the district.</li> <li>IT staff sets up, maintains, and supports hardware, software, and network with help desk support required for remote learning and remote working.</li> </ul> |
| Secretarial Staff         | <ul style="list-style-type: none"> <li>Superintendent Secretary</li> <li>Jr/Sr High School Secretary</li> <li>Guidance Secretary</li> <li>CSE Secretary</li> </ul> | <ul style="list-style-type: none"> <li>Responsible for daily office functions during periods of remote instruction.</li> </ul>  |
| Superintendent of Schools | <ul style="list-style-type: none"> <li>Superintendent of Schools</li> </ul>  | <ul style="list-style-type: none"> <li>Responsible for overseeing all decisions pertaining to educational programs, health &amp; safety, budget/spending, staff, students, and facilities, etc.</li> </ul>  |
| Faculty/ Staff            | <ul style="list-style-type: none"> <li>Teachers</li> <li>Related Service Providers</li> <li>Teacher Aides</li> </ul>   | <ul style="list-style-type: none"> <li>Responsible for delivery of instruction and related services for all students enrolled in the district; Faculty &amp; staff may be deemed essential during periods of remote instruction on an as needed basis.</li> </ul>   |
| Transportation            | <ul style="list-style-type: none"> <li>Head Bus Driver</li> <li>Mechanic</li> <li>Drivers</li> </ul>   | <ul style="list-style-type: none"> <li>Responsible for the maintenance of district vehicles.</li> <li>Responsible for delivery of meals and instructional materials during periods of remote instruction.</li> </ul>  |

### Reducing Risk Through Remote Work and Staggered Shifts

Should this be required, the District can decrease crowding and density at the work sites and on public transportation by assigning certain staff to work remotely and by staggering work shifts.

#### 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. Administrative 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

Any request for additional equipment for remote work, in addition to the equipment provide to all faculty, must be made in writing to the appropriate building principal. If approved by the building principal, the request will be forwarded to the Superintendent for final approval.

#### *Equipping Staff and Students for Remote Learning*

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

#### *Staggered Shifts*

Implementing staggered shifts may be possible for personnel performing duties which are necessary to be performed on-site but perhaps less sensitive to being accomplished only within core business hours. As possible, and as required, management will identify opportunities for staff to work outside core business hours as a strategy of limiting exposure.

Staggering shifts requires:

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

For those "Essential Employees", the district may develop a staggered shift schedule to reduce the number of employees within the building at a given time. The supervisor for each labor title will develop a staggered schedule and submit to the Superintendent for review and approval.

#### *Personal Protective Equipment*

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

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

Note that while cleaning supplies are not PPE, there is a related need for cleaning supplies used to sanitize surfaces, as well as hand soap and hand sanitizer. The Coronavirus pandemic demonstrated that supply chains



were not able to keep up with increased demand for these products early in the pandemic. As such, we are including these supplies in this section as they are pertinent to protecting the health and safety of our employees and contractors.

Protocols for providing PPE include the following:

1. Identification of need for PPE based upon job duties and work location
2. Procurement of PPE
  - a. As specified in the amended law, public employers must be able to provide at least two pieces of each required type of PPE to each essential employee and contractor during any given work shift for at least six months
  - b. Public employers must be able to mitigate supply chain disruptions to meet this requirement
3. Storage of, access to, and monitoring of PPE stock
  - a. PPE must be stored in a manner which will prevent degradation
  - b. Employees and contractors must have immediate access to PPE in the event of an emergency
  - c. The supply of PPE must be monitored to ensure integrity and to track usage rates

#### *Identification of Personal Protective Equipment Based on Job Duties*

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

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

#### *Procurement of Personal Protective Equipment*

*On a monthly basis, The school nurse* shall track PPE inventory in the building in the form of an inventory report that will be submitted to the *Superintendent* for review. When inventory gets low the nurse will notify the Business Manager who will contact one or more of the vendors on the District-approved supplier's list to procure the necessary PPE. For unforeseen disruptions or shortages, the district shall work with the Washington County Department of Health for assistance. Personal protective equipment shall be stored within the buildings where they can be tracked and accessed in the event of an emergency, and maintained in a way that prevents degradation.

## Staff Exposures, Cleaning, and Disinfection

### Staff Exposures

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

### 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 and by following guidelines for frequency and process as recommended by CDC and NYSDOH.

- 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 and high touch 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 pathogen in question and which are appropriate for that surface.
5. Staff will follow instructions of cleaning products to ensure safe and effective use of the products.

## Employee and Contractor Leave

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

## 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 Argyle Central School District to support contact tracing within the organization and may be shared with local public health officials.

During a public health emergency, employees, contractors, vendors, and visitors entering the building will be required to complete an attestation related to their current health status.

## 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 Argyle 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 7 – Remote Learning Plan**

### **Use of Remote Learning in the District**

The District may offer remote or distance learning to students at certain times including, but not limited to, independent study, enrichment courses, and in the event of an extraordinary circumstance such as widespread illness, natural disaster, or other emergency situation.

When making decisions about remote learning, the District will consult with students, parents, teachers, administrators, community members, and other stakeholders as appropriate. The District will also ensure that it is complying with applicable teaching and learning requirements.

#### **Extraordinary Circumstances**

In the event of an extraordinary circumstance that requires long-term and widespread use of remote learning, a plan will be developed that outlines how the District will accomplish remote learning. This plan will outline the number of students involved, modes of remote learning, asynchronous and synchronous learning opportunities, internet and device access among students, and alternatives available for students who have neither a device nor consistent access. It will also address the needs of different populations of students including, but not limited to, vulnerable students, younger students, students with disabilities, and English language learners.

If warranted, the District may use a hybrid model of in-person instruction and remote learning.

### **Formats and Methods of Remote Learning**

Remote learning may be delivered by teachers through a variety of formats and methods. Instruction may be provided through video, audio, and/or written materials. Communication between teachers and students may occur through video conferencing, prerecorded videos, online discussion boards, and/or other instruction that relies on technology. Remote learning can occur synchronously, which involves real-time interaction and collaboration between teachers and students, or asynchronously, which involves delayed interactions between teachers and students and self-directed learning.

Determinations about how to best deliver remote learning will take into account a variety of factors including, but not limited to, the number of students involved, the subject matter, the students' grade levels, and technological resources of both the District and students. Consideration will also be given to whether accommodations need to be made for students with disabilities or English language learners.

## **Remote Learning Support**

As necessary, the District will provide instruction on using remote learning technology and IT support for students, teachers, and families. The District will also work to ensure that teachers and administrators are provided with professional development opportunities related to designing an effective remote learning experience.

## **Compliance with District Policies, Procedures, and the Code of Conduct**

Teachers and students are required to comply with any and all applicable District policies, procedures, and other related documents as they normally would for in-person instruction. Examples include, but are not limited to, the District's policies and procedures on non-discrimination and anti-harassment, acceptable use, and copyright. Students will also be required to abide by the rules contained within the Code of Conduct at all times while engaged in remote learning. Violations of the Code of Conduct and/or engaging in prohibited conduct may result in disciplinary action as warranted.

## **Privacy and Security of Student and Teacher Data**

In compliance with law, regulation, and District policy, the District will take measures to protect the personal information of students and teachers from unauthorized access when using remote learning technologies. Examples of these measures include, but are not limited to, minimizing the amount of data shared to only that which is necessary, deidentifying data, and the use of encryption or an equivalent technical control that renders personally identifiable information unusable, unreadable, or indecipherable to unauthorized persons when transmitted electronically.

## **Building Level Plans**

Building Level Plans will be developed in more detail as determined by subject area and grade level to meet the needs of our students due to unique circumstances.