

General Brown Central School District District-Wide School Safety Plan

Revised August 9, 2022

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I

INTRODUCTION

The General Brown Central School District- Wide Safety 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 and building level. Districts are 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 General Brown Central School District supports the SAVE Legislation, and commits to renewing our emergency response procedures annually. The Superintendent of Schools and the Board of Education encourages and advocates for district- wide cooperation and support of Project SAVE.

II

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. Purpose

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

B. Identification of School Teams

The District has created a District- Wide School Safety Team including the following persons:

Position	Name
Administrative Representatives	Barbara Case, Lisa Smith, David Ramie, Joseph Folino, Melissa Nabinger, Amy Scott, Janelle Dupee, Joe Watson, William Shepard, Christine Kennedy, SRO, Michael Parobeck
Board of Education Representative	Kelly Milkowich
Teacher Representative	Meredith Connell
Parent Organization Representative	Carrie LaSage
School Safety Personnel	Joe Watson, Christine Kennedy, SRO
Other School Personnel	Tabitha Lutz, Greg Abbate
Student Representative	McKenna Lee

C. Concept of Operations

1. The District- Wide School Safety Plan shall be directly linked to the individual Building Level Emergency Response Plans for each school building. This District- Wide School Safety Plan will guide the development and implementation of Building Level Safety Plans.
2. In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the **School Emergency Response Team**.
3. Upon the activation of the **School Emergency Response Team**, the District Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
4. County and State resources through existing protocols may supplement emergency response actions, including Post Incident Response.

The chief emergency officer for the District, designated as the Superintendent of Schools, or Director of Facilities, in the absence of the Superintendent, shall oversee the work conducted by the team.

The duties of the chief emergency officer shall include, but not be limited to the following:

- Coordination of the communication between school staff, law enforcement and other first responders;
- Lead the efforts of the district-wide 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.

D. Plan Review and Public Comment

1. Pursuant to Commissioner's Regulation 155.17 (e) (3), this plan was made available for public comment at a public hearing held at the General Brown Jr/Sr High School on October 08, 2021, and provided for participation of school personnel, parents, students, and any other interested parties. The Board subsequently adopted the District- Wide and Building-Level Plans on November 08, 2021. * The public hearing for the 2022- 2023 will be held on the September 12, 2022 Board of Education Meeting. The most recent revision of the District- Wide Safety Plan as reflected in this document was adopted by the Board of Education on September 12, 2022.
2. Full copies of the District-Wide School Safety Plan were submitted to the New York State Education Department on October 06, 2020. Building- Level Safety Plans were uploaded on the web site on October 01, 2020.
3. This plan shall be reviewed and maintained by the District- Wide School Safety Team and reviewed on an annual basis on or before July 1 of each year after its adoption by the Board of Education. A copy of the plan will be available at the Office of the District Superintendent of the General Brown Central School District.
4. While linked to the District- Wide School Safety Plan, Building- Level Safety 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.

III

SECTION II: RISK REDUCTION/PREVENTION AND INTERVENTION

The General Brown Central School District utilizes identification badges, reference checks and fingerprinting in accordance with the SAVE requirements for all staff. Each instructional building will maintain their respective security policies and procedures, as appropriate, and may be found in the confidential Building- Level Plans.

A. Prevention/Intervention Strategies

1. *Program Initiatives*

The General Brown Central School District continues to develop and investigate various strategies regarding violence prevention and intervention. These strategies may include, but are not limited to:

1. Use of resources such as the New York State Police Safe Schools Program for staff.

The four modules of one hour each include:

- Awareness - identifies school violence as a problem. Defines and identifies the difference between conflict vs. violence, provides overview of conflict resolution and communication skills, identifies early indicators of violent behavior.
- Prevention – discusses suggestions for the prevention of school violence. Provides calming and de- escalation techniques, discusses the identification of gangs and bullies, defines the difference between a prank and a crime, and provides suggestions for development of a student assistance program.
- Effective Response – provides techniques in responding to specific incidents. Presents methods on how to respond to potentially violent situations, provides strategies for dealing with a disruptive person or hostage situation, and assists in developing post-incident response teams.
- Incident Management – reviews guidelines for an incident management plan. Provides a guide to developing an incident management plan, supplies information on legal issues involving locker searches and school related crime, and assists in creating a list of resources and emergency support needed during all phases of an incident.

2. Code of Conduct – Follow Board Approved Policy

3. Education programs are operated by the District and address the criteria under B-1, for those students who may be at risk to drop out of a formal education program.

4. Peer mediation and conflict resolution – counselors, principals, school resource officer, school social worker, psychologists, and teachers work with students who are potentially violent.

5. General Brown Central School District encourages students to report school violence and any symptoms of potentially violent behavior to counselors, principals, school resource officer, school social worker, psychologists, and teachers or any other mentor without fear of retaliation by communicating this to all students at the beginning of the school year and periodically throughout the school year as appropriate.

6. Online bully report which can be anonymous.

7. PIVOT Counselor. 1 at the HS and 1 at each of the 2 elementary schools.
8. Leadership team reviews safety issues, concerns, and practices twice per month.
9. The district has implemented a threat assessment process and committee to identify potential threats within student body, employees, and the community.

2. Training, Drills, and Exercises

The District will conduct annual training for both staff and students in school safety issues. Training will be coordinated by General Brown Central School District Full Cabinet Leadership Team and has incorporated regulations including conducting four (4) lockdown drills, 8 fire drills, and 1 emergency evacuation drill pursuant to the regulations.

Drills and other exercises may be coordinated with local, county, and state emergency responders and preparedness officials. Existing plans will be revised in response to post incident critiques of these drills.

Additional staff development will take place as needed.

Screening of potential new employees includes:

- Providing a resume'
 - Providing three references
 - Fingerprinting
1. Training of new employees may utilize the New York State Police Safe Schools Program or other similar programs as determined by the General Brown Central School District Full Cabinet Leadership Team.
 2. As of July 1, 2013 all applicants for certification are required to complete six hours of coursework in training in accordance with Article 2 Section 10-10 of the New York State Education Law (DASA).

3. Implementation of School Security

The District will consider and implement, where prudent, the recommended school actions for the current threat level as declared by the Department of Homeland Security. Building specific plans will include more detailed actions.

In addition to the above, regardless of the threat level, the following security measures are in place at all times.

1. Every door will be accessible as an exit.
2. All external doors will remain locked, with buzz in access only. Under Covid- 19 restrictions, most visitors are not allowed. Drop boxes are now available at each school's main entrance.
3. A sign at the main entrance will prompt visitors to report to the Main Office.
4. All visitors will enter through the main door. Under Covid- 19, they will also undergo a temperature check via kiosks located by each school's main entrance.
5. All visitors are required to sign in, stating name, time, date, and purpose of visit; issued a Visitor's Pass (through the VisitU System) and/or escorted by an employee if access is needed to other areas of the building.

6. All inside classroom doors will be locked when unattended and during instructional hours.
7. Main office and classroom doors will have windows with an unobstructed view of the hallway.
8. Cameras and monitors have been strategically placed for safety and security purposes.
10. Lockdown buttons are placed in the District Office, Business Office, main offices of each building, and principal's offices. These are connected to a voice announcement, lockdown visual alarm, building fire doors, the Jefferson County 911 Center.
11. All staff have the ability to initiate a lockdown from their school phone.

V4. Vital Educational Agency Information

Each Building- Level Safety Plan will include the following information:

- School population
- Number of staff
- Transportation needs
- Business and home telephone numbers of key officials of each educational agency

The Building- Level School Safety Teams will insure that this information is updated routinely and accurate.

B. Early Detection of Potentially Violent Behaviors

1. There are early warning signs in most cases of violence to self and others. Certain emotional and behavioral signs that, when viewed in context, can signal a troubled student. Teachers are trained to recognize the signs that can be used to signal a student that may need help. The more signs a student exhibits, the more likely he/she may need intervention. The early warning signs include:
 - Social withdrawal
 - Excessive feelings of isolation
 - Excessive feelings of rejection
 - Being a victim of violence
 - Feelings of being picked on
 - Low school interest and poor academic performance
 - Expression of violence in writings and drawings
 - Uncontrolled anger
 - Patterns of impulsive, chronic hitting and bullying
 - History of discipline problems
 - History of violent and aggressive behavior
 - Intolerance for differences and prejudicial attitudes
 - Alcohol and drug use
 - Affiliation with gangs
 - Inappropriate access/use of firearms
 - Serious threats of violence
2. Information will be available to parents/guardians on how to identify potentially violent behaviors.

3. If a teacher or administrator feels help for a student is warranted, it will be discussed with appropriate school personnel to determine the next step.
4. An interpersonal violence prevention education package will be taught as appropriate.
5. The District Superintendent will set specific times for the building principals, in conjunction with the General Brown Central School District Professional Development Plan, to organize activities of particular concern.
6. The Full Cabinet Leadership Team will continue to review best practices associated with threat assessments.

C. Hazard Identification

The District has established procedures in the Building- Level Safety Plans for the identification of potential sites and the internal and/or external hazards that may be present in them. These procedures are developed in coordination with the local Emergency Management Office, Fire Department, and law enforcement agencies, and the use of a Risk Probability Checklist. Appendix 2 of this Plan shows the results of this procedure.

IV

SECTION III: RESPONSE

The District uses the Incident Command System model for emergency actions. For district- wide emergencies, the Incident Commander will be the Director of Facilities. In building- level emergencies, the District Superintendent or his/her designee will act as the Incident Commander. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building Level Emergency Response Plan. Building- Level Incident Command staff are identified in the Building- Level Emergency Response Plan. Information regarding the General Brown Central School District Incident Command Center post, staging area, transportation, and guidance on family reunification plans and procedures are identified in the Building-Level Emergency Response Plans.

A. Notification and Activation (Internal and External Communications)

1. Law enforcement officials will be contacted by the Incident Commander in line with the Building- Level Safety Plans, and will be requested based upon the “*closest response agency*” concept to ensure that the response to the incident is as rapid as possible.
2. The District will notify any appropriate educational agencies within its boundaries as well as adjacent to its boundaries in the case of a disaster that would affect any of these agencies. The Incident Commander will determine the extent of notification and delegate its delivery. The following forms of communication may be utilized:
 - Telephone Intercom
 - Cellular Phones District Radio System (Portable)
 - Fax/Email Local Media
 - Emergency Alert System (EAS) Website
 - NOAA Weather Radio Parent Square
 - Others as Appropriate
3. The District will contact BOCES who will notify regional schools and Fort Drum officials

of pertinent information.

4. The District will contact appropriate parents, guardians, or persons in parental relation to the students/staff via media release, telephone contact, or other appropriate means in the event of a violent incident or early dismissal. Conditions requiring such notification are outlined in the Building-Level Safety Plans.

B. Situational Responses

1. Multi-Hazard Response

The District has identified in the Building- Level Safety Plans the following general response actions to emergency situations. These actions include school cancellation, early dismissal, evacuation, and sheltering. The Building- Level Safety Plans include identification of specific procedures for each action depending upon the emergency.

Emergencies include, but are not limited to:

- Civil Disturbance Natural/Weather Related
- Environmental School Bus Accident/Breakdown
- Fire and Explosion Systems Failure
- Hazardous Material Threats of Violence
- Hostage/Kidnapping Weapons Found on Property/Student
- Medical Pandemic
- Others as Deemed Necessary

2. Responses to Acts of Violence: Implied or Direct Threats

The District has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community, as well as the range of discipline of those making the threat or committing the act of violence.

The normal procedures to respond to implied or direct threats of violence will be: -

- Use of staff trained in de- escalation or other strategies to diffuse the situation. -
- Inform Building Principal of implied or direct threat.
- Determine appropriate action to respond to level of threat with Building Principal/Designee.
- Contact appropriate law enforcement agency, if necessary.
- Monitor situation, adjust response as appropriate, including the possible use of the Emergency Response Team.
- If the situation warrants, isolate the immediate area and evacuate if appropriate. -
- If necessary, initiate lockdown procedure, early dismissal, or sheltering. - Inform District Superintendent/Designee.

3. Response Protocols

The District recognizes that appropriate response to emergencies, such as bomb threats, intrusions, hostage takings and kidnappings, varies greatly depending on the situation. The Building- Level Safety Plans detail the appropriate response to such emergencies utilizing the following protocols:

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

- Debriefing procedures

4. Procedures for Obtaining Emergency Assistance from Local Government

During emergencies, local government agencies, including emergency services, can be obtained by contact with the County Directors of Emergency Management. The Incident Commander will authorize the request for assistance from these agencies.

911
Jefferson County Emergency Services (315) 786-2654

The district resources, which may be available during an emergency, include the following:

- Red Cross
- Local Fire Departments
- NYS Police
- Jefferson County Sheriff's Office
- Local Police Departments
- Private Industry
- Private Individuals
- Citizen Advocates, Inc.
- NYS Department of Environmental Conservation
- NYS Department of Transportation
- NYS Department of Health (518-891-1800)
- State Emergency Management Office (SEMO 518-457-2200)
- Department of Homeland Security (202-282-8000)
- CHEMTREC (800-424-9300)
- Religious Organizations
- BOCES
- NRCIL
- Fort Drum School Liaison Officer
- Children's Home of Jefferson County – community school liaison crisis intervention specialist.

5. District Resources Available for Use in an Emergency

The District has committed the full inventory of its resources to be available for use during an emergency. The Incident Command Team will utilize these resources in line with the Building-Level Safety Plans as deemed appropriate. Specific personnel and resources are identified in the Building-Level Safety Plans.

6. Procedures to Coordinate the Use of School District Resources and Manpower during Emergencies

The District uses the Incident Command system model for emergency actions. For district wide emergencies the Incident Commander will be the Director of Facilities, or his/her designee. In building- level emergencies, the administrator in charge or his/her designee will act as the Incident Commander. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is

empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building- Level Safety Plans. Building- Level Incident Command staff is identified in the Building- Level Safety Plans.

7. Protective Action Options

Depending on the emergency, response actions may include: school cancellation, early dismissal, evacuation and sheltering. Decisions are made by the District Superintendent in consultation with the Assistant Superintendent, Director of Facilities, and building Principals. Elements to be considered for these actions include:

- School Cancellation
 - Monitor any situation that may warrant a school cancellation
 - Make determination
 - Contact local media
 - Utilize School Messenger to share pertinent information to parents as appropriate

- Early Dismissal
 - Monitor situation
 - If conditions warrant, close school
 - Contact component schools to arrange transportation
 - Contact local media to inform parents of early dismissal – incident reporting form
 - Set up an information center so that parents may make inquiries as to the situation
 - Retain appropriate district personnel until all students have been returned home
 - Utilize Parent Square to share pertinent information to parents as appropriate

- Evacuation (before, during and after school hours, including security during evacuation and evacuation routes)
 - Determine the level of threat
 - Contact component schools to arrange transportation
 - Clear all evacuation routes and sites prior to evacuation
 - Evacuate all staff and students to pre- arranged evacuation sites. District buildings are on ground level so all persons, including all non- ambulatory students, staff and visitors, shall evacuate the building to an alternate location. Nearby staff shall aid non ambulatory personnel, including students, staff and visitors, in exiting the building. Staff that are in component school buildings should be aware of that building’s procedure for non-ambulatory personnel.
 - Account for all student and staff population. Report any missing staff or students to Building Principal
 - Make determination regarding early dismissal
 - If determination was made to dismiss early, contact local media to inform parents of early dismissal – Incident Reporting Form
 - Ensure adult supervision or continued school supervision/security
 - Set up an information center so that parents may make inquiries as to the situation
 - Retain appropriate district personnel until all students have been returned home
 - Utilize Parent Square to share pertinent information to parents as appropriate

- Sheltering Sites (internal and external)
 - Determine the level of threat
 - Determine location of sheltering depending on nature of incident
 - Account for all students and staff, report any missing staff or students to Designee
 - Determine other occupants in the building

- Make appropriate arrangements for human needs
- Take appropriate safety precautions
- Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties
- Retain appropriate district personnel until all students have been returned home
- Utilize School Messenger to share pertinent information to parents as appropriate

V

SECTION IV: RECOVERY

A. District Support for Buildings

After a critical incident has occurred, the General Brown Central School District is committed to a thorough and comprehensive recovery for students, staff, and families. To achieve this goal, the Post Incident Response Team should consider the following steps (1- 8):

Step 1: Consult with administrators and others to:

- Determine advisability of team involvement
- Determine nature of team involvement
- If team is needed, acquire release from currently assigned responsibility
- Inform District Superintendent of nature of the incident

Step 2: Acquire facts and circumstances as to the nature of the trauma/loss

Step 3: Determine those groups and/or individuals most affected by the trauma (target population).

Step 4: Assist building administrator in the following areas:

- Arrange staff meeting
- Formulate staff meeting agenda
- Dissemination of information to staff, parents, students, media, etc. (e.g., letters, electronic messages.)
- Determine logistical needs (e.g., time, work space, crisis center, counseling rooms, class schedules, etc.)

Step 5: Assignment of team members and other staff to individual tasks.

Step 6: Provide Crisis Team Services

- Conduct faculty meeting with all building staff
- Provide educational information to teachers to be used in class
- Conduct classroom meetings with team member and teacher in seriously affected classes
- Assess needs and arrange for follow- up meetings with individuals and small groups
- End of day staff meeting to update staff and administrators to plan for next day
- Crisis Team “debriefing” at the end of day
- Provide substitutes and aides as back- up staff for teachers
- Offer a separate room for parent contact, if necessary
- Crisis workers in offices to aid office staff to deal with parents’ telephone calls and questions

Remind staff about “Teachable Moments”

- Death and grief education

- Personal safety
- Sorting rumor from fact
- Anatomy of the injury (e.g., what type, extent, what it means)

Step 7: Assist in creating a committee that can coordinate and plan for memorial contributions, expressions of sympathy, scholarship funds, etc., should be composed of staff, students, and parents.

Step 8: Follow- up plans for ending Crisis Team involvement

- Staff meeting
- Alert staff to important aspects of responses to grief and loss
- Respond to individual staff questions and needs
- Provide feedback to teachers regarding individual student needs
- Referral of literature
- Refer students and others to appropriate building personnel or other helping resources in the community
- Arrange for a meeting with the Crisis Response Team to determine effectiveness of the Crisis Response Plan in addressing the needs in this particular incident.

B. Disaster Mental Health Services

The General Brown Central School District will work closely with local mental health services to:

- Provide services to children and families that are appropriate for the type of emergency/disaster.
- Assess condition and immediate needs of children and family including food, shelter, clothing, medical treatment.
- Refer children and other family members to agencies and organizations that provide needed services.
- Follow- up on referrals.
- Decrease the internal and external stressors which affect the children and family.
- Provide opportunities for children and families to verbalize their feelings and provide emotional support to aid recovery.
- Guide the family through the emergency/disaster and provide tools and techniques for the family to help themselves to recover.

VI 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 staff. The District Office is located in the Jr/Sr High School.

Building Name	Address	Contact Name	Work Phone Number
Jr/Sr High School	17643 Cemetery Rd Dexter, NY 13634	Dave Ramie	(315) 779-2300
Brownville- Glen Park Elementary School	771 Main St Glen Park, NY 13601	Melissa Nabinger	(315) 779-2300
Dexter Elementary School	415 E. Grove St Dexter, NY 13634	Janelle Dupee	(315) 779-2300

APPENDIX 2:

Building Risk Determination

Building Name	Address	Internal Hazard	External Hazard
Jr/Sr High School	17643 Cemetery Rd Dexter, NY 13634	See Below	See Below
Brownville- Glen Park Elementary School	771 Main St Glen Park, NY 13601		
Dexter Elementary School	415 E. Grove St Dexter, NY 13634		

Internal Hazards External Hazards

Civil Disturbance

- Explosion/Bomb Threat
- Hostage
- Intruder
- Kidnapped Person
- Civil Unrest

Natural/Weather Related

- Flood/Mudslide
- Storm/Snow/Ice/Wind/Hurricane/Tornado
- Earthquake
- Lightning

Environmental

- Fire/Explosion/Air Pollution/Hazardous Material Spills/Releases
- Bio-terrorism/Radiological

Systems Failure

- Electrical System Failure
- Fuel Shortage
- Gas Leak
- Heating System Failure
- Water Contamination
- Roofing Failure
- Sewage System Failure
- Structural Failure
- Water System Failure

Other External Hazards

- Airplane Crash
- School Bus Accident

Health/Medical Emergencies

- Allergic Reaction/Bleeding/Blow to Head
- Food Poisoning
- Heart Attack
- Toxic Exposure
- Epidemic/Pandemic
- Death/Suicide

APPENDIX 3:

Regulation references

- 155.17 Education Law – School Safety Plans
- Executive Law 2B

APPENDIX 4:

Building- Level Emergency Response Plans are filed with local and state law enforcement agencies. Identification of local and state law enforcement agencies where building- level plans are filed.

APPENDIX 5:

Policies and procedures for responding to implied, or direct threats of violence or acts of violence by students, teachers, other school personnel, and visitors to the school:

- Corporal Punishment Policy
- Alcohol and Other Substances Policy
- Child Abuse and Maltreatment Policy & Procedures
- Drug Free Workplace Policy
- Firearms in School Policy
- Policy for Maintenance of Public Order on School Property
- Code of Conduct
- Policy Against Sex Discrimination and Sexual Harassment
- Student Management Policy
- Title IX/504/Civil Rights/Age Discrimination Policy
- DASA (Dignity for All Students Act)

APPENDIX 6:

· Red Flag Law State Education Department Memo, September 20, 2019

September 20, 2019

Dear Colleagues:

On August 29, 2019, the New York State Education Department provided school districts with a legislative update regarding the “Red Flag Law” (Chapter 19 of the Laws of 2019), which authorizes extreme risk protection orders to be sought by multiple entities, including school districts.

The law specifically authorizes a school administrator or designee to work with law enforcement or a District Attorney to obtain an extreme risk protection order to remove guns from a student when he or she may be an imminent threat of harm to themselves or others.

While field guidance and school district policies are being developed, it is important for school districts, charter schools and BOCES to identify a single point of contact. Therefore, in the absence of another clear policy established by the local school board, we ask that you inform your staff that:

- • If a parent or student raises a concern about a particular student being an imminent threat of harm to themselves or others to a teacher or other school employee, that employee should immediately contact the Principal.
- • The Principal will then determine appropriate next steps, which could include contacting local law enforcement, the District Attorney or the County Attorney depending on the facts and circumstances.

It is important to remember that the indemnification provisions of the Education Law §3023 may protect teachers and school employees when reporting any such concerns to the Principal.

The law provides for parents and families to seek orders directly, however, if a teacher or school district employee is made aware of the concern, they should follow the protocol above, even if an order has been sought by a parent or family.

More information can be found on the Governor’s [website](#) or by calling 877-NYS-0101.

Very truly yours,

Kathleen R. DeCataldo

APPENDIX 7:

The General Brown Central School District's District- Wide Safety Plan is based on addressing the four phases of emergency management; Prevention/Mitigation; Preparedness; Response; and Recovery. This Pandemic Plan is built upon the components already existing in our District Wide School Safety Plan that also incorporates our Building- Level Emergency Response Plans. It is a flexible plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. The plan will be tested (exercised) routinely as part of the overall exercise of the District- Wide School Safety Plan. The District-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building- Level Emergency Response Team.

Prevention/Mitigation:

- The General Brown Central School District will work closely with the Jefferson County Department of Health to determine the need for activation of our plan. The following procedures will be followed by administrators, principals, and school nurses for reporting communicable disease, including but not limited to Coronavirus, Influenza, etc., and communicating with the Health Department:
 - Report suspected and confirmed cases of influenza on the monthly school's Communicable Disease Report and submit to Jefferson County Department of Health, 531 Meade St, Watertown, NY 13601.
 - Jefferson County Public Health Consultation and Immediate Reporting: 315-786- 3720.
 - Fax: 315- 779-8607
 - Weekend/After Hours Consultation & Reporting: 315-786- 3770
 - Coronavirus Hotline: 888-364-3065
- The Jefferson county Department of Health may monitor county- wide cases of communicable disease and inform school districts as to appropriate actions. · The Superintendent and Assistant Superintendent will help coordinate our pandemic planning and response effort. They will work closely with the District- Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District- Wide School Safety Plan. The district's Medical Director through River Hospital and nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the district's Network Administrator, Director of Facilities, Operations Manager, Food Service Director, Assistant Transportation Director, and building principals will also be vital to the planning effort. Other individuals, such as the School Resource Officer, may also be required to be part of the team.
- The District- Wide School Safety Team, along with the Full Cabinet Leadership Team, will review and assess any obstacles to implementation of the Plan. The *CDC School District Pandemic Influenza Planning Checklist* was reviewed for this determination and has considered issues related to Planning and Coordination; Continuity of Student Learning; Core Operations; Infection Control Policies and Procedures; and Communication.
- The District will emphasize hand- washing and cough/sneezing etiquette through educational campaigns including: the *CDC Germ Stopper Materials*; *Cover you Cough Materials*; *It's a SNAP Toolkit*; and the *NSF Scrub Clean*; which can all be accessed at <https://www.cdc.gov/flu/school/>.
- The District will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, posting on Parent Square and direct mailings for this purpose.

Preparedness:

- The General Brown Central School District's District- Wide Safety Team collaborated with our partners to assure complementary efforts. We have collaborated with the Jefferson County Department of Public Health, Police Departments, Office of Emergency Management, Department of Mental Health, Local Governments, the Jefferson Lewis BOCES Health & Safety Office, and others to review and revise our District- Wide School Safety. This will allow us to send consistent messages to the school community on pandemic related issues.
- The District- Wide Command Center will at the General Brown Central School District's Office located in the Jr/Sr High School, 17643 Cemetery Rd, Dexter, NY 13634.
 - The alternate site is the General Brown Bus Garage, 17704 Cemetery Rd, Dexter, NY 13634 which will be activated at the direction of the School District Incident Commander.
 - The command structure will be implemented in accordance with National Incident Management System.
 - Training is available <https://www.fema.gov/emergency-managers/nims/implementation-training>
 - Johns Hopkins University COVID- 19 Contact Tracing Course is offered free of charge @ <https://www.coursera.org/learn/covid-19-contact-tracing>
- The Superintendent and Assistant Superintendent are the COVID- 19 Safety Coordinators for the district. Through the assistance of the building principals and staff, they are responsible for continuous compliance with all aspects of the District's Reopening Plan, as well as any phased- in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels. They will be the main contact upon the identification of all positive COVID- 19 cases and is responsible for subsequent communications. Additionally, they are responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the COVID- 19 public health emergency plan implemented by the school.
- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include: websites, postings on Parent Square, general mailings, e- mails, special presentations, phones calls, texts, and the local media. The Superintendent of Schools is the Public Information Office (PIO) responsible for coordinating this effort and act as the central point for all communications. The PIO will also retain responsibility for establishing and maintaining contact with our media outlets. The PIO will work closely with our Network Administrator to assure proper functioning of our communication systems. This coordination will also help assure that as many redundant communication systems as possible are available. These systems are tested on a regular basis.
- Continuity of operation and business office functions could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include
 - Overall Operations – we have defined the following decision- making authority for the District (Superintendent and Assistant Superintendent). Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system, followed by cell phones, e- mail, and hand held radios.
 - The Business Office is essential for maintaining overall function and operations of facilities. Back- up personnel will be important to maintain purchasing and payroll responsibilities. Recognizing the need for job cross- training, individuals in the Business Office have received training to perform essential functions. We also established off-site, remote capabilities.
 - Maintenance of facilities will be difficult with a reduced or absent maintenance staff.

- The Director of Facilities will keep the Superintendent and Assistant Superintendent informed of such status and of the point at which buildings can no longer be maintained. The Director of Facilities has provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc. along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems). If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building function and cleaning of critical areas such as bathrooms. Teachers may be asked to assist in this effort. If necessary, we may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Desktops will be misted with the provided disinfectant and left to dry. Training for teachers on this process will be provided annually. *At no time will products not approved by the school district be utilized.*
- Monitoring absenteeism of employees and students, as well as assuring appropriate delegation of authority will be essential. Changes to district policies and procedures to reflect crisis response may become necessary and will be recommended for approval to the Board of Education. The Assistant Superintendent will help develop the plan, in conjunction with all bargaining units, for emergency use of personnel in non- traditional functions and changes in the normal work- day such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Superintendent will help to decide if schools need to be closed.
 - Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education department on this potential result throughout the crisis period. Some the alternate learning strategies we have implemented to be used, as necessary, include:
 - Hard copy, self- directed lessons
 - On- line instruction, on- line resources, on- line textbooks
 - Communication modalities for assignment postings and follow- up: SeeSaw (Grades K- 2) and Google Classroom (Grades 3-12), ParentSquare, telephone, US Postal Service; cell phone, text messages, e- mail, website postings.

Response:

The Cabinet Leadership Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the Jefferson County Department of Health and other experts. Each Building- Level Emergency Response team will be informed that the Plan has been activated.

- The entire Incident Command Structure at both the District and Building- Level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan’s activation and review responsibilities and communication procedures.
- The PIO will work closely with the Network Administrator to re- test all communication systems to ensure proper function. The District- Wide School Safety Team and Building Level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the PIO will utilize the communication methods previously described to alert the school community of the activation of our District- Wide School Safety Plan as it specifically applies to pandemics.
- The Assistant Superintendent will meet with staff to review essential functions and responsibilities of back- up personnel. Ability to utilize off-site systems will be tested. The Assistant Superintendent will monitor utilization of supplies, equipment, contracts, and

provided services and adjust as necessary.

- The Director of Facilities will meet with staff and monitor the ability to maintain essential function. The Director of Facilities will review essential building function procedures with the Principal and chain of command. Sanitizing procedures will be reviewed with teachers. The Director will work closely with the Assistant Superintendent to implement different phases of the Plan as necessary.
- The Assistant Superintendent will meet with staff to review essential functions and responsibilities of back- up personnel. The Assistant Superintendent will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
- Based on recommendations from Local and State Authorities, schools may be closed. Our plan for continuity of instruction will be implemented as previously described. · If the decision is made to close a school building, the school district will notify the New York State Education Department and District Superintendent at the Jefferson- Lewis BOCES.

Recovery:

- Re- establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to our normal process. We will use all described communication methods and our PIO to keep the school community aware of the transition process.
- We will work closely with the New York State Education to revise or amend the school calendar as deemed appropriate.
- We will evaluate all building operations for normal functions and implement appropriate maintenance and cleaning procedures.
- Each Building- Level Post- Incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention. · The Cabinet Leadership Team and Building- Level Emergency Response Teams will meet to debrief and determine lessons learned. Information from the PIO, Assistant Superintendent, Director of Facilities, Building Principals and Operations Manager will be vital to this effort. · Curriculum activities that may address the crisis will be developed and implemented.

Personnel:

In the event of a government ordered shutdown, similar to our response to the Coronavirus in the Spring of 2020, we are now required to consider how we would prepare for future shutdowns that may occur. As part of our planning, we are now required to provide information on those positions that would be required to be on-site or in district to continue their necessary work functions, as opposed to those positions that could realistically work remotely. This information is included within the General Brown Central School District Pandemic Response Personnel Binder, which is housed in the District Office at 17643 Cemetery Rd, Dexter, New York 13634. (Tab A – Key and Essential Pandemic Personnel)

This binder contains the following information:

(1) Essential Positions/Titles

Title – a list of positions/titles considered essential (**could not work remotely**) in the event of a state-ordered reduction of in-person workforce.

a. **Description** – brief description of job function.

b. **Justification** – brief description of critical responsibilities that could not be provided remotely. c. **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered in order to reduce overcrowding at the worksite.

d. **Protocol** – how precise hours and work locations, including off-site visits, be documented for essential employees and contractors (if utilized).

(2) Protocols Requiring Non-Essential Employees to Telecommute

Ensure Digital Equity for Employees

a. Mobile Device Assessments:

- i. Survey agency departmental staff to determine who will need devices at home to maintain operational functions as well as instructional services
- ii. Conduct a cost analysis of technology device needs

b. Internet Access Assessments:

- i. Survey agency departmental staff to determine the availability of viable existing at-home internet service
- ii. Conduct a cost analysis of internet access needs

c. Providing Mobile Devices and Internet Access:

- i. To the extent practicable, decide upon, develop procurement processes for, order, configure, and distribute, if and when available, appropriate mobile devices to those determined to be in need
- ii. To the extent practicable and technically possible, decide upon, develop procurement processes for, and when available, provide appropriate internet bandwidth to those determined to be in need. WIFI hotspots and residential commercial internet options will be evaluated for anticipated effectiveness in particular situations.

Technology & Connectivity for Students – Mandatory Requirements:

- a. To the extent possible, have knowledge of the level of access to devices and high-speed broadband all students and teachers have in their places of residence;
- b. To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access; and
- c. Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high speed internet.

Mobile Devices Delivery:

Technology offers schools and districts increased options for continuing learning during extended closures.

Technology can be leveraged in different ways to meet local needs, including but not limited to:

- a. Communication (e-mail, phone, online conferencing, social media)
- b. Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)
- c. Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses)
- d. Learning Materials and Content (digital content, online learning activities)
- e. Additional Technology Devices Assessments:
 - i. Identify students' technology needs to include adaptive technologies
 - ii. Use the procedures established in 2020 to check out all mobile devices by school by family
 - iii. If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to those who cannot pick them up
- f. Providing Multiple Ways for Students to learn
 - i. Support instructional programs as needed in preparation of non-digital, alternative ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models in circumstances in which students do not yet have sufficient access to device and/or high-speed internet

(3) Staggering Work Shifts of Essential Employees – Reducing Overcrowding

Depending on the exact nature of the communicable disease and its impact, the district is prepared to enact numerous strategies to reduce traffic congestion and maintain social distancing requirements in order to minimize building occupancy.

The following will be considered:

- a. Limiting building occupancy to 25%, 50%, or 75% of capacity or the maximum allowable by State or Local guidance
- b. Forming employee work shift cohorts to limit potential contacts
- c. Limit employee travel within the building
- d. Limit restroom usage to specific work areas
- e. Stagger arrival and dismissal times
- f. Limit or eliminate visitors to each building

The school district will utilize these base strategies and expand upon them as necessary in order to address any public health emergency. **This information is included within the General Brown Central School District Pandemic Response Personnel Binder, which is housed in the District Office at 17643 Cemetery Rd, Dexter, New York 13634.**

(4) Obtaining and Storing Personal Equipment (PPE)

PPE and Face Covering Availability:

- a. The school district will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.
- b. Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms).
- c. Cloth face coverings are not surgical masks, respirators, or personal protective equipment. d. Information is

available to staff and students on proper use, removal, and washing of cloth face coverings e. Masks are most essential in times when physical distancing is difficult.

f. Procurement, other than some very basic preliminary purchases will be done on a consolidated basis to ensure that the General Brown is getting the most for its PPE dollars.

g. Teach and reinforce the use of face covering among all staff.

a. We have encouraged all staff to utilize their own personal face covering but have secured and will provide PPE for any employee requesting such protection. Specialized PPE (N95 masks, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. Those individuals that are required to wear N95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so. Parents are encouraged to provide face coverings for students. However, face coverings will be provided for any student that cannot provide their own.

PPE Supply Management: The Director of Facilities is working with programs to determine the overall PPE needs of the School District. Centralized purchasing will be used whenever possible.

(5) Preventing Spread, Contact Tracing and Disinfection

Confirmed COVID-19 Case Requirements & Protocols

Instructional programs must be prepared for COVID-19 outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission. CDC has provided the following decision tree to help schools determine which set of mitigation strategies may be most appropriate for their current situation:

Centers for Disease Control and Prevention (CDC) and New York State Department of Health (NYSDOH)

Recommendations:

- a. Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred
- b. Opening outside doors and windows to increase air circulation in the area
- c. Waiting at least 24 hours before cleaning and disinfecting; if waiting 24 hours is not feasible, wait as long as possible
- d. Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas
- e. Once the area has been appropriately cleaned and disinfected, it can be reopened for use
- f. Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfecting g. Refer to DOH's [Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure](#) for information on "close and proximate" contacts (link shared as an example)
- h. If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning or disinfecting is not necessary, but routine cleaning and disinfecting should continue

Return to School After Illness:

Schools must follow NYSDOH and the CDC guidance for allowing a student or staff member to return to school after exhibiting symptoms of COVID-19. If a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) with COVID-19, they can return to school:

- a. Once there is no fever, without the use of fever reducing medicines, and they have no symptoms for 24 hours
- b. If they have been diagnosed with another condition and have a healthcare provider written note stating that they are clear to return to school

If a person is diagnosed with COVID-19 by a healthcare provider based on a test or their symptoms or does not get a COVID-19 test but has had symptoms, they should not be at school and should stay at home until:

- a. It has been at least ten (10) days since the individual first had symptom
- b. It has been at least three (3) days since the individual has had a fever (without using fever reducing medicine)
- c. It has been at least three (3) days since the individual's symptoms improved, including cough and shortness of breath

The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end.

See: <https://www.cdc.gov/coronavirus/2019-ncov/hcp/duration-isolation.html> Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings. (Link shared as an example.)

Overview of COVID-19 Isolation for K-12 Schools

CDC recommendations for discontinuing isolation in persons known to be infected with COVID-19 could, in some circumstances, appear to conflict with recommendations on when to discontinue quarantine for persons known to have been exposed to COVID-19. CDC recommends ten (10) days of quarantine after exposure based on the time it may take to develop illness if infected. Thus, it is possible that person known to be infected could leave isolation earlier than a person is quarantined because of the possibility they are infected.

- a. People who have a positive viral test for COVID-19, regardless of whether or not they have symptoms, need to isolate
- b. People with symptoms of COVID-19, including people who are awaiting test results or are not tested, need to isolate. People with symptoms should isolate even if they do not know if they have been in contact with another person who has COVID-19

Vaccines:

- a. [COVID-19 vaccines](#) are effective at protecting you from getting sick. Based on [what we know](#) about

COVID-19 vaccines, people who have been fully vaccinated can do things that they had stopped doing because of the pandemic. These recommendations can help you make decisions about daily activities after you are fully vaccinated. They **are not intended** for [healthcare settings](#).

- b. In general, people are considered fully vaccinated: \pm
 - i. 2 weeks after their second dose in a 2-dose series, such as the Pfizer or Moderna vaccines, or
 - ii. 2 weeks after a single-dose vaccine, such as Johnson & Johnson's Janssen vaccine
 - iii. If you don't meet these requirements, regardless of your age, you are **NOT** fully vaccinated. Keep taking all [precautions](#) until you are fully vaccinated.
 - iv. Learn more about [booster shots](#).

For Anyone Who Has Been Around a Person with COVID-19

Anyone who has had [close contact](#) with someone with COVID-19 should quarantine for 14 days **after their last exposure** to that person, except if they meet the following conditions:

- a. Someone who has been [fully vaccinated](#) and shows no symptoms of COVID-19 does not need to [quarantine](#). However, fully vaccinated close contacts should:
 - i. [Wear a mask](#) indoors in public for 14 days following exposure or until a negative test result ii. Get tested 3-5 days after [close contact](#) with someone with suspected or confirmed COVID-19 iii. Get tested and [isolate](#) immediately if experiencing [COVID-19 symptoms](#)
- b. Someone who tested positive for COVID-19 with a [viral test](#) within the previous 90 days **and** has subsequently recovered **and** remains without COVID-19 symptoms does not need to [quarantine](#). However, close contacts with prior COVID-19 infection in the previous 90 days should:
 - i. [Wear a mask](#) indoors in public for 14 days after exposure.
 - ii. Monitor for [COVID-19 symptoms](#) and [isolate](#) immediately if symptoms develop.
 - iii. Consult with a healthcare professional for testing recommendations if new symptoms develop.

Staff Absenteeism

- a. Instructional staff will call into Frontline Absence Management System when they are absent due to illness. Substitutes will be provided as necessary and as requested.
- b. Principals in conjunction with the Superintendent, Assistant Superintendent, and Director of Student Services will develop plans to monitor absenteeism of staff, cross-train staff, and create a roster of trained back-up staff
- c. School main offices will monitor absenteeism of students and staff, lists of cross-trained staff, and create of back-up roster for staff

Medical Accommodations

- a. The Business Office will continue to handle medical and COVID-19 accommodations. Requests for COVID-19 accommodations should be sent to the Assistant Superintendent.

New York State Contract Tracing Program

If a student or staff member tests positive for COVID-19, the New York State Contact Tracing Program will be implemented. As such, it is important for everyone to understand how contact tracing works. The information below is provided by the New York State Contact Tracing Program:

- a. New York State has partnered with Bloomberg Philanthropies, Johns Hopkins Bloomberg School of Public Health, and Vital Strategies to create the NYS contact Tracing Program, a nation-leading initiative to help slow the spread of COVID-19 and make it safer to begin to return to normal again.
- b. Contact Tracers work with people who have tested positive for COVID-19 to identify people they have had contact with and let them know they may have been exposed to the disease.
- c. **If you get a call from "NYS Contact Tracing" (518-387-9993), PLEASE answer the phone.** d. A contact tracer will:
 - i. **NEVER** ask for your Social Security Number
 - ii. **NEVER** ask for any private financial information
 - iii. **NEVER** ask for credit card information
 - iv. **NEVER** send you a link without proper authentication procedures

Contact Tracing Form CDC Prevention Strategies to Reduce Transmission of SARS-CoV-2 in Schools

- a. Regardless of the level of community transmission, **it is critical that schools use and layer [prevention strategies](#)**. Five key prevention strategies are essential to safe delivery of in-person instruction and help to prevent COVID-19 transmission in schools:
 - i. Universal and correct use of [masks](#)
 - ii. [Physical distancing](#)
 - iii. [Handwashing and respiratory etiquette](#)
 - iv. [Cleaning](#) and maintaining healthy facilities
 - v. [Contact tracing](#) in combination with isolation and quarantine
- b. Schools providing in-person instruction should prioritize two prevention strategies:
 - a. Universal and correct use of masks should be required
 - b. Physical distancing should be maximized to the greatest extent possible.
- c. All prevention strategies provide some level of protection, and layered strategies implemented at the same time provide the greatest level of protection. Schools should adopt prevention strategies to the largest extent practical—a layered approach is essential.

CDC Guidance on Cleaning and maintaining healthy facilities

Core principle for cleaning and maintaining healthy facilities: Make changes to physical spaces to maintain a healthy

environment and facilities, including improving ventilation. Routinely clean high-touch surfaces (such as doorknobs and light switches).

- a. Ventilation: Improve [ventilation](#) to the extent possible to increase circulation of outdoor air, increase the delivery of clean air, and dilute potential contaminants. This can be achieved through several actions.
 - i. Bring in as much outdoor air as possible.
 - ii. Ensure Heating, Ventilation, and Air Conditioning (HVAC) settings are maximizing ventilation.
 - iii. Filter and/or clean the air in the school by improving the level of filtration as much as possible.
 - iv. Use exhaust fans in restrooms and kitchens.
 - v. Open windows in buses and other transportation, if doing so does not pose a safety risk. Even just cracking windows open a few inches improves air circulation.
- b. Modified layouts: Adjust physical layouts in classrooms and other settings to maximize physical space, such as by turning desks to face in the same direction
- c. Cleaning: Regularly clean high touch surfaces and objects (for example, playground equipment, door handles, sink handles, toilets, drinking fountains) within the school and on school buses at least daily or between use as much as possible
- d. Communal spaces: Close communal use of shared spaces, such as cafeterias, if possible; otherwise, stagger use and [clean](#) regularly (for example, daily or as often as needed). Consider use of larger spaces such as cafeterias, libraries, gyms for academic instruction, to maximize physical distancing
- e. Food service: Avoid offering any self-serve food or drink options such as hot and cold food bars, salad or condiment bars, and drink stations
- f. Water systems: [Take steps](#) to ensure that all water systems and features (for example, sink faucets, decorative fountains) are safe to use after a prolonged facility shutdown

Facilities: Cleaning and Sanitizing

- a. Cleaning removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection. Visibly soiled surfaces and objects must be cleaned first. If surfaces or objects are soiled with bodily fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface.
- b. Sanitizing lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.
- c. Disinfecting kills germs on surfaces or objects by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection. All three (3) schools and the bus garage are equipped with a professional electrostatic handheld sprayer to assist in disinfecting operations.
 - i. Cleaning & disinfecting requirements from the CDC
 - ii. Custodial logs will be maintained that include the date, time, and scope of cleaning and disinfecting. Cleaning and disinfecting frequency will be identified for each facility type and responsibilities will be assigned
 - iii. Hand hygiene stations will be provided and maintained, including hand-washing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where hand-washing is not feasible
 - iv. Regular cleaning and disinfecting of facilities and more frequent cleaning and disinfecting for high risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted
 - v. Regular cleaning and disinfection of restrooms will be performed
 - vi. Cleaning and disinfecting of exposed areas will be performed in the event an individual is confirmed to have COVID-19, with such cleaning and disinfecting to include at a minimum, all heavy transit areas and high-touch surfaces
 - vii. Although cleaning and disinfecting is primarily a custodial responsibility, appropriate cleaning and disinfecting supplies will be provided to faculty and staff as approved by the Superintendent.
 - viii. Additional paper towel dispensers may be installed in other designated spaces.
- d. Routine Cleaning in School Settings Includes:
 - i. Cleaning high contact surfaces that are touched by many different people, such as light switches, handrails and door knobs/handles
 - ii. Dust, wet mopping, and auto-scrubbing floors
 - iii. Vacuuming of entryways and high traffic areas
 - iv. Removing trash
 - v. Cleaning restrooms
 - vi. Wiping heat and air conditioner vents
 - vii. Spot cleaning walls
 - viii. Spot cleaning carpets
 - ix. Dusting horizontal surfaces and light fixtures
 - x. Cleaning spills
- e. Hand Sanitizing
 - i. Hand sanitizer dispensers are located and installed in approved locations
 - ii. Hand sanitizer bottles are distributed to the staff as approved by the Superintendent
 - iii. The District will ensure that all existing and new alcohol-based hand-rub dispensers, installed in any location, are in accordance with the Fire Code of New York State (FCNYS) 2020 Section

(6) Documenting Precise Hours/Work Locations of Essential Workers in the event of a shutdown, it will be critical to track essential workers. This will be accomplished through a written tracking at each building to log workers in and out through specific entryways that will be controlled through the automated door entry system utilizing an electronic schedule and access authorizations. This will be critical for any contact tracing. **(7) Emergency Housing for Essential Employees**

Emergency housing for essential workers is not considered to be generally required for school employees as opposed to healthcare worker and other critical care employees.

If it becomes necessary for the school district to establish school building shelter sites, the district will work in cooperation with the Jefferson County Office of Emergency Management which may be utilized in the event of any emergency situation. If deemed necessary, the school district will work closely with Office of Emergency Management to determine housing options.

School District (K-12) Pandemic Influenza Planning Checklist

<https://www.cdc.gov/nonpharmaceutical-interventions/pdf/pan-flu-checklist-k-12-school-administrators-item2.pdf>

Appendix 8: School Resource Officer Roles and Responsibilities and School Resource Officer Employment Agreement

The General Brown Central School District has maintained a contractual arrangement with a retired law enforcement officer as a school resource officer for a number of years. The current employment agreement is contained within this appendix. The agreement clearly delineates the roles and responsibilities of the school resource officer. School administration bears the responsibility for enforcing school rules, policies and regulations including discipline.

The District is responsible for enacting all hiring and screening procedures for the School Resource Office position.

The roles, responsibilities and duties of the School Resource Officer shall include, but not be limited to the following:

- protect the school environment;
- maintain an atmosphere where students, teachers and staff feel safe;
- engage in specialized professional development, including that which is specific to school systems and working with students;
- develop relationships with students, teachers, staff and administrators;
- fulfill the roles of educator, counselor and law enforcer;
- as an educator, visit classrooms and teach students the concepts of safety and crime prevention techniques;
- provide a positive image of law enforcement to assist students in making constructive choices;
- as a law enforcer, investigate criminal activity occurring on school campuses in accordance with NYS law and school district policies;
- as a counselor, allow students to discuss issues and seek guidance; and
- conference with students, parents and staff regarding law related concerns.

School Resource Officer Employment Agreement

THIS AGREEMENT, made and entered into, by and between the General Brown Central School District (“District”) and _____ (together, the “Parties”) shall be known as the School Resource Officer Employment Agreement.

WHEREAS, the District desires to engage the services of a School Resource Officer (“SRO”) to provide a uniformed presence within its schools as a deterrent to criminal behavior on the school campus and to promote a greater sense of safety and security within the school environment; and

WHEREAS, _____ is desirous of being hired as, and of providing the services of a School Resource Officer at the times and places, and under the terms and conditions hereinafter indicated; and

WHEREAS, the Parties desire to set forth in this Agreement the specific terms and conditions of the SRO’s employment and the services to be performed and provided by the same.

NOW, THEREFORE, in exchange for the consideration hereinafter stated, and other good and valuable consideration, the parties hereto agree as follows:

A. Qualifications

_____ certifies that in accepting employment as the District’s SRO, each of the following is true:

1. That he/she has been formally trained in, and is experienced in various law enforcement procedures and investigative techniques, to include New York’s Penal Law and Criminal Procedure Law, as well as any applicable State, Federal and Local laws and regulations;
2. That he/she is fit to perform the duties normally associated with those of a school resource officer, and knows of no physical infirmity or incapacity that will prevent him/her from discharging the duties of an SRO;
3. That he/she presently has, and agrees to maintain his/her right to carry a concealed weapon via a valid New York State Pistol Permit;
4. That he/she will provide his/her own weapon and related equipment for use while on duty and that he/she is responsible for maintaining his/her proficiency regarding its use;
5. That to the extent any exist, he/she is familiar, or will familiarize himself/herself with any limitations his/her status as an SRO places on his/her ability to perform any law enforcement related duties regarding activities or incidents occurring on school grounds/property; and
6. That he/she shall comply with all state and federal laws and adhere to and abide by the District rules, regulations, policies and procedures related to investigations, interviews, and search and arrest procedures.

B. Salary

The SRO’s salary shall be \$_____ per year.

C. Work Schedule

1. The SRO's work days shall be the same as those set forth on the teacher's work schedule, plus five (5) additional days on dates as yet to be determined by the District, for a maximum of 185 days.
2. The SRO's hours shall be from 7:30 a.m. until 3:30 p.m., unless otherwise directed or agreed to by the Superintendent or their designee.
3. The SRO shall not receive vacation, personal leave or sick days. Instead, with the Superintendent's prior approval or that of their designee, the SRO will be allowed to "flex" their regularly scheduled work days as necessary to attend to their personal needs, in exchange for which, the SRO agrees to make up any regularly scheduled work hours as directed and/or agreed to by the Superintendent or their designee.
4. The SRO is entitled to participate in the District's Health Insurance Plan. The District will contribute Eighty Eight percent (88%) of the premium with the SRO paying the remaining twelve (12%) of the premium.
5. The SRO's primary work location will be the District's Jr./Sr. High School, with a periodic presence at, and involvement in activities at the remainder of the District's campuses, i.e., Dexter and Glen Park elementary schools.

D. General Duties and Responsibilities

The general duties and responsibilities of the School Resource Officer shall include, but not be limited to the following:

1. Provide for the security and safety of all students, staff, and visitors, protect school property and maintain order in and around the school site.
2. Provide intervention between students and/or staff using appropriate techniques to calm and control situations.
3. Provide assistance in crisis situations, e.g., disruptive parent/visitor, violent and/or out of control student or staff, etc.
4. Assist with situations needing to be referred to law enforcement, e.g., drug possession, acts of violence, etc.
5. Report all violations of law, school rules, regulations or policies to school administration and where appropriate, to local law enforcement agencies.
6. Advise school administration of any circumstance or situations that may create a potential for harm to persons, or damage to, or loss of property.
7. When requested to do so by the Superintendent or their designee, screen persons entering the building or school grounds.
8. Take necessary action to prohibit loitering and trespassing on school grounds.

9. Question any individual not having appropriate identification to ascertain his/her status.
10. Serve as a resource for teachers, parents, and administrators.
11. Provide an open and obvious presence in the building, i.e., patrol the hallways, visit the cafeteria, speak with and develop a rapport with the students, etc.
12. Attend special events held during the school day, such as assemblies and presentations, and where directed by the Superintendent, non-school day events, such as prom and large sporting events.
13. Where requested to do so, provide presentations at faculty and staff meetings on law enforcement and/or safety related topics, and assist with staff professional development and trainings on similarly related topics.
14. Provide support for the development of required school safety plans and the performance of safety and evacuation drills.
15. Engage in various prevention activities, e.g., classroom presentations on bullying, internet safety, drug use/awareness, stranger danger, etc.
16. Perform investigations of specific matters as directed by the Superintendent.
17. Other activities as directed by the Superintendent or their designee.

E. Chain of Command

The SRO's primary point of contact will be the Superintendent and/or their designee.

F. Reporting of Crimes

If school personnel uncover evidence that a crime has been committed as defined by statute and/or District policy/regulation, or as determined by the school principal or his/her designee, the school official shall notify the School Resource Officer, or in the event of an emergency or the School Resource Officer's absence, dial 911 for police.

G. Limitations

This agreement contains all terms and conditions agreed upon by the parties. No other understanding, oral or otherwise, regarding the subject matter of this Agreement, shall be deemed to exist or to bind any of the parties hereto. No waiver, alterations or modifications of any provisions of this Agreement shall be binding unless in writing and signed by the duly authorized representative of the parties sought to be bound.

H. Execution

This Agreement shall be binding upon both parties when fully signed and executed and upon approval of the District's Board of Education.

I. Termination of the Agreement

The Parties agree that this Agreement may be terminated upon sixty (60) days' written notice to the

other party at said party's designated address. In case of termination of said Agreement, the District will be provided with all documents, notes, memoranda and reports (if any) with respect to the School Resource Officer's service up to the effective termination date of said Agreement. The parties further agree that this Agreement expires on June 30, 2023, without notice.

J. Extension or Renewal

The Board of Education shall review the efficacy and sustainability of the SRO program annually, but in any case, no later than April 1 of the year in which the agreement is set to expire. Any extension or renewal of this Agreement shall be authorized by the District's Board of Education. Should the Board of Education decide not to extend or renew this Agreement, they shall notify the SRO per the terms in paragraph I above.

IN WITNESS WHEREOF, the parties hereto have caused this Employment Agreement to be executed.

By: _____ **Date** _____

General Brown Central School District

By: Mary Anne Dobmeier _____ **Date** _____
Interim Superintendent of Schools