



LANSINGBURGH
— CENTRAL SCHOOL DISTRICT —

District Wide School Safety Plan

2023-2024

Commissioner's Regulation 155.17

Purpose

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

Identification of School Teams

The Lansingburgh School District has appointed a District-wide School Safety Team consisting of, but not limited to, students, teachers, administrators, parent representative; school safety personnel; and other school personnel. The members of the team and their positions or affiliations are as follows:

Superintendent of Schools: Dr. Antonio Abitabile
Emergency Management Plan Coordinator: Linda Klime
Alternate Emergency Management Plan Coordinator: Robert Schongar
Assistant Superintendent: Rebecca McGrouty
Business Administrator: Linda Klime
Director of Facilities: Robert Schongar
Pupil Personnel Ser. Dir.: Shaun Paolino
RPES Principal: Melissa Santarcangelo
RPES Asst. Principal: Alexandra Nelson
Middle School Principal: Carrie Phelan
Middle School Asst. Principal: Tiffany Wysocki
High School Principal: Matthew Vandervoort
High School Asst. Principal: Andrew Sheehan
TES Principal: Kelly Cataldo
TES Asst. Principal: Kelly De Leon
RPES Custodian: Dave Osgood
KMS Custodian: Chuck Davie
LHS Custodian: Joe Lewis
TES Custodian: George Bouchey
Questar Health & Safety: Tim LeVan
Teacher rep RPES: David Hamilton
Teacher rep TES: Amanda Squires
Teacher rep KMS: Dean Rospo
Teacher rep LHS: TBD
PTSA: Julie Allen, Jessica Vartigan
Clerical: Christina Williams
Athletic Director: TBD
CSEA rep: TBD
Teaching Assistants rep: Kristin Griswold
RPES Nurse: Debra Tietjen
TES Nurse: Reese McGreevy
KMS/LHS Nurse: Penny Tobias
Troy Police SRO: Kevin McKenna

CHIEF EMERGENCY OFFICER:

The Chief Emergency Officer, required by Education Law §2801-a, is defined by both the statute and the implementing regulation, §155.17(a) as either the superintendent or the superintendent's designee. Education Law §2801-a and the implementing regulations, require the Chief Emergency Officer to coordinate appropriate safety, security, and emergency training for district and school staff, annually update all Building-Level Emergency Response Plans, assist with decisions related to security related technology and development of policies for the use of such technology, and to ensure that required evacuation and lock-down drills are conducted in accordance with the requirements of Education Law §807. The Superintendents designee for this position will be filled by Business Administrator, Linda Klime.

PUBLIC HEALTH EMERGENCY – CONTINUATION OF OPERATIONS PLAN

The Lansingburgh Central School District has developed a Public Health Emergency – Continuation of Operations Plan. 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. See Appendix 3.

EMERGENCY REMOTE INSTRUCTION PLAN

At the September 2022 meeting of the Board of Regents, the following regulatory amendments were adopted related to remote instruction, including delivery of remote instruction under emergency conditions:

Beginning with the 2023-2024 school year, all public schools, boards of cooperative educational services (BOCES), and county vocational education and extension boards must amend their district-wide school safety plans to include plans for remote instruction. The plans must include the methods by which public schools, BOCES and county vocational education and extension boards will ensure the availability of devices, internet access, provision of special education and related services for students with disabilities, and the expectations for time spent in different remote modalities.

SCHOOL INCIDENT COMMAND STAFF:

Each building has established a SCHOOL EMERGENCY RESPONSE TEAM (SERT) with the following roles:

Incident Command- Sets objectives, strategies and overall responsibility for safe response, and makes decisions (administrators, Superintendent); has Incident Command Training.

Public information Officer - Communicates with media & parents as the designated District spokesperson (Superintendent, district). Has media training.

Safety Officer - Establish safe zones, monitors for protective equipment and safe/unsafe conditions. Can suspend work activities if unsafe. Has advanced training in HAZMAT, emergency response and worker safety.

Liaison- Is the go-between IC and other response facilities, briefs school administration.

OPERATIONS

- Facilities Team-Conduct sweeps and assess damage, survey and controls utility systems, investigate, report & deal with fires, secures damaged areas (Facilities staff)
- Evacuation/Shelter Team-gather reports on missing persons & report to command post, organize staff & students for safe relocation, manage student supervision, coordinate evacuation site, manage personal needs-food, sanitation, (asst. principal)
- Search & Rescue Team-check with accountability captain for missing persons, search for injured/missing persons, coordinate transportation for first aid needs, report injuries to command post, assist with first aid (athletic dept)
- First Aid Team-Procures and organizes first aid area and supplies, maintains first aid station, provides first aid care, coordinates with EMS, reports status to command post, keeps records of where injured are taken and by whom, ensures injured who are transported for further medical care are tagged with name, address, medical & contact information, prepare for medication administration and special needs populations (Nurse, first aid responders, PPS Director)
- Reunification team-accounts for all students at all times, manages release of students, maintains copies of student emergency cards, sign-out sheets, validates identification and documents release of student by name and time, ensures staff remains with students until all are released and accounted for, reports status to command post (attendance)

- Crisis Response- assist students, staff and families and with needs, counseling for both responders & staff/students (guidance and PPS)

PLANNING/FINANCE

- Planning/Finance Team – tracks resources, documents events, controls maps, handles demobilization (administrative)

LOGISTICS

- Logistics Team –Provides resources and services necessary for incident, coordinates communication equipment, handles transportation, coordinates food, water & sanitation, response personnel, medical services for responders, manages traffic, set up cones, maintains flow, direct emergency assistance to correct locations, directs parents to reunification area, directs media to media outpost, arranges appropriate transportation vehicles-busses, other (transportation)

Questar III BOCES Assistance Team – School district liaison with outside agencies responding to emergencies. Keeps Incident Commander informed of situation status.

Each team shall be led by a team leader.

Concept of Operations

This District-wide School Safety Plan provides an overview on how the school district will operate in the event of emergency situations. The School Safety plans will be further descriptive of how to carry out the overall plan.

The District Wide School Safety Plan will be reviewed by the District Wide School Safety Team and assessed based on local environment, emergency potential, incident trends, and best practices developed both internally and externally with other schools, BOCES Health & Safety & SERT Team, local emergency responders and community resources.

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. The communication designee will notify the district Superintendent by the best means available at that time.

Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified as per the plan.

We will use Troy PD & FD to supplement the districts efforts through existing protocols by additional support, resources and coordination of the emergency by the following:

- Troy law enforcement will assist with building reviews, prevention and staff training.
- Local law enforcement and emergency services participate in planning & training exercised and develop strategies for managing building-level emergencies.
- A protocol exists with Red Cross for the LHS/KHS school building for use of sheltering during times of emergency.
- A protocol exists for the use of county mental health resources during post-incident responses.

D. Plan Review and Public Comment

Pursuant to Commissioner's Regulation, Section 155.17 (e) (3), this plan will be made available for public comment at least 30 days prior to its adoption. The district-wide plan 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.

Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption.

This plan will be reviewed periodically during the year and will be maintained by the District-wide School Safety Team. The required annual review will be completed on or before September 1 of each year after its adoption by the Board of Education. A copy of the plan will be available at the District Office.

Section II: Risk Reduction/Prevention and Intervention

Prevention/Intervention Strategies *Program Initiatives*

The programs and activities the district utilizes for improving communication among students and between students and staff, and reporting of potentially violent incidents, such as the establishment of:

- Non-violent conflict resolution training programs
- Multicultural education programs; BETAC (Bilingual Education Technical Assistance Center-Questar III), school wide assemblies and Character Education and academic programs
- Extended day, intramurals, music programs, homework clubs and other club activities
- After school programs/clubs; art, drama, trivia, business, homework, student council, school newspapers, technology, theater, computer, yearbook, mock trial, science, and ski club; freshman/sophomore/junior/senior class leaders, band and chorus, Olympics of Visual Arts, Odyssey of the Mind, and others.
- Contracted Before and After School Child Care (Boys and Girls Club, Advantage Afterschool)
- Athletics: soccer, cross country, football, basketball, wrestling, track, baseball & softball; cheerleading, interscholastic

- Youth-run programs: Student Council Government, Better Burgh Club
- Student Bill of Rights
- School Resource Officer
- Individual counseling with guidance office
- Training programs under guidance to include: Anger management, bullying, sexual harassment, date-rape, diversity included in group/classroom/guidance & PE
- PRIDE drug & alcohol surveys
- Adoption of in-school suspension program that incorporates behavior modification skill training & counseling services to help address the underlying causes of student defiance and misbehavior
- Comprehensive Codes-of-Conduct for students, employees and visitors to school premises that describes appropriate behavior, reporting mechanisms and consequences for non-compliance, located in student & faculty handbook, website, posted in buildings
- Character education
- Anti-bullying programs
- Substance abuse prevention programs

The district utilizes the following strategies to create a positive, safe learning environment for students:

- Community involvement in the schools
- DARE program at the elementary schools
- School Resource Officer (Troy Police)
- Mentoring programs for new students, students at risk grades 6-12 grade which includes weekly meetings and monthly large group activities
- Mentoring and Social Worker intervention for elementary school students
- Adjusting scheduling to minimize potential for conflicts or altercations
- School Community Partnership

Training, Drills, and Exercises

All administrators are required to participate in:

- School Violence Prevention
- Incident Command
- ICS for Schools
- Table top exercises

ERT members shall be trained in the above, plus:

- Bomb threat training – also for new clerical staff
- Emergency Response, sweeper training
- Other training as required to fulfill effective response

Annual multi-hazard school safety training & drills for staff and students includes the following:

- Annual review of the Building Level Emergency Plan for each building occupants
- Early go-home drill to test evacuation & sheltering procedures
- Fire drill (8 per year)
- Bus drills
- Lock down (4 per year)
- Table top exercise
- Live drill
- Emergency Management Team exercise
- Detection of potentially violent behaviors- awareness through staff meetings, violence assessment forms
- Students with disabilities have structured care plans
 - Training of staff in the following activities:
 - Lifting and carrying wheelchair students and staff when fire or other rescue personnel are not readily available
 - Planning for the notification of deaf students
 - Checking lavatories and special education areas
 - Inclusion of persons with disabilities in all emergency drills
 - Medical needs requiring specific procedures

After each drill or exercise, the principal and safety team will review the actions to test the components of our own emergency response plan, with local and county emergency response and preparedness officials and BOCES Health and Safety as appropriate and provide a summary of response to the Superintendent.

School security personnel include the following positions, job descriptions and number of each:

- Hall Security Monitors - 6

The hiring and screening process include the following:

- Interview
- Screening of potential new employees which includes:
 - Providing a resume and three references
 - Fingerprinting (for all new employees hired after July 1, 2001)

The required training of hall monitors and other school safety personnel acting in a school security capacity includes:

- De-escalation of potentially violent situations
- Positive communication techniques
- Characteristics of the school population

Implementation of School Security/Staffing

Our policies and procedures related to school building security include the following:

- School safety resource officers
- Locked outside doors
- Entrance security and/or single point of entry
- All doors shall be locked when rooms are unattended by adults
- All chemical storage/use rooms shall be locked when unattended
- Hall monitors
- Adult supervision in hallways/locker/bus loading and all areas students are present
- Monitor hallways, entranceways, exits and outside grounds during school hours for unusual occurrences or unauthorized visitors
- Participate in both building and district safety teams
- Participate in school investigation
- Staff photo Id's
- Video surveillance
- Metal detectors (handheld)
- School Resource Officer
- Security audits by security and safety professionals
- Policies on locker use
- Student, staff & visitor code of conduct
- Classroom management
- Greeting students & visitors at the door
- A sign at the main entrance will direct all visitors to "Report to the Office".
- All visitors are required to sign in, and if they need access to other areas of the building, they will be issued a "Visitor" ID tag or escorted by an employee
- Video cameras will be utilized to monitor certain locations
- Radio communication devices will be utilized for inside to outside communication during Physical Education classes, recess and other outside activities
- Bus cameras

Vital Educational Agency Information

The communications teams shall maintain information on each educational agency located in the school district, including school population, number of staff, transportation needs, and the business and home telephone numbers of key officials of each such educational agency by an annual review and update at the beginning of each school calendar year or as key people change roles. (See appendix 1)

B. Early Detection of Potentially Violent Behaviors

We disseminate informative materials periodically regarding the early detection of potentially violent behaviors, which include the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons deemed appropriate to receive such information.

To prepare for violent incidents and lessen their impact, staff is trained annually during conference days. Topics may include identifying early warning signs in students, early intervention/prevention strategies, or development of violence prevention instruction, based on recommendations from the health and safety team, other relevant topics and an assessment of current needs of the district/school may be included. Specific violence assessments are conducted when needed or recommended.

C. Hazard Identification

Sites of potential emergency for fire, natural disaster, violence include the following:

- All school buildings
- Playground areas
- Properties adjacent to schools
- On and off-site athletic fields
- Buses
- Off-site field trips
- Hazardous locations within the community have been evaluated and are spelled out in the building level plans

Troy Police, Fire and Mohawk Ambulance are all within proximity of the school district.

Section III: Response

A. Notification and Activation (Internal and External Communications)

Members of the communications team are designated to contact appropriate law enforcement officials from our designated list in the event of a violent incident.

We will inform all educational agencies within a school district of a disaster or an act of violence by means of:

- Telephone, Intercom, two-way radio, cell phone
- Fax/Email
- Emergency Responders
- Local Media

In the event of an emergency, or impending emergency, the communications team will notify all principals/designees of facilities within the district of the impending emergency and to take the appropriate action.

Parents, guardians or persons in parental relation to the students will be contacted in the event of a violent incident or an early dismissal by the communications team by phone and/or website and/or letter.

B. Situational Responses

Multi-Hazard Response

The district's has multi-hazard response plans for each school to take actions in an emergency that may include the following hazards:

Criminal:

- | | |
|-----------------------|-------------------|
| • Threats of Violence | Intruder |
| • Suspected weapon | Suicide |
| • Hostage/Kidnapping | Civil Disturbance |

Natural Hazards:

- | | |
|------------------------------|--------------------------|
| • Earthquake | Flood |
| • Hurricane/Tropical Storm | Electrical Storm/Tornado |
| • Explosive/Bomb Threat/Fire | Natural/Weather Related |
| • Winter Storm | |

Technological Hazards

- | | |
|------------------------------|---------------|
| • Hazardous Material Release | Radiological |
| • Biological | Air Pollution |

Explosion/Fire

- | | |
|--------|----------|
| • Fire | Gas Leak |
|--------|----------|

Systems Failure

- | | |
|------------------------------|---------------------------|
| • Building Structure Failure | Electrical System Failure |
| • Heating System Failure | Transportation Fleet Loss |
| • Sewage System Failure | Water system failure |

Medical Emergencies

- | | |
|---------------------------|-------------------|
| • School Bus Accident | Mass Causality |
| • Transportation Disaster | Epidemic/Pandemic |

Others as determined by the District-wide School Safety Team

Due to security reasons, specifics are listed in each building plan.

Responses to Acts of Violence: Implied or Direct Threats

Our district's policies and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school include the following:

- Assume all threats are serious
- Immediately report threat to school administrator or designee
- Use of staff trained in de-escalation or other strategies to diffuse the situation

- Trained staff/administrator to conduct an assessment interview of the subject making threat
- Determine level of threat with Superintendent/Designee
- Contact appropriate law enforcement agency, if necessary, as well as parent/guardian
- Monitor situation, adjust response as appropriate, and include the possible use of the Emergency Response Team
- Appropriate collection of information and documentation for School Safety and Educational Climate (SSEC) reports reports
- Maintain confidentiality of person reporting threat to the greatest extent possible

The training and professional development that is available to assist personnel with the above responses include: training in de-escalation or identification of early warning signs of potentially violent behavior, threat analysis and is included in annual updates during conference days.

Acts of Violence

Our district's policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school, including the following:

- Zero-tolerance policies for school violence
- Determine level of threat with trained staff
- If the situation warrants, isolate the immediate area and evacuate if appropriate
- Inform Building Principal/Superintendent
- If necessary, initiate lockdown procedure, and contact appropriate law enforcement agency
- Monitor situation; adjust response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures
- Discipline, legal action

Response Protocols

Our district's selection of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage takings, intrusions and kidnappings. The following protocols are provided as examples:

- Activation of SERT
- Assemble Incident Command Team
- Plans to safeguard students and staff
- Procedures to provide transportation, if necessary
- Procedures to notify parents
- Procedures to notify media
- Procedures to unify parents with students
- Debriefing procedures

Arrangements for Obtaining Emergency Assistance from Local Government

The arrangements for obtaining assistance during emergencies from emergency services organizations and local government agencies include the following:

- Incident Command Team in an emergency contacts dispatch point or 911 center for fire or EMS response
- SERT is activated
- Communications team contacts Troy police for notification and/or assistance.

Procedures for Obtaining Advice and Assistance from Local Government Officials

In order to obtain advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law we shall work through Troy Police:

- Communications team in an emergency will contact emergency management coordinator and/or the highest-ranking local government official for obtaining advice and assistance by notifying Troy Police.
- The district has identified resources for an emergency from the following agencies with American Red Cross, Troy Fire Dept/Police.

District Resources Available for Use in an Emergency

During an emergency, the following district resources are available:

- Facilities for sheltering
- Buses for transportation are under contract
- Trucks for transporting materials
- Machinery for moving items, supplying electricity, lighting
- Emergency response equipment, lights, first aid supplies, barriers, emergency response kits, temporary shelter
- Personnel with advanced training in emergency services, crisis management
- Food for temporary sheltering
- Personal needs (blankets, medicine, toilet facilities)

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

The School Emergency Response Team is authorized to make decisions regarding the staff members assigned to provide assistance during emergencies. The team shall also coordinate the use of school district resources and manpower during emergencies.

Protective Action Options

The following actions shall be taken in response to an emergency where appropriate, and initiate contact with local media and the parent notification system.

- **Early dismissal** - for situations that warrant sending students home safely prior to the end of regular school day.
- **Evacuation** - for situations that warrant removing the students/staff from the school buildings.
- **School cancellation** – when situations warrant the safety of the students to remain at home. If the school remains closed or closes early because of hazardous road/weather conditions, there shall be NO activities sponsored by the school in any of the school facilities.
- **Lock Down/Lock Out** - during situations of hostile criminal act or where students/staff must be safely secured, provisions shall be in place to secure the building and occupants.
- **Security of a Crime Scene** - procedures are in place to protect any area from disturbance where a potential crime has been committed.
- **Weather Related**-the designated district employee will investigate road conditions and shall contact and report conditions and recommendations to the Superintendent.
- **Questar III (BOCES), Private & Parochial Transportation** – If the district closed because of hazardous conditions of roads, students who live in the district will not be transported to Questar III or private/parochial school. If schools other than Lansingburgh close because of hazardous road conditions in that district, students living in the district will not be transported to Questar III classes or to private/parochial schools in that district.
- **Post Incident Response** - for initiating and establishing crisis intervention to affected employees/students and Critical Incident Stress De-Briefing for response personnel.

Section IV: Recovery

After an incident the school teams shall meet and review the following:

- Document findings
- Tabulates costs
- Assesses any changes needed to the plan, added training or resources
- Reevaluate the current violence prevention and school safety activities and to determine if there are any further items needed
- Ensure appropriate de-briefing and counseling services have been put in place
- Determine if any additional resources are still needed post-incident
- Restock any supplies needed
- Meet with staff, students, families, public meeting and or other methods to communicate with affected persons-students, staff, families, other affected schools
- Coordinate substitutes as needed
- Prepare staff to handle phone calls –content and volume
- Update Board
- Provide for communal support, grief and/or memorial services
- Protocols for tributes and memorials
- Address cultural awareness
- Develop lessons learned

District Support for Buildings & Mental Health Services

Our district resources will support the Emergency Response Teams and the Post-Incident Response Teams in the affected school(s) by:

- Providing time & place for regular (quarterly) meetings
- Financial resources for supplies
- Training to fulfill duty needs
- Authority to lead in emergency situations

APPENDICES

(Not required to be filed with the Commissioner of Education)

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.

Appendix 2:

SRO Memorandum of Understanding

Appendix 3:

PUBLIC HEALTH EMERGENCY – CONTINUATION OF OPERATIONS PLAN

Appendix 4:

Remote Instruction Plan

Appendix 1

Lansingburgh High School

320 7th Avenue

Troy N.Y 12182

Principal – Matt Vandervoort

Phone - 233-6804

Turnpike Elementary

New Turnpike Road

Troy N.Y. 12182

Principal – Kelly Cataldo

Phone - 233-6822

Knickerbacker Middle School

320 7th Avenue

Troy N.Y. 12182

Principal – Carrie Phelan

Phone – (W) 233-6830

Rensselaer Park Elementary

110th Street

Troy N.Y. 12182

Principal – Melissa Santarcangelo

Phone – (W) 233-6823

Appendix 2

SRO Memorandum of Understanding

**MEMORANDUM OF UNDERSTANDING BETWEEN THE CITY OF TROY,
THE TROY CITY SCHOOL DISTRICT, AND THE LANSINGBURGH
CENTRAL SCHOOL DISTRICT FOR THE SCHOOL RESOURCE OFFICER
PROGRAM**

This **MEMORANDUM OF UNDERSTANDING ("MOU")** is made this day of October, 2018, by and between the City of Troy, a political subdivision of the State of New York ("the City"), and the Troy City School District ("TCSD") and the Lansingburgh Central School District ("LCSD")

RECITALS:

WHEREAS, the School Resource Officer (SRO) program is a joint venture of the TCSD, LCSD and the City; and

WHEREAS, the program has a character of "Community Policing," which includes collaboration with other agencies through enhancing communication and rapport; delivering prevention, intervention, and criminal justice education services; and maintaining safe learning environments.

NOW, THEREFORE, in consideration of the mutual promises and covenants contained herein, the receipt and sufficiency of which is hereby acknowledged, and in accordance with §§ 119-o of the General Municipal Law the City agrees to employ SROs to perform the duties described in this agreement, according to the terms and conditions set forth below:

I. Purpose of the SRO Program

The SRO program will focus on developing rapport with students, providing law enforcement assistance to school personnel, parents and students, and identifying and counseling troubled youth, thereby diverting them from the criminal justice system. Through such activities in the schools and the community, the program helps students, parents, and educators to develop a better understanding of the role of law enforcement officers and to create a more positive concept of the judicial system.

II. SRO Obligations

- a. The SROs will build rapport and trust with students by maintaining a high level of visibility on campus during the regular school day and by attending school activities and other school and community programs. Such assignments will be included in the SROs' regular duties in order to avoid the need for overtime compensation.
- b. The SROs will be available to school administrators as an educational resource in understanding the application and enforcement of criminal laws.
- c. The SROs will act as liaisons with various community youth services agencies and work with school personnel on student referrals to these agencies.
- d. The SROs shall respond to calls for service in and around campus. The SROs shall respond in a customary manner according to training and standard law enforcement techniques to criminal activity which is observed or suspected by the SRO or school staff. SROs will not respond to or be responsible for requests to resolve routine discipline problems involving students. The administration of student discipline, including student code of conduct violations

and student misbehavior, is the responsibility of school administrators, unless the violation or misbehavior involves criminal conduct.

e. The SRO's primary responsibility will be to carry out the purpose of the program as outlined in Section I when schools are in session during the regular academic year.

f. The SRO shall be in uniform as directed by the Chief of the City of Troy Police Department ("Police Department").

g. The SRO's hours will be flexible, subject to the approval of the Chief of the Police Department, in order to carry out the purpose of the program as outlined in Section I (a) above. The SROs remain employees of the City and as such are ultimately supervised, evaluated, and directed by the Chief of the Police Department.

III. City Obligations

a. Upon the full approval and execution of this Agreement by the City and the School Districts and the appropriation of necessary funds by the City to pay the costs associated therewith, the City, with the concurrence of the superintendent, shall provide SROs to the TCSD and the LCSD.

b. The City shall, at its expense, assign police officers from the Police Department to work as SROs at Troy High School and Troy Middle School in the TCSD and Knickerbacker Middle School and Lansingburgh High School in the LCSD. These SROs will work on either a full-time or part-time basis, pending the manpower requirements on the Police Department.

SROs will work primarily during regularly scheduled school days. It is understood that there may be training needs or other instances when the SRO may work outside the school at the discretion of the Chief of the Police Department.

c. SROs assigned pursuant to this MOU shall be made available to the TCSD and the LCSD no later than one week prior to opening day of the regular school year.

d. The City shall provide SROs which have been certified as law enforcement officers and shall have obtained the necessary training and skills customary for officers in the Police Department.

e. The Chief of the Police Department will assign SROs to fill vacancies at schools as necessary and as available.

f. On days when schools are not in session, SROs will be assigned to duties by the Chief of the Police Department.

IV. School District Obligations

a. The TCSD and the LCSD shall provide the SROs with the following resources: Secure workspace in the schools during the regular school year suitable to allow for privacy in student/faculty communications and maintain confidential records, office equipment and supplies; and other such materials as necessary for the SROs to carry out their assigned educational duties.

b. On a school-day to school-day basis, the TCSD and the LCSD principals shall work in cooperation with the SROs.

c. The TCSD and the LCSD shall provide training as required to the SROs on topics such as school discipline procedures, adolescence, and special needs.

d. The TCSD and the LCSD shall ensure that staff cooperates with police investigations and any subsequent actions related to crime or criminal activity on campus.

V. Required Payments

As consideration for this MOU, the TCSD acknowledges its obligation and agrees to pay the City the total sum of \$70,000.00 per school year as and for the cost of two (2) SROs for the TCSD and the LCSD acknowledges its obligation and agrees to pay the City the sum of \$35,000.00 per school year as and for the cost of one (1) SRO for the LCSD. The City will pay the remainder of the costs for the SROs.

VI. Standing Meetings

The Chief of the Police Department and the Superintendent of the TCSD and the LCSD shall make themselves or their representatives available for standing meetings as for the purpose of identifying problems and evaluating progress under the MOU.

VII. Term of Agreement

This MOU shall be effective for a one (1) year term commencing on October 1, 2018, and shall automatically renew for subsequent one (1) year terms on October 1st of each calendar year. Notwithstanding anything in this MOU to the contrary, this MOU automatically terminates in the event that, in any fiscal year, the City fails to appropriate sufficient funds to meet the costs of this program. In addition, this MOU may be terminated at any time by either party upon thirty (30) days written notice of the intent to terminate to the other party.

VIII. Third Parties and Assignment

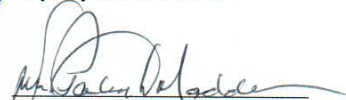
This MOU is for the sole benefit of the parties and no person or entity shall have any rights under this agreement as a third-party beneficiary. There shall be no assignment of the responsibilities and benefits created by this MOU.

IX. Entire Agreement


This MOU expressly supersedes any prior agreement between the parties hereto and represents the entire agreement between the parties notwithstanding any previously written or oral understandings between the parties on the same subject. No amendment or modification shall be valid unless in writing.

WITNESS the following signatures in agreement to the above terms and conditions:


Troy City School District


Wm. Patrick Madden
Mayor, City of Troy


Lansingburgh Central School District


Brian G. Owens
Chief of Police, City of Troy

Appendix 3

**PUBLIC HEALTH EMERGENCY – CONTINUATION OF
OPERATIONS PLAN**



LANSINGBURGH

— CENTRAL SCHOOL DISTRICT —

Public Health Emergency – Continuation of Operations Plan

Date of Revision/Review: February 4, 2023

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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 Lansingburgh Administrator's Association, Lansingburgh Teacher's Association, CSEA Local #8260-00 and #8620-02, 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 Lansingburgh 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: February 1, 2021

By: Dr. Antonio Abitabile, Ed. D.

Signature:

A handwritten signature in black ink, appearing to be 'A. Abitabile', written over a horizontal line.

Title: Superintendent

Purpose

On September 7, 2020, Governor Cuomo signed into law Chapter 168 of the Laws of 2020 that requires public employers, including public school districts, to adopt a continuation of operations plan in the event that the governor declares a public health emergency involving communicable disease. The legislation (S.8617-B/ A.10832) amends subdivision 2 of section [2801-a of New York Education Law](#) to require that District Safety Plans include protocols for responding to a declared public health emergency involving a communicable disease that are “substantially consistent” with the provisions of section 27-c of the Labor Law.

Scope

The Public Health Emergency Continuation of Operations Plan (PHECOP) identifies the varied aspects of providing a safe work environment for continued education of students and district operations during a declared public health emergency. Essential roles and critical functions are outlined to assist in delivering required assets and support to instructional and non-instructional functions to effectively continue district operations during a declared public health emergency. Planning and response efforts ultimately support the whole school community: students, parents and staff of our district.

Requirements

Essential Titles

The following provides a list and description of positions and titles considered essential in the event of a state-ordered reduction of in-person workforce, as well as a justification for such consideration for each position and title. This anticipates how certain positions/titles may be necessary to assist in response to a pandemic or communicable disease outbreak.

- 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
 - ‘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
 - Note that per NYS Department of Health COVID-19 toolkit guidance, school staff are not essential workers.

A list of district-identified essential job functions and workers can be found on the chart below. It is important to note that those performing essential job functions will abide by the staggered schedule, in order to maintain and ensure safety for all employees. Whenever possible, employees should work from home and only be on-site at district premises for the completion of the essential functions listed below.

Department	Essential Position or Title	Description
Operations and Maintenance	Superintendent of Building & Grounds Maintenance Workers Head Custodians Custodial Workers	Maintain the cleanliness and continued functioning and maintenance of school buildings. Deep clean as necessary based on state and local health department requirements for public health emergencies. Assist with building operations in the event of district provided childcare for fire responders/health care workers
Grounds	Superintendent of Building & Grounds Groundskeepers	Snow removal and groundskeeping
District Administration	Superintendent Asst Superintendents District based Administrators	Required to ensure continuity of the response efforts; coordinated response with state and local health departments; communication to families and staff; ensure all essential daily functions are completed
Information Technology	Network Engineer & Technicians	Maintain internet capability, including remote learning and working from home. Provide troubleshooting for internet and program access. Assist with internet connectivity to ensure Digital Equity.
Transportation	Director of Transportation Bus Drivers Bus Aides	To transport food to students who receive home meals and/or to transport students in the event they are attending in person instruction. Distribution of technology (laptops, hotspots, etc.) as necessary for Digital Equity
Food Service	Food Service Director Food Service Workers Support Staff (as needed)	To prepare and distribute meals to students. (for those at home with remote learning and at district childcare for first

		responders/health care workers)
Business Office	Business Official Payroll Clerk Accounts Payable Purchasing	Processing of payroll deposits and checks; timely payment of district bills; processing and approving purchase orders for emergency supplies related to the public health emergency
Building Level Administration & Clerical Support	Building Administrators Clerical Support	Required to ensure continuity of the response efforts; communications to parents and staff; processing of purchase orders for emergency supplies; timely payment of building bills
Faculty and Staff	Teachers Related Service Providers Teaching Assistants School Nurse Security	Assist with district provided childcare for first responders/health care workers as required. Assist with distribution of meals to students as needed. Should it become necessary to meet a student's needs under IDEA and/or Section 504 regulation (FAPE), teachers/security/related service providers may be deemed essential on an as needed basis.

Remote Work and Telecommuting

The following is a description of the protocols the district will follow in order to enable all non-essential employees and contractors to telecommute. This description is not limited to, facilitating or requesting the procurement, distribution, downloading and installation of any needed devices or technology, including software, data, office laptops or cell phones, and the transferring of office phone lines to work or personal cell phones as practicable or applicable.

To enable all non-essential employees and contractors to telecommute, the District will follow a contingency plan in a similar format as during the pandemic shut down with full remote instruction in March 2020.

Non-essential employees will complete telecommuting agreements prior to working

remotely in the event that the district will need to close for an extended period of time. Staff required to work remotely will be provided with adequate district technology support to carry out their normal daily work functions. All district phones are able to be programmed to transfer to personal phone lines, which will be conducted to ensure continuity communications.

Non-essential employees will continue to have access to various digital platforms, including, but not limited to:

Remote Instructional Technology Platforms

Email and video conferencing technology and software	Google Classroom Suite- Learning Management System Grades 3-12
School Tools	Seesaw- Learning Management System K-2
Amplify Reading K-5	Google Suite Tools (Docs, Slides, Forms, etc.)
Other digital instructional platforms programs required to support remote learning	

Additional Remote District Technology Platforms

Win Cap Web	SchoolTools
IEP Direct	IT/Help desk technology, work order systems, remote access
Raptor Visitor Management	Google Suite Tools (Docs, Slides, Forms, etc.)
Work order system(s)	Fill with additional district technology to support office functions

District Technology Hardware, Software, and Devices

Laptops and Chromebooks	Video/webcam hardware
Virtual Private Network (VPN) access	Other computer hardware as needed (i.e. printers)
Specialty software available by download	District issued cell phones for appropriate staff

Staggered Work Shifts

In the event of a public health emergency, the school district has determined that essential employees / outside contractors will follow a predetermined work shift schedule set by the district in an effort to minimize viral contact or employee overcrowding within the building.

Essential Employee Title / Outside Contractor	Building Name	Shift / Work Hours
Custodial & Maintenance	Lansingburgh High School KnickerbackerMiddle School Turnpike Elementary School Rensselaer Park Elementary School	<i>1st Shift: 6:00am - 2:30pm, 9:00am - 5:30pm</i> <i>2nd Shift: 2:30pm - 11:00pm, 3:00pm - 11:30pm</i>
Faculty and Teaching Assistants	Lansingburgh High School KnickerbackerMiddle School Turnpike Elementary School Rensselaer Park Elementary School	<i>1st Shift (In-person or Hybrid Learning): 7:30am - 2:30pm, 8:00am - 3:00pm</i>
Cafeteria	Lansingburgh High School KnickerbackerMiddle School Turnpike Elementary School	<i>1st Shift: 6:00am - 2:30pm</i>

	Rensselaer Park Elementary School	
Aides	Lansingburgh High School Knickerbacker Middle School Turnpike Elementary School Rensselaer Park Elementary School	<i>1st Shift: 9:30am - 1:00pm, 10:00am - 1:30pm</i>
Administration	Business Office / Superintendent's Office	<i>1st Shift: 7:00am - 3:30pm, 7:30am - 3:30pm, 8:00am - 4:00pm, 9:00am - 5:00pm</i>
*xxx Company		<i>1st Shift: 7:00am - 2:30pm 2nd Shift: 2:00pm - 10:30pm</i>
Questar III BOCES	District-wide	<i>1st Shift: 8:00am - 4:30pm</i>
Before and After School Program	Elementary School	<i>6:00am – 8:30am 2:30pm - 6:00pm</i>

*Outside contractors will coordinate with district officials to determine the best work shift schedules that will work within contractual agreements, maintain work productivity, and minimize the potential spread of viral contact.

Transportation

For transportation needs, in the event of a public health emergency, the school district will ensure all predetermined protocols and procedures as mentioned in the district's reopening plan are adhered to. All employees (bus drivers, aides, monitors, etc.) who operate or occupy a district owned vehicle are subject to social distancing, face coverings, and daily health screenings.

Driver/Monitor/Aide/Maintenance

- All employees will be provided all necessary PPE to perform their duties safely. Maintenance personnel operating school owned vehicles will be required to disinfect high touch surfaces periodically during the occupancy of their vehicle.
- Maintenance employees will operate their designated vehicles solo and passengers/coworkers are prohibited.
- All employees are encouraged to sanitize their hands frequently before and after operating vehicles.

Cleaning and Sanitizing

- Each bus will have all high traffic areas properly cleaned between each run.
- Each bus utilized in the school day will be sanitized at least once daily.
- Maintenance vehicles will be routinely cleaned and sanitized placing emphasis on high touch surfaces.

Personal Protective Equipment

The following protocols will be implemented by the district to procure personal protective equipment (PPE) for essential employees, based upon tasks and needs related to the public health emergency. Specific information related to required storage and accessibility can be found in **Appendix I**, Infectious Disease Preparedness and Response Plan

Procurement

1. The district will abide by the Board of Education Procurement Policy. In the event an Executive Order by the Office of the Governor indicates that schools may suspend their procurement policy temporarily due to the public health emergency, the district reserves the right to suspend the BOE Procurement Policy per Governor's directive. (i.e. [Executive Order 202](#) - 3/7/2020 for COVID-19)
2. The district will secure and provide PPE for employees.
3. Procurement of PPE, other than basic preliminary purchases, will be done on a consolidated basis.
4. The 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.
 - a. Staff will be allowed to wear their own face covering pending district approval.
5. Information shall be provided to staff and students on proper use, removal, and washing of cloth face coverings.
6. Masks are most essential in times when physical distancing is difficult.

7. The district will promote and reinforce the use of PPE among all staff.
8. Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary by a hazard assessment.
 - a. Those individuals that are required to wear N-95 respirators will be medically screened and fit-tested prior to use to assure they are physically able to do so.

PPE Supply Management

The purchasing department will work with each department to determine the overall PPE needs of the district. Centralized purchasing will be used when possible.

All types of PPE must be:

- Selected based upon the hazard to the staff.
- Properly fitted and periodically refitted, as applicable (e.g., respirators).
- Consistently and properly worn when required.
- Regularly inspected, maintained, and replaced, as necessary.
- Properly removed, cleaned, and stored or disposed of, as applicable, to avoid contamination of self, others, or the environment.
- The district will maintain an inventory of PPE in accordance with the NYS Education Department, NYS Department of Health and CDC guidelines. PPE will be continually restocked as needed.
- Storage of personal protective equipment will be on campus and comply with the manufacturer's storage recommendations for each item.
- PPE equipment will be readily available to all employees through identified disbursement protocols.

Exposure and Response

Effective prevention and mitigation steps are required to prevent the spread and/or contraction of the virus/disease. In the event an employee or contractor is exposed to a known case of the identified virus/disease, exhibits symptoms of the virus/disease, or tests positive for the virus/disease, the district will follow the current guidance from the Center for Disease Control, the New York Department of Health and the local health department. Appropriate cleaning and disinfection protocols will be followed. Steps will be followed to isolate the positive case and contact trace exposed individuals for quarantine. Contact tracing protocols will be implemented and followed in accordance with the local health department requirements as the lead agency. Established protocols shall not violate any existing federal, state, or local law, regarding sick leave or health information privacy.

1. Detailed actions for both daily and emergency cleaning of work areas, common area surfaces and shared equipment can be found in **Appendix II**, COVID-19 School Reopening Facilities Cleaning & Disinfection Protocol.

2. The District will adhere to privacy, accommodation, and HIPAA laws, and any federal or state requirements relating to protection of identified individuals during the public health emergency.
3. The District will adhere to any federal or state paid / unpaid leave provisions regarding quarantine, testing, exposure, and treatment protocols during a declared public health emergency.
 - a. Represented employees will have access to contractual leave as outlined in their respective bargaining unit agreements.
 - b. Non-represented employees have access to leave based on their current job titles and as outlined in board policy.
4. Contact tracing protocols will be implemented and followed in accordance with the local health department requirements as the lead agency.

Onsite Documentation

The following are protocols to limit exposure and facilitate contact tracing during a public health emergency. These protocols are for documenting precise hours and work locations, including off-site visits, for essential employees and contractors will be established. They are designed only to aid in tracking of the disease and to identify exposed employees and contractors for contact tracing and to facilitate the provision of any benefits which may be available.

On-Site Employee Contact Documentation

- Complete daily health screening questionnaire prior to arrival on site or immediately upon arrival on site. If symptomatic, do not enter.
- Employees should use a swipe badge or electronic access system if available. Such a system can be used to stagger access and limit staff numbers to reduce unnecessary interactions.
- Use district contact tracing forms
- Record person to person contacts (other than incidental contacts) as they occur
- Record accurate times of contact
- Masks must be worn at all times
- Social distance whenever possible, if a task limits social distancing re-examine the task to see if there is another way for it to be accomplished
- Conduct virtual meeting and interactions whenever possible
- Stagger task that involves multiple individuals to use the same space to improve social distancing
- Limit internal travel to location required by designed duties or tasks
- Limit number of staff in public location such as bathrooms or break rooms
- Turn all contact sheets in at the end of each workday

Vendor Contact Documentation

- Vendors must wear face covering at all times while on site
- Vendors must social distance wherever possible
- Deliveries should be scheduled in advance to minimize contact with staff.
- Establish a delivery drop zone where material can be dropped off at designated times contact free
- Vendors who must enter the facility and interact with staff will be screen with a daily health screening questionnaire
- If staff must interact with vendors, they must record the interaction on the district contact tracing form, including accurate times of interaction
- Clean/disinfect the delivery area(s) between uses.
- Vendor visits/meetings that do not involve delivery must be done remotely

Contractors - Construction project related Contact Documentation

- Contractors must complete a daily health screening questionnaire with their employer either prior to arrival on site or immediately upon arrival on site. If symptomatic do not enter.
- Contractors must wear face-coverings at all times while on district grounds
- Contractor tasks should be scheduled to reduce or eliminate interaction will all district staff. The use of closed off zones or after-hours work should be considered.
- If contractors are required to interact with district staff or work in a shared space the district staff must record this interaction on the district contact tracing form, including accurate times of contact
- Contractor and related project meeting must be remote whenever possible

Off-Site Employee Contact Documentation

(The following pertains to employees who work off site; not from home, or must leave the main location to conduct district business:)

- Complete daily health screening questionnaire prior to going to any off-site location
 - Complete screening survey at designated location as well
- Wear a mask at all times
- Social distance whenever possible
- Schedule virtual visits or meetings whenever possible
- Minimize the number of different locations visited in a day
- Record all person-to-person contacts (other than incidental contacts) as they occur
- Record accurate contact times
- Inquire about possible symptoms or exposure of individuals at locations that may need to be entered that are not business. If there are noted symptoms, or known exposure, do not enter these locations

Emergency Housing for a Public Health Emergency

Coordination with the local health department may be necessary in the event emergency housing is necessary during a public health emergency. The District may lodge identified essential employee(s) at a local hotel, if available.

Appendix I

Infectious Disease Preparedness and Response Plan



Infectious Disease Preparedness and Response Plan

Date of Revision/Review: 4/23/20

Infectious Disease Preparedness and Response Plan

This plan was developed to help identify risk levels at Lansingburgh Central School District and to determine appropriate control measures to implement when faced with infectious diseases. This plan will assist in implementing engineering, administrative, and work practice controls including personal protective equipment (PPE) in order to prepare and respond to infectious diseases.

Risk Factors

Employee risk of occupational exposure to infectious diseases during an outbreak may vary from very high to high, medium, or lower (caution) risk. The level of risk depends on the individual's job requirements, including the requirement for social distancing. During pandemics, the Occupational Safety and Health Administration (OSHA), may issue guidance on occupational risks for workers. In addition to the levels of occupational risk, there are factors that can greatly affect mortality and certain individual's ability to fight specific infectious diseases.

The Occupational Risk Pyramid depicts the four exposure risk levels in the shape of a pyramid to represent probable distribution of risk. Most job functions within the district will fall in the **medium** exposure risk level.

<https://www.osha.gov/Publications/OSHA3993.pdf>

Occupational Risk Pyramid



- **Very high** exposure risk jobs with a high potential for exposure to known or suspected sources of infectious diseases during specific medical, postmortem, or laboratory procedures. Staff in this category include:
 - Healthcare and morgue staff performing aerosol-generating procedures on or collecting/handling specimens from potentially infectious patients or bodies of people known to have, or suspected of having, an infectious disease at the time of death.

- **High** exposure risk jobs with a high potential for exposure to known or suspected sources of an infectious disease. Staff in this category include:
 - Healthcare delivery, healthcare support, medical transport, and mortuary staff exposed to known or suspected infectious disease patients or bodies of people known to have, or suspected of having, infectious disease at the time of death.
- **Medium** exposure risk jobs that require frequent/close contact with people who may be infected, but who are not known or suspected patients. Staff in this category include:
 - Those who may have contact with the general public (e.g., schools, high-population-density work environments, some high-volume retail settings), including individuals returning from locations with widespread infectious disease transmission.
- **Lower** exposure risk (caution) jobs are those that do not require contact with people known to be, or suspected of being, infected nor frequent close contact with (i.e., within 6 feet of) the general public.
 - Staff in this category have minimal occupational contact with the public and other coworkers.

Please refer to Appendix A of this document for OSHA’s Occupational Risk Pyramid and individual factors affecting risk levels specifically for COVID-19.

Risk Control

Monitoring of current situations will be crucial. Federal and state, local department of health (LDOH) recommendations will be followed for situations that may arise as a result of outbreaks, such as:

- Increased rates of staff absenteeism.
- The need for social distancing, staggered work shifts, downsizing operations, delivering educational services remotely, and other exposure-reducing measures.
- Interrupted supply chains or delayed deliveries.
- Positive cases of infectious disease that require facility closures.

Conducting essential operations with a reduced workforce should be planned in advance through Continuity of Operations Planning (COOP). These mission critical functions would include at least:

- Payroll
- Benefits management for staff

- Accounts receivable/payable
- Delivery of educational services remotely
- Meal distribution programs and backpack programs
- Building cleaning and sanitization
- IT Support

Risk Reduction

Protecting staff will depend on emphasizing basic infection prevention measures. All staff should implement good hygiene and infection control practices. An aggressive communication plan in the school buildings and community help promote basic infection prevention measures should include:

- Promoting frequent and thorough hand washing by communicating to staff, students, contractors, visitors, and other individuals the importance of washing their hands.
 - Hand washing should last at least 20 seconds and include scrubbing all surfaces and under the nails.
 - If soap and running water are not immediately available, provide alcohol-based hand sanitizer containing at least 60% alcohol.
 - Handwashing should be conducted immediately when soap and running hot water is available.
- Encourage or enable staff to stay home if they are sick.
- Encourage respiratory etiquette, including covering coughs and sneezes.
 - Provide staff, students, and visitors with tissues and trash receptacles.
- Social distancing
- Discourage staff and students from using other's cell phones, desks, offices, or other work tools and equipment, whenever possible.

Regular housekeeping practices are also necessary in assisting in keeping facilities open. Proper cleaning, sanitizing, and disinfecting procedures are required to be completed by maintenance staff. Facility directors and staff must:

- Follow manufacturer's instructions for use of all cleaning and disinfection products must be followed at all times (e.g., concentration, application method, contact time and required PPE).
- Ensure selected disinfectant products are on the approved Environmental Protection Agency (EPA) List for use against emerging viral pathogens.

A comprehensive list of approved cleaning, sanitizing, and disinfecting products can be found in Appendix B of this document.

District policies and procedures should be written in advance to address the following needs:

- Reduction in essential workforce

- Telecommuting
- Job rotations
- Staggered shifts
- Distance learning
- Meal/food preparation
- Childcare operations

Policies and Procedures for Prompt Identification and Isolation of Sick People

Prompt identification and isolation of potentially infectious individuals is a critical step in protecting staff, students, visitors, and others. The district must inform and encourage staff to monitor for signs and symptoms of any suspect contagions. Nursing staff must also have the proper resources to manage students presenting symptoms as school.

Federal, State, and LDOH guidance must be followed regarding protocols for:

- Stay at home,
- Self-quarantine,
- Mandatory isolation
- Return to school or work

Procedures for immediately isolating staff or students who have signs and/or symptoms of a contagious pathogen:

- Move potentially infectious people to a location away from staff, students, and other visitors. Isolation rooms or areas should be designated areas until potentially sick people can leave the building.
- Follow Federal, State and Local guidance to take steps to limit spread of the respiratory secretions of a person who may have a virus. This would include providing the infected person with a face mask.
- Restrict the number of personnel entering isolation areas.
- Protect staff in close contact with (i.e., within 6 feet of) a sick person or who may have been exposed to or have made contact with a person carrying an infectious disease using additional engineering and administrative controls, safe work practices, and PPE. Staff whose activities involve close or prolonged/repeated contact with sick people are addressed further in later sections covering workplaces classified at medium and very high or high exposure risk.

Develop, Implement, and Communicate about Workplace Flexibilities and Protections

When faced with a contagious disease outbreak, the district shall:

- Follow the recommendations of Federal, State, and Local authorities.
 - Maintain regular or routine proactive communication with these authorities
- Ensure that sick leave policies are flexible and consistent with state and local guidance and that employees are aware of these policies.
- Maintain flexible policies that permit employees to stay home to care for a sick family member. Employers should be aware that more employees may need to stay at home to care for sick children or other sick family members than is usual.
- Encourage staff to follow the guidance of their physician or LDOH for notification of illnesses and stay at home procedures.
- Monitor staff concerns about pay, leave, safety, health, and other issues that may arise during infectious disease outbreaks.
- Provide adequate and appropriate training regarding essential worker functions. Ensure protocols are in place for staff health and safety, including proper hygiene practices and the use of any workplace controls. Informed staff who feel safe at work are less likely to be unnecessarily absent.

Implement Workplace Controls

The best way to control a hazard is to systematically remove it from the workplace, rather than relying on staff to reduce their exposure. During an outbreak, when it may not be possible to eliminate the hazard, the most effective protection measures are (listed from most effective to least effective):

1. Engineering controls
2. Administrative controls
3. Personal Protective Equipment (PPE)

There are advantages and disadvantages to each type of control measure when considering the ease of implementation, effectiveness, and cost. In most cases, a combination of control measures will be necessary to protect staff from exposure.

Engineering Controls

Engineering controls involve isolating employees from work related hazards. In workplaces where they are appropriate, these types of controls reduce exposure to hazards without relying on staff behavior. Engineering controls may differ depending on the infectious disease. Controls may include:

- Increasing HVAC ventilation rates in the work environment.
 - The HVAC system will require an evaluation to determine if this control method will be viable.
- Installing physical barriers, such as clear plastic sneeze guards.

- Such barriers will require an evaluation prior to installation to maximize its efficiency.
- Utilizing exterior/outside methods for meal and schoolwork distribution.
 - Use of bags and boxes
- Isolation rooms and areas for sick students to use prior to being picked up or leaving the building(s).
 - If possible, select isolation rooms with secondary access so that compromised student(s) do not travel back into the shared space.

Administrative Controls

Administrative controls require action by the staff or employer. Typically, administrative controls are changes in work policy or procedures to minimize exposure to a hazard. Examples of administrative controls include:

- Encouraging or enabling sick staff to stay at home.
- Minimizing contact among staff, students, and visitors by replacing face-to-face meetings with virtual communications and implementing telecommuting when feasible.
- Establishing alternating days or extra shifts that reduce the total number of employees in a facility at a given time, allowing them to maintain distance from one another while maintaining a full onsite work week.
- Discontinuing nonessential travel to locations with ongoing outbreaks.
 - Please refer to Appendix A of this document for COVID-19 related travel restriction guidance.
- Developing emergency communications plans, including a forum for answering staff and family concerns and internet-based communications.
- Providing staff with up-to-date education and training on contagious disease risk factors and protective behaviors (e.g., cough etiquette and care of PPE, when necessary).
- Training staff who need to use protective clothing and equipment how to put it on, use/wear it, and take it off correctly, including in the context of their current and potential duties. Training material should be easy to understand and available in the appropriate language and literacy level for all staff.

Safe Work Practices

Safe work practices are types of administrative controls that include procedures for safe and proper work used to reduce the duration, frequency, or intensity of exposure to a hazard. Examples of safe work practices include:

- Providing resources and a work environment that promotes personal hygiene. For example, provide tissues, trash cans, alcohol-based hand sanitizer containing at least 60 percent alcohol, cleaners, disinfectants, and disposable towels for staff to clean, sanitize, and disinfect their work surfaces.
- Requiring regular hand washing and use of alcohol-based hand sanitizer when

hand washing is not readily available. Staff should always wash hands when they are visibly soiled and before and after removing any PPE.

- Post age-appropriate hand washing signs in restrooms.

Personal Protective Equipment (PPE)

While engineering and administrative controls are considered more effective in minimizing exposure to contagions, PPE may also be needed to prevent certain exposures. While correctly using PPE can help prevent some exposures, it should not take the place of other prevention strategies.

Examples of PPE include gloves, goggles, face shields, face masks, and respiratory protection, when appropriate. During an outbreak of an infectious disease, recommendations for PPE specific to occupations or job tasks may change depending on job tasks, updated risk assessments for staff, and information on PPE effectiveness in preventing the spread of the disease.

All types of PPE must be:

- Selected based upon the hazard to the staff.
- Properly fitted and periodically refitted, as applicable (e.g., respirators).
- Consistently and properly worn when required.
- Regularly inspected, maintained, and replaced, as necessary.
- Properly removed, cleaned, and stored or disposed of, as applicable, to avoid contamination of self, others, or the environment.
- Storage of personal protective equipment will be on campus and comply with the manufacturer's storage recommendations for each item.
- PPE equipment will be readily available to all employees through identified disbursement protocols.

Employers are obligated to provide designated staff with PPE needed to keep them safe while performing their jobs. The types of PPE required during an outbreak will be based on the risk of being infected with the contagious disease while working and job tasks that may lead to exposure. This may be directed by the federal, state and or LDOH.

Staff, including those who work within 6 feet of patients known to be, or suspected of being, infected and those performing aerosol-generating procedures, need to use respirators per National Institute for Occupational Safety and Health (NIOSH) standards. These staff would be required to be in a respiratory protection program and follow the requirements to wear a respirator.

Information for Specific Viruses, Pathogens, or Infectious Diseases that are currently present or are an ongoing threat currently on a specific site will be included within Appendix A of this document.

Information requiring the use of facemasks for COVID-19 is located in Appendix A of this document.

Annual Review

This plan should be reviewed annually and be updated as needed. Annual reviews and updates will be recorded in Appendix C of this document.

Appendix A

COVID-19 Specific Guidelines

COVID-19 Specific Guidelines Begin on the Following Page

OSHA Worker Exposure Risk to COVID-19

The Occupational Risk Pyramid depicts the four exposure risk levels in the shape of a pyramid to represent probable distribution of risk. *Most job functions within the district will fall in the **medium** exposure risk level for COVID-19.*

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Occupational Risk Pyramid



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 - Healthcare and morgue staff performing aerosol-generating procedures on or collecting/handling specimens from potentially infectious patients or bodies of people known to have, or suspected of having, an infectious disease at the time of death.
- **High** exposure risk jobs with a high potential for exposure to known or suspected sources of an infectious disease. Staff in this category include:
 - Healthcare delivery, healthcare support, medical transport, and mortuary staff exposed to known or suspected infectious disease patients or bodies of people known to have, or suspected of having, infectious disease at the time of death.
- **Medium** exposure risk jobs that require frequent/close contact with people who may be infected, but who are not known or suspected patients. Staff in this category include:
 - Those who may have contact with the general public (e.g., schools,

high-population-density work environments, some high-volume retail settings), including individuals returning from locations with widespread infectious disease transmission.

- **Lower** exposure risk (caution) jobs are those that do not require contact with people known to be, or suspected of being, infected nor frequent close contact with (i.e., within 6 feet of) the general public.
 - Staff in this category have minimal occupational contact with the public and other coworkers.

Individual Factors Affecting Risk Levels for COVID-19

Staff may also have individual factors that will impact risk levels depending on the infectious disease. These factors include, but are not limited to the following for COVID-19:

- Older age (65 years and older)
- Presence of chronic medical conditions, including immunocompromising conditions such as:
 - Chronic lung disease or moderate to severe asthma
 - Serious heart conditions
 - Individuals in cancer treatment, having recent transplants
 - HIV or aids
 - Prolonged use of corticosteroids
 - Severe obesity
 - Diabetes
 - Chronic kidney disease and undergoing dialysis
 - Liver disease
- Pregnancy
- Certain personal lifestyle choices (i.e. drug use)

Source: <https://www.cdc.gov/coronavirus/2019-ncov/need-extra-precautions/groups-at-higher-risk.html>

Current Executive Orders and Directives

Please visit the following website to view all current executive orders and directives issued by the NYS Governor's office: <https://www.governor.ny.gov/executiveorders>

Steps to Help Prevent the Spread of COVID-19 if you are Sick



**Steps to help prevent the spread
of COVID-19 if you are sick**

- **Wash thoroughly after use:** After using these items, wash them thoroughly with soap and water or put in the dishwasher.

Clean all “high-touch” surfaces everyday

Clean high-touch surfaces in your isolation area (“sick room” and bathroom) every day; let a caregiver clean and disinfect high-touch surfaces in other areas of the home.



- **Clean and disinfect:** Routinely clean high-touch surfaces in your “sick room” and bathroom. Let someone else clean and disinfect surfaces in common areas, but not your bedroom and bathroom.
 - If a caregiver or other person needs to clean and disinfect a sick person's bedroom or bathroom, they should do so on an as-needed basis. The caregiver/other person should wear a mask and wait as long as possible after the sick person has used the bathroom.
- High-touch surfaces include phones, remote controls, counters, tabletops, doorknobs, bathroom fixtures, toilets, keyboards, tablets, and bedside tables.
- **Clean and disinfect areas that may have blood, stool, or body fluids on them.**
- **Household cleaners and disinfectants:** Clean the area or item with soap and water or another detergent if it is dirty. Then, use a household disinfectant.
 - Be sure to follow the instructions on the label to ensure safe and effective use of the product. Many products recommend keeping the surface wet for several minutes to ensure germs are killed. Many also recommend precautions such as wearing gloves and making sure you have good ventilation during use of the product.
 - Most EPA-registered household disinfectants should be effective. A full list of disinfectants can be found [here](#).

Monitor your symptoms

- **Seek medical attention, but call first:** Seek medical care right away if your illness is worsening (for example, if you have difficulty breathing).
 - **Call your doctor before going in:** Before going to the doctor's office or emergency room, call ahead and tell them your symptoms. They will tell you what to do.
- **Wear a facemask:** If possible, put on a facemask before you enter the building. If you can't put on a facemask, try to keep a safe distance from other people (at least 6 feet away). This will help protect the people in the office or waiting room.
- **Follow care instructions from your healthcare provider and local health department:** Your local health authorities will give instructions on checking your symptoms and reporting information.



If you develop **emergency warning signs** for COVID-19 get **medical attention immediately**.

Emergency warning signs include*:

- Difficulty breathing or shortness of breath
- Persistent pain or pressure in the chest
- New confusion or inability to arouse
- Bluish lips or face

*This list is not all inclusive. Please consult your medical provider for any other symptoms that are severe or concerning.

Call 911 if you have a medical emergency: If you have a medical emergency and need to call 911, notify the operator that you have or think you might have, COVID-19. If possible, put on a facemask before medical help arrives.

How to discontinue home isolation

- People **with COVID-19 who have stayed home (home isolated)** can stop home isolation under the following conditions:
 - **If you will not have a test** to determine if you are still contagious, you can leave home after these three things have happened:
 - You have had no fever for at least 72 hours (that is three full days of no fever without the use medicine that reduces fevers)
 - AND
 - other symptoms have improved (for example, when your cough or shortness of breath have improved)
 - AND
 - at least 7 days have passed since your symptoms first appeared
 - **If you will be tested** to determine if you are still contagious, you can leave home after these three things have happened:
 - You no longer have a fever (without the use medicine that reduces fevers)
 - AND
 - other symptoms have improved (for example, when your cough or shortness of breath have improved)
 - AND
 - you received two negative tests in a row, 24 hours apart. Your doctor will follow CDC guidelines.



In all cases, follow the guidance of your healthcare provider and local health department. The decision to stop home isolation should be made in consultation with your healthcare provider and state and local health departments. Local decisions depend on local circumstances.

More information is available [here](#).

Additional information for healthcare providers: [Interim Healthcare Infection Prevention and Control Recommendations for Persons Under Investigation for 2019 Novel Coronavirus](#).

Source: <https://www.cdc.gov/coronavirus/2019-ncov/downloads/sick-with-2019-nCoV-fact-sheet.pdf>

Routine Cleaning:

Soiled and frequently touched surfaces can be reservoirs for pathogens, resulting in a

Cleaning and Disinfection:

Cleaning removes germs, dirt and impurities from surfaces or objects, while disinfecting kills germs on surfaces or objects. **If a laboratory confirmed case of COVID-19 was symptomatic while in the school setting, custodial staff should perform cleaning and disinfection of frequently touched areas throughout the school.**

Step 1: Cleaning: Always clean surfaces prior to use of disinfectants in order to reduce soil and remove germs. Dirt and other materials on surfaces can reduce the effectiveness of disinfectants. For combination products that can both clean and disinfect, always follow the instructions on the specific product label to ensure effective use. In New York State, all primary and secondary schools, state agencies, and state authorities are required to use green cleaning products. For additional information on the laws regarding the use of green cleaning products, see the [Policies, Guidelines and Report](#) section of NY's Green Cleaning Program website.

Step 2: Disinfection: Cleaning of soiled areas must be completed prior to disinfection to ensure the effectiveness of the disinfectant product. **NYS Green Cleaning Program does not address the use of disinfection products. Disinfection products may be used in school settings as needed at any time.** If EPA- and DEC*-registered products specifically labeled for SARS-CoV-2 are not available, disinfect surfaces using a disinfectant labeled to be effective against rhinovirus and/or human coronavirus. If such products are unavailable, it is also acceptable to use a fresh 2% chlorine bleach solution (approximately 1 tablespoon of bleach in 1 quart of water). Prepare the bleach solution daily or as needed. EPA- and DEC*- registered disinfectants specifically labeled as effective against SARS-CoV-2 may become commercially available at a future time and once available, those products should be used for targeted disinfection of frequently touched surfaces.

Examples of frequently touched areas in schools:

- Classroom desks and chairs;
- Lunchroom tables and chairs;
- Door handles and push plates;
- Handrails;
- Kitchen and bathroom faucets;
- Light switches;
- Handles on equipment (e.g., athletic equipment);
- Buttons on vending machines and elevators;
- Shared telephones;
- Shared desktops;
- Shared computer keyboards and mice; and
- Bus seats and handrails.

Note: Computer keyboards are difficult to clean due to the spaces between keys and the sensitivity of its hardware to liquids. When shared, they may contribute to indirect transmission. Locations with community use computers should provide posted signs regarding proper hand hygiene before and after using the computers to minimize disease transmission. Also, consider using keyboard covers to protect the hardware against spills and facilitate cleaning.

Source:

https://coronavirus.health.ny.gov/system/files/documents/2020/03/cleaning_guidance_schools.pdf

- Label directions must be followed when using disinfectants to ensure the target viruses are effectively killed. This includes adequate contact times (i.e., the amount of time a disinfectant should remain on surfaces to be effective), which may vary between five and ten minutes after application. Disinfectants that come in a wipe form will also list effective contact times on their label.
- For disinfectants that come in concentrated forms, staff should carefully follow instructions for making the diluted concentration needed to effectively kill the target virus. This information can be found on the product label.

Disinfecting is the responsibility of school custodial staff. They are trained to use disinfectants in a safe and effective manner. Staff are reminded to ensure procedures for safe and effective use of all products are followed. Staff do not need to wear respiratory protection (e.g., masks) while cleaning. Safety instructions are listed on product labels and include the personal protective equipment (e.g., gloves) that should be used. Place all used gloves in a bag that can be tied closed before disposing of them with other waste. Wash hands with soap and water for at least 20 seconds immediately after removing gloves or use an alcohol-based hand sanitizer if soap and water are not available. Soap and water should be used if hands are visibly soiled.

*NYSDEC registration will not be listed on disinfection product labels. Information about disinfection product registration with NYSDEC can be found at: <http://www.dec.ny.gov/nyspad/products>. If you have any questions about NYSDEC pesticide registration, please call the NYSDEC Bureau of Pesticide Management at 518-402-8748.

More information:

New York State Department of Health's COVID-19 Webpage:
<https://www.health.ny.gov/diseases/communicable/coronavirus/>

Centers for Disease Control and Prevention Webpage:
<https://www.cdc.gov/coronavirus/2019-ncov/>

New York State Green Cleaning Program:
<https://greencleaning.ny.gov/>

Enhanced Green Cleaning Guidance To Reduce The Spread Of Communicable Disease:
https://greencleaning.ny.gov/DownloadCenter/Files/EnhancedGreenCleaningTrainingManual5_17_10.pdf

Appendix B

Approved Cleaning, Sanitizing, and Disinfectant Products

Below is a comprehensive list of approved cleaning, sanitizing, and disinfectant products that are currently in use at Lansingburgh Central School District.

Product Name	Manufacturer
8A General Purpose Cleaner	3M
25A HB Quat Disinfectant	3M
3A Neutral Cleaner	3M
1A Glass Cleaner	3M
Pure Bright Germicidal Ultra Bleach	KIK International LLC
Broad Spectrum Disinfectant	GenEon

***Note:** Products shall be used in accordance with the manufacturers label and directions

Appendix C

Annual Review/Updates

Date	Reviewed by	Changes and/or Revisions
4/23/2021	Tim LeVan	Original Document
4/21/2022	Tim LeVan	
4/20/2023	Tim LeVan	

Appendix II

Lansingburgh Central School District

COVID-19 School Reopening Facilities Cleaning & Disinfection Protocol

The following is Lansingburgh Central School District's cleaning and disinfection protocol for reopening during the COVID-19 pandemic. This protocol meets the requirements of the New York State Education Department (NYSED) and New York State Department of Health (NYSDOH) as well as all applicable Federal, State, and local authorities.

- Requirements:
 - Adhere to current federal, state and local guidance regarding COVID-19 at all times.
 - Indoor cleaning and disinfection:
 - Clean and disinfect each space at least daily
 - Maintain daily logs that include the date, time, and scope of cleaning and disinfection. Cleaners and custodians will use this to track their daily/nightly cleaning and disinfection schedules.
 - Clean and disinfect high touch surfaces frequently based upon levels of use:
 - Tables, doorknobs, light switches, countertops, handles, desks, phones, keyboards, tablets, toilets and restrooms, faucets and sinks, etc.
 - Clean and disinfect shared equipment between each use by staff and/or students:
 - Desks, computers, copiers, office equipment, PE equipment, art supplies, etc.
 - School Health Offices
 - Required cleaning and disinfection after each use:
 - Cots, bathrooms, etc.
 - Health office equipment (blood pressure cuffs, otoscopes, stethoscopes, etc.) must be cleaned per manufacturer's directions
 - OT/PT Cleaning and Disinfection:
 - All equipment used is required to be cleaned and disinfected between each use.
 - Outdoor cleaning:
 - Outdoor areas require normal routine cleaning of high touch surfaces and do not require disinfection per Centers for Disease Control (CDC)
 - High touch surfaces:

- Grab bars, railings, hand holds, rings, chains on swings, etc.
 - High touch surfaces will be cleaned as needed based upon levels of use
- Procedures:
 - Cleaning:
 - Follow manufacturers recommendations for proper cleaning.
 - Cleaning procedures will be kept on hand in the buildings and grounds office.
 - Disinfecting:
 - Follow manufacturers recommendations for proper disinfecting.
 - Disinfecting procedures will be kept on hand in the buildings and grounds office.
- District approved disinfectants available for daily use:
 - EPA Approved Disinfectants:
 - The buildings and grounds department maintains a current listing of approved disinfectants.
 - EPA approved alternate disinfectants:
 - Bleach (1/3 cup to gallon mixture of bleach to water, Per NYSED and CDC guidance)
 - 70% or higher alcohol solutions, if available.
- Determining approved disinfecting products:
 - Refer to EPA List N for disinfectants for use against COVID-19
 - If a product is not on the list the CDC states “If you can’t find a product on this list to use against SARS-CoV-2, look at a different product’s label to confirm it has an EPA registration number and that human coronavirus is listed as a target pathogen.”
 - Source: <https://www.epa.gov/pesticide-registration/list-n-disinfectants-use-against-sars-cov-2-covid-19>

Appendix III

Record of Updates/Revisions

Date	Reviewed by	Updates and/or Revisions
4/21/2022	Tim LeVan	
4/20/2023	Tim LeVan	

Appendix 4

Remote Instruction Plan



Lansingburgh CSD Remote Learning Plan

This plan will be instituted in the event that the District moves to a remote teaching model for an emergency school closure

TES & RPES

- Students will receive daily remote instruction by their teachers
- Instruction will be delivered through Google Classroom and Google Meet
- All instruction will be provided by certified teachers
- Teachers and students will follow assigned schedules for the day
- Small group instruction will meet during designated times (AIS, IEP, ENL)
- Related service meetings will not conflict with teacher instruction
- Specials (Art, Music, Library/Media) will be live-streamed and recorded for students to participate remotely or watch back later.
- Chromebooks provided 1 per family for EPK-2 students
- Chromebooks provided 1:1 for RPES students and will be distributed by grade level

KMS

- Students will receive daily remote instruction by their teachers
- Instruction will be delivered through Google Classroom and Google Meet
- All instruction will be provided by certified teachers
- Teachers and students will follow assigned schedules for the day
- Small group instruction will meet during designated times (AIS, IEP, ENL)
- Related service meetings will not conflict with teacher instruction

	<ul style="list-style-type: none"> ● Chromebooks provided 1:1 and will be distributed by grade level
LHS	<ul style="list-style-type: none"> ● Students will receive daily remote instruction by their teachers ● Students will follow the same remote schedule as they follow during in-person learning ● Instruction will be delivered through Google Classroom and Google Meet ● All instruction will be provided by certified teachers ● Teachers and students will follow assigned schedules for the day ● Small group instruction will meet during designated times (AIS, IEP, ENL) ● Related service meetings will take place as needed ● Chromebooks provided 1:1 and will be distributed by grade level
Special Education	<ul style="list-style-type: none"> ● Special Education teachers will assess and review each student's IEP to understand their specific learning needs and accommodations. ● Special Education teachers will establish clear communication channels between educators, parents/guardians, and students. ● Collaborate with special education teachers, general education teachers, and related service providers. ● The district will provide necessary assistive technology tools and resources to support diverse learning styles. ● Special Education teachers will adapt lesson plans and materials to suit diverse learning needs, using a multi-modal approach