

# **DISTRICT-WIDE SCHOOL SAFETY PLAN**

Hadley-Luzerne Central School

District 2025-2026 School Year

Adopted by BOE: \_\_\_\_\_

Public Comment Period: \_\_\_\_\_

Reviewed: \_\_\_\_\_6/9/25\_\_\_\_\_

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## **Introduction**

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

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

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

### **Purpose**

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

### **Identification of Chief Emergency Officer**

The Hadley-Luzerne Central School District designates the Superintendent as the Chief Emergency Officer, whose duties shall include, but not be limited to:

- Coordination of the communication between school staff, law enforcement, and other first responders;
- Lead the efforts of the district-wide school safety team in the completion and yearly update by September 1st, of the district plan and the coordination of the district plan with the building-level emergency response plan (building plan);
- Ensure staff understanding of the district-wide school safety plan;
- Ensure the completion of the building plans for each school building and yearly update by September 1st;
- Assist in the selection of security related technology and development of policies for the use of such technology;
- Coordinate appropriate safety, security, and emergency training for district and school staff, including annual required training in the emergency response plan by September 15th; and

- Ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807.

#### Identification of School Teams

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

- Superintendent of Schools
- Superintendent of Buildings and Grounds
- Principal of the SMT Elementary School
- Principal of the Junior/Senior High School
- Athletic Director
- Warren County Sheriff (SRO)
- Teacher
- Parent and Community Member
- BOCES Safety Specialist
- Transportation Supervisor
- Information Technology

#### Supervisor Concept of Operations

The district plan is directly linked to the individual building plans for each school building. Protocols reflected in the district plan guide the development and implementation of the individual building plans.

In the event of an emergency or violent incident, the initial response to all emergencies at an individual building is by the building-level emergency response team. Upon the activation of the building-level emergency response team, the Superintendent of Schools or their designee is notified and, where appropriate, local emergency officials are notified. Efforts may be supplemented by County and State resources through existing protocols.

#### Plan review and public comment

This plan shall be reviewed and maintained by the Hadley-Luzerne Central School District district-wide school safety team and reviewed on an annual basis on or before September 1st of each year. This plan is posted on the district's webpage.

Pursuant to Commissioner's Regulation 155.17 (c) (3), this plan was made available for public comment 30 days prior to its adoption. The district plan is adopted by the Board of Education after one public hearing that provides for the participation of school personnel, parents, students and any other interested parties.

While linked to the district plan, the building plan shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with

Education Law Section 2801-a. The building plan shall be kept confidential and shall not be disclosed except to authorized department or school staff and law enforcement officers.

The district plan and any amendments are submitted to the New York State Education Department within 30 days of adoption by posting this public plan on the district's website. The building plan is supplied to law enforcement agencies in Warren County and the NYS State Police within 30 days of adoption.

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

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

Identification of sites of potential emergency, including:

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

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

- Initial Actions (Protective Measures)
- Command Post Location (primary and secondary)
- **Shelter:** Used to shelter students/staff inside the school
- Severe Weather
- Bomb Threat
- HazMat Incident
- **Hold-** Limits student/staff movement while dealing with short term emergencies
- **Evacuation:** Used to evacuate students/staff from the school
- Before, during and after school hours, including security during evacuation and evacuation routes
- Evacuation/Relocation Sites (internal and external)

- **Secure Lockout:** Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school
- **Lockdown:** Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.
- School Cancellation
- Early Dismissal

Emergencies include, but are not limited to:

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

The district has identified various district resources that may be available for use during an emergency, including the identification of personnel, equipment and shelters.

Using ICS the district has identified the school officials authorized to make decisions during an emergency. Through ICS, the procedures to coordinate the use of school district resources and manpower during emergencies, including the identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies are clearly defined. ICS also identifies the staff members and their backups assigned to provide assistance during emergencies.

The district has policies and procedures for annual multi-hazard school safety training for staff and students, including the strategies for implementing training related to multi-hazards. By October 1 of each school year, the superintendent provides written information to all students and staff about emergency procedures. All staff receive annual training by September 15th on the building plan which includes components on violence prevention and mental health. New employees hired after the start of the school year receive this training within 30 days of hire or as part of the district's existing new hire training program, whichever is sooner. The district certifies that this training is completed by October 1<sup>st</sup> every year in the New York State Education Department (NYSED) Basic Education Data System (BEDS).

The following procedures, which have been established to provide this training on an annual basis, include but are not limited to: early dismissal/go home drill, shelter-in place, hold-in-place, evacuation/fire drills, lockout, lockdown, table top exercises and Incident Command System training.

The district conducts drills and other training exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local, county, and state emergency responders and preparedness officials. A debriefing concludes each test to determine if changes to the plan are necessary.

### Fire and Emergency Drills

The school district, at least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, conducts one test of its emergency response procedures under its building plan, including sheltering, lockdown and early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.

The Education Law §§ 807(1-a), 807 (b): Fire and Emergency Drills July 2016 amendments expanded fire drill requirements to also include emergency drills to prepare students to be able to respond appropriately in the event of a sudden emergency. The statute now requires twelve drills be conducted each school year, four of which must be lockdown drills. The remaining eight are required to be evacuation drills. There is still a requirement that eight of the required twelve drills must be completed in the first half of the school year (September 1 to December 31).

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

The District conducts drills and training in a trauma-informed, developmentally and age-appropriate manner. Drills and training do not include props, actors, simulations or other tactics intended to mimic a school shooting, incidence of violence or other emergency. Students, staff, parents or persons in parental relation will be informed when a school is conducting a drill at least one week prior to the scheduled drill.

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

### **Threat Assessment**

When a student or staff member becomes aware of implied or direct threats of violence by other students, he/she must report the threat immediately to the principal or other designated administrator. The appropriate administrator shall determine if it is necessary to convene the threat assessment team in order to make further inquiries about the threat. The threat assessment team process allows the school to systematically investigate student-made threats to determine the apparent risk level of the

student of concern. Threat assessment inquiries are non-bias and conducted using standardized questionnaires. The purpose of the threat assessment process is to determine if a student poses a real danger to the school community or themselves after gathering information from multiple sources.

The school's designated administrator (Threat Assessment Team Leader) will manage the threat assessment program. They are responsible for ensuring new members of the threat assessment team receive training in a timely manner. If the school threat assessment team is activated and performs a threat assessment, the Team Leader (or designee) shall notify the Superintendent or other administration to determine appropriate management of the student of concern. Disciplinary action, if any, will be in accordance with School policy. Reports of potentially violent incidents shall be given to the District Superintendent or Other administration as soon as practicable.

The school refers to its Crisis Intervention Plan via the post-incident response team and the Multi-Hazard Emergency Response Guides located in the building plan. These are reviewed by the district-wide school safety team to ensure content and consistency throughout the district. These policies and procedures are for responding to implied or direct threats of violence by students, teachers, other school personnel including bus drivers and monitors, and visitors to the school, including threats by students against themselves, which includes suicide. The following types of procedures are addressed in the plan:

- Informing the Superintendent or designee of implied or direct threats.
- Determining the level of threat with the Superintendent and building-level emergency response team members.
- Contact the appropriate law enforcement agency, if necessary.
- Monitoring the situation, adjusting the district's responses as appropriate to include possible implementation of the building-level emergency response team.



- Communication with parents/guardians. When a student implies or specifically threatens self-inflicted violence including suicide, the principal of the school in which the student attends directly contacts the respective parents/guardians.

The Multi-Hazard Emergency Response Guides in the building plan provide guidance on the district's policies and procedures for responding to direct acts of violence (i.e., Crimes Against Persons, Hostage Taking, Intruder and Kidnapping) by students, teachers, other school personnel including bus drivers and monitors, and visitors to the school, including consideration of zero-tolerance policies for school violence. The following types of procedures are addressed in the plan:

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

NOTE: The Hadley-Luzerne Central School District's "Code of Conduct" is described by students, teachers, other school personnel and visitors to the school.

Response protocols are identified in the building plan in the ICS format along with definitions of ICS roles and responsibilities. The Multi-Hazard Emergency Response Guides address specific procedures for responding to bomb threat, intruders, hostage takings and kidnapping.

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

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

The district has established policies and procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal. In the Hadley-Luzerne Central School District, the following communication method is used:

- A mass notification feature in its phone system, which automatically sends one message out to all staff and persons in parental relations, which would inform them of the event.

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

The Hadley-Luzerne Central School District is fortunate to have substantial ties to the communities of Hadley, Lake Luzerne and Warren County. If there were an emergency within our facility, we would call 911 for emergency assistance. If involvement is needed from other local government agencies, the

Superintendent or designee would act as the contact person. Additional procedures for communications can be found in the building plan including local emergency contacts and phone numbers, and the NYS/BOCES Communication Flow Chart. These contacts provide guidance for obtaining assistance during emergencies from emergency services organizations and local governments.

Arrangements for obtaining advice and assistance from emergency organizations and local government officials, including the county or city officials responsible for implementation of Article 2-B of the Executive Law, are noted in the NYS/BOCES Communication Flow Chart.

If there is a disaster within the district that has the potential to impact other educational agencies within the district boundaries, the Chief Emergency Officer activates the above-referenced phone and/or e-mail mass notification system.

Along with the above-noted notification procedures, the district also maintains the following information about each educational agency in the confidential, Building-level Emergency Response Plan:

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

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

The district has developed policies and procedures related to school building security, including the use of a school resource officer, and security devices and procedures. The instructional buildings have secure entrances wherein visitors are observed and then buzzed into an area where they must sign in and obtain a badge.

The Hadley-Luzerne Central School District has implemented procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to: the identification of family, community and environmental factors to teachers, administrators, school personnel including bus drivers and monitors, persons in parental relation to students of the district, students and other persons deemed appropriate to receive such information.

Appropriate prevention and intervention strategies, such as:

- Collaborative arrangements with State and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited;
- Nonviolent conflict resolution training programs;
- Peer mediation programs and youth courts; and
- Extended day and other school safety programs;

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

youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence and establishing anonymous reporting mechanisms for school violence.

The district has established the following programs:

- Natural Helpers
- Restorative Justice
- STOP group

Students, staff, parents or community members that have concerns about an individual's potential threat to others or to themselves should immediately report those concerns to the Building Principal or other school administrators. Students are encouraged to contact a trusted adult who then will refer the matter to the appropriate administrator.

The Hadley-Luzerne Central School District has created descriptions of duties of hall monitors and any other school safety personnel, the training required of all personnel acting in a school and the hiring and screening process for all personnel acting in a school security capacity.

The Hadley-Luzerne Central School District does employ hall monitors and two school resource officers. In accordance with Project SAVE, after July 1, 2001, all new full and part-time employees are finger-printed and have background checks completed.

The Hadley-Luzerne Central School district does have a BOE policy (# 5682.1) regarding Extreme Risk Protection Orders ("Red Flag Law"). Extreme risk protection orders are court orders that restrict the ability of a person, who is judged likely to engage in conduct that would result in serious physical harm to him/herself or others, to purchase or possess firearms, rifles or shotguns, or attempt to do so. BOE 5682.1 states that any person, including but not limited to district staff, students, parents, and community members who have reason to believe, either personally or through information received by others, that a currently-enrolled or recently-enrolled student is likely to engage in conduct that would result in serious physical harm to him/herself or others, they are encouraged to report their concerns to the Building Principal or his/her designee. The Building Principal or his/her designee will notify the Superintendent. The Superintendent will contact the State Police and/or school attorney, and a determination regarding the appropriateness of petitioning the court will be made to best protect the school from violence.

The District has adopted and implemented a Workplace Violence Prevention program in alignment with the expansion of Section 27-b of the Labor Law to elementary and secondary public education facilities that was signed into law in September 2023. As such the District has adopted a workplace violence policy statement, conducted a workplace risk evaluation, developed a written plan, training program and incident reporting process.

## Section VI: Recovery

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

Recovery plans include mental health/emotional recovery, academic, physical and business recovery, and can continue long after the actual emergency.

#### District Support for the Hadley-Luzerne Central School District

The building plan provides resources for supporting the building-level emergency response team and post-incident response team. The district’s ICS identifies back-ups to relieve team members. This provides team members the opportunity to rotate personnel, to fill in if assigned personnel are unavailable and to debrief in a supportive environment.

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

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

#### Disaster Mental Health Services

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

- Activating the district-wide post-incident response team.
- Offering district support and looking for continued feedback from those directly impacted during the incident, with projected plans to assist if needed during heightened stressful times such as a re-occurrence of a similar event and anniversaries of the original event.
- Assisting with parent/guardian, student, and faculty/staff debriefing and/or post-incident crisis intervention. The debriefing is also used in part to evaluate the district’s plan for possible

revisions. If needed, assisting in contacting additional outside mental health resources such as the National Organization for Victim Assistance (1-800-try-nova; [www.try-nova.org](http://www.try-nova.org)).

- Assisting the schools with written statements going out to faculty/staff, parents/guardians, press releases and media requests through the district's Public Information Officer.

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

## **Section VII: Declared State of Emergency Involving a Communicable Disease**

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 state disaster emergency involving a communicable disease. The legislation (S.8617-B / A.10832) amended subdivision 2 of section 2801-a of New York Education Law to require that District Safety Plans include protocols for responding to a declared state disaster emergency involving a communicable disease that are "substantially consistent" with the provisions of section 27-c of the Labor Law. A technical chapter amendment (S.01295 / A.009980) to the legislation became effective February 16, 2021 (Chapter 30 of the Laws of 2021).

As per section 27-c of the Labor Law, the operations plan must include, but is not limited to:

- A. A list and description of the types of positions considered essential in the event of a State-ordered reduction of in-person workforce. For this purpose, essential is defined as required to be physically present at a work site to perform his or her job. Such designation may be changed at any time at the sole discretion of the employer.
- B. A description of protocols the employer will follow in order for nonessential employees to telecommute including, but not limited to, facilitating, or requesting the procurement, distribution, downloading, and installation of any needed technology, including software, data, and the transferring of office phone lines to work or personal cell phones as practicable or applicable to the workplace, and may include devices.
- C. A description of how the employer will, to the extent possible, stagger work shifts of essential employees to reduce overcrowding on public transportation and at worksites.
- D. Protocols the employer will implement to procure personal protective equipment (PPE), defined as equipment worn to minimize exposure to hazards, including gloves, masks, face shields, foot and eye protection, protective hearing devices, respirators, hard hats, and disposable gowns and aprons and, for essential employees, a quantity sufficient to provide PPE to each essential employee to meet his or her tasks and needs during any given work shift. A plan for storage of equipment and access to equipment must be included.
- E. Protocols in the event an employee is exposed to a known case of the disease, exhibits symptoms of the disease, or tests positive for the disease to prevent the spread or contraction in the workplace. The protocols shall not violate any existing federal, state, or local law regarding sick leave or health information privacy and must include detailed actions to immediately and thoroughly disinfect the work area, common area surface and shared equipment. The protocols must also 3 describe the employer policy on available leave in the event of the need of an

employee to receive testing, treatment, isolation, or quarantine.

- F. Protocols for documenting hours and work locations, including off-site visits, for essential employees. The protocol shall be designed only to aid in tracking of the disease and to identify exposed employees and contractors to facilitate the provision of any benefits which may be available.
- G. Protocols for working with the employer's locality to identify sites for emergency housing for essential employees to further contain the spread of the communicable disease to the extent applicable to the needs of the workplace.
- H. Protocols for implementing any other requirements determined by the Department of Health such as contact tracing or testing, social distancing, hand hygiene and disinfectant, or mask wearing.

The employer must consider and respond to recommendations received from the recognized or certified representatives of the employer's employees in writing, within a reasonable timeframe. A copy of the final version of the plan shall be published in a clear and conspicuous location, and in the employee handbook, and in a location accessible on either the employer's website or on the internet accessible by employees. No employer shall take retaliatory action or otherwise discriminate against any employee for making suggestions or recommendations regarding the content of the plan. "Retaliatory action" is defined as the discharge, suspension, demotion, or discrimination against any employee, or other adverse employment action taken against an employee in the terms and conditions of employment.

The Communicable Disease - Pandemic Continuity of Operations Plan for Hadley-Luzerne Central School District can be found in Appendix D.

### **Section VIII: Emergency Remote Instruction**

Beginning with the 2023-2024 school year, all public schools, boards of cooperative educational services (BOCES), and county vocational education and extension boards must include plans for remote instruction. The emergency remote instruction plan describes how children will be educated if a school or schools must close under emergency conditions. The Hadley-Luzerne Central School District Emergency Remote Instruction Plan will outline methods that 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. The remote instruction plan will be reviewed annually by district and building-level emergency response teams, adopted annually by the Board of Education and submitted to the New York State Education Department.

The Emergency Remote Instruction Plan for Hadley-Luzerne Central School District can be found in Appendix E.

**APPENDIX A**  
**District Buildings, Contacts and Phone Numbers**

The Hadley-Luzerne Central School District consists of two instructional facilities, the Queen Anne Office Building, and a bus garage.

<b>Building</b>	<b>Address</b>	<b>Contact Number</b>
Elementary School	27 Hyland Drive Lake Luzerne, NY 12846	(518) 696-2378
Junior/Senior High School	273 Lake Avenue Lake Luzerne, NY 12846	(518) 696-2112

**APPENDIX B**  
**Potential Hazardous Sites**

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

SCHOOL BASED LIST: The district team has recognized that there are many factors that could cause an emergency within our school building. There are also factors that need to be considered when responding to an emergency. *The list of potential internal and external hazards or emergency situations has been noted in the building plan.*

## **Appendix C: School Resource Officer (SRO) Memorandum of Understanding (MOU)**

The following SRO contract is for the 2024-2025 school year. This contract will be updated upon receipt of the new contract. The only anticipated change will be the contract year.



**AMENDMENT AGREEMENT FOR LAW ENFORCEMENT SERVICES  
WITHIN THE HADLEY-LUZERNE CENTRAL SCHOOL DISTRICT**

THIS AMENDMENT AGREEMENT (the "Agreement") is made by and between the COUNTY OF WARREN, a municipal corporation and political subdivision established under the Laws of the State of New York, having its principal offices and place of business located at the Warren County Municipal Center with a mailing address of 1340 State Route 9, Lake George, New York 12845 (the "County"), and HADLEY-LUZERNE CENTRAL SCHOOL DISTRICT, having its principal offices and place of business located at 273 Lake Avenue, Lake Luzerne, New York 12846 (the "District").

**WITNESSETH:**

WHEREAS, the District requested that the Warren County Sheriff provide law enforcement coverage to the District equal to a mutually agreed number of Patrol Officers, Patrol Officers-Part Time, or Special Patrol Officers, who are collectively referred to as "School Resource Officers" (hereafter, "SRO") that will provide services to the District during regularly scheduled school hours and for such other events as requested by the District, and

WHEREAS, the County agrees to provide the services requested during the 2024-2025 academic school year commencing August 19, 2024 and terminating June 30, 2025, and

WHEREAS, the District agreed to pay the County an amount not to exceed **One Hundred Thousand Dollars (\$100,000)** for the assignment of one (1) such SRO(s) and their services at the Stuart M. Townsend Elementary School and one (1) SRO(s) and their services at the Hadley-Luzerne Junior/Senior High School, as more fully provided by this Agreement,

NOW, THEREFORE, IT IS MUTUALLY AGREED AS FOLLOWS:

The County of Warren, by and through the Warren County Sheriff (hereafter, "Sheriff") and the Warren County Sheriff's Office (hereafter, "Sheriff's Office"), agrees to provide SRO services to the District during normal school hours and for such other school events as requested by the District, in accordance with and subject to the terms of this Agreement.

**I. DOCUMENTS:**

The following documents are now in existence and shall be deemed a part of this Agreement and are incorporated by reference as though fully set forth in their entirety: this Agreement; proof of required insurance to include naming the County of Warren an additional insured; and Resolution No. 256 of 2024 and 97 of 2025, adopted August 16, 2024 and

March 21, 2025. These documents are incorporated by reference herein and attached to this Agreement. In the event that conflicts are found to exist among the documents, this Agreement shall govern all documents except for Resolution No. 256 of 2024 and 97 of 2025.

## **II. DELIVERY OF SERVICES:**

### **a. SRO Services Provided**

SRO services may be provided by a police officer or a peace officer, as determined solely by the Sheriff. An SRO shall provide the District with assistance in maintaining order and providing security in a school building designated by the District. The typical services provided by an SRO include: providing security by standing at a post or patrolling a designated building; protecting and guarding students, staff, administrators, and members of the general public while present on school grounds; providing general information and direction to visitors on school grounds; safeguarding public property on school grounds; maintaining and updating records as required by the Sheriff's Office or the District; building rapport with students, staff and administrators to promote safety and security; providing assistance during emergency situations; making warrantless arrests and using physical force when required; conducting warrantless searches and seizures when constitutionally permissible and within the assigned special duties; preparing incident reports; appearing at school disciplinary proceedings and Family Court proceedings, as required.

### **b. Service Area**

The County, through the Sheriff's Office, shall provide SRO services in the District's buildings and grounds as requested by the District and upon the approval of the Sheriff or his designee.

### **c. Quantity of Services**

The County will provide the equivalent of one (1) SRO to the District for the entire 2024-2025 school year to the Stuart M. Townsend Elementary School and one (1) SRO to the Hadley-Luzerne Junior/Senior High School. The hours worked will be based on the needs of the District, at the discretion of the District's Superintendent, and shall follow the school calendar, to include such other events conducted by the District for which SRO services are requested from the County. The employment hours of an SRO shall be capped at 1512 hours for the academic school year and includes such other events conducted by the District for

which SRO services are requested and approved, as well as all mandatory training time that an SRO may be required to complete during the term of this Agreement, as determined by the Sheriff or his designee.

d. How Delivered

The scheduling, direction and supervision of an SRO and those matters incidental to the delivery of those services to the District shall be fixed and determined in the sole discretion of the Sheriff.

e. Dispute Resolution

Any conflict between the parties regarding the extent or manner that services are provided by an SRO for the District shall be resolved in the sole discretion of the Sheriff, or his Designee, after consultation with the Superintendent of the District.

f. Termination of SRO Services by County

The County possesses the unilateral right to either suspend or terminate this Agreement, upon three calendar (3) days written notice, based upon the Sheriff's unilateral determination that the Sheriff's Office does not possess sufficient staff to fulfill the obligations set forth by this Agreement, and also fulfill the statutory duties required of the Sheriff in Warren County due to the unavailability of sufficient law enforcement officers. The District waives any and all legal right to any claims, causes of action, lawsuits, or other actions against the County for a breach of contract or any other cause of action against the County, its officers and employees, for any suspension or termination of this Agreement caused by the Sheriff's determination that there are insufficient County-employed law enforcement officers to meet the obligations under this Agreement and also the Sheriff's statutory duties to the general public of Warren County.

III. CONSIDERATION:

The Sheriff's Office shall submit an invoice to the District for the sum of **Fifty Thousand Dollars (\$50,000)** twice during the school year, on January 2<sup>nd</sup> and June 1<sup>st</sup>. The District promises to pay and shall promptly pay to the Treasurer for the County of Warren the sum of **Fifty Thousand Dollars (\$50,000)** as two payments for all SRO services covered under this Agreement for the 2024-2025 school year. The contractual amount due under this Agreement shall be paid and deemed earned by the County and owed to the County without regard for any closures of the District or their facilities during the school year for any reason, and without regard to the reason(s)

or duration of such closures, to include but not limited to acts of God.

**IV. INSURANCE COVERAGE; INDEMNIFICATION; DUTY TO DEFEND; COOPERATION**

- a. **Indemnification:** The District shall be solely responsible for and shall indemnify, defend and hold harmless the County and its officers, employees, and agents from and against any and all liabilities, losses, costs, expenses (including, without limitation, reasonable attorneys' fees and disbursements) and damages ("losses"), arising out of or in connection with any acts or omissions of the District and/or the District's officers, employees, and agents, regardless of whether taken pursuant to or authorized by this Agreement and regardless of whether due to negligence, fault, or default, including losses in connection with any threatened investigation, litigation or other proceeding or preparing a defense to or prosecuting the same.
- b. **Insurance Coverage:** The District shall carry General Liability coverage in the amounts of at least One Million Dollars (\$1,000,000) per occurrence and Two Million Dollars (\$2,000,000) aggregate with respect to the District and any of its employees or agents. The District shall name the County as additional insured on a primary, non-contributory basis to the District's General Liability policy. All coverage must be issued by an insurance company admitted to do business in New York State and maintaining an A.M. Best rating of A- or better.
- c. **Certificate of Insurance:** The District shall furnish to the County Certificate(s) of Insurance evidencing the insurance coverage stipulated herein before SRO services from the County begin. The failure of the District to provide such Certificate of Insurance shall not be deemed a waiver by the County of the District's obligation to provide same insurance coverage and shall not waive the District's payment obligations under this Agreement. In addition, and in the event of any defect in any Certificate of Insurance, regardless of when such defect may be discovered, the acceptance by the County of any such certificate of insurance shall not be deemed a satisfaction of the requirement that the District provide insurance coverage as noted anywhere in this Agreement.
- d. **Duty to Defend:** The District shall upon the County's demand, promptly and diligently assume the defense of the County and defend, at the District's sole risk and expense, any and all suits, actions, claims, or proceedings, whether civil or administrative, which may be brought or instituted against the County, its officers or employees, and shall provide a defense under subsection IV(a) above, either through the District or through the District's

insurance carrier, and the District shall pay and satisfy any judgement, decree, loss, or settlement in connection therewith.

e. **Cooperation:** The District shall cooperate and shall cause the District's officers, employees, and agents to cooperate with the County in connection with any investigation, defense or prosecution of any action, suit or proceeding, related to the subject matter of this Agreement.

f. **Employment Status and Employment Claims:** The SRO is and shall at all time remain an employee of the County and shall not be an employee of the District. The County shall be solely responsible for any and all liabilities, losses, costs, expenses (including, without limitation, reasonable attorneys' fees and disbursements) and damages, arising out of or in connection with the employment status or employment related claims arising from SRO coverage provided to the District and the County shall indemnify and defend the District from all such employment related claims.

**V. COUNTY POLICY AGAINST DISCRIMINATION:**

Both parties will not discriminate against any employee or applicant for employment, nor subject any individual to harassment, because of age, race, creed, color, national origin, sexual orientation, gender identity or expression, military status, sex, disability, predisposing genetic characteristics, familial status, marital status, or domestic violence victim status or because the individual has opposed any practices forbidden under the Human Rights Law or has filed a complaint, testified, or assisted in any proceeding under the Human Rights Law. Furthermore, the parties shall comply with the Acts and the Regulations relative to non-discrimination in Federally-assisted programs.

**VI. DURATION:**

The term of this Agreement shall be for the school calendar year 2024-2025, commencing August 19, 2024 and terminating June 30, 2025.

**VII. AUTHORITY:**

This Agreement is made and executed pursuant to Resolution No. 256 of 2024 and 97 of 2025, adopted by the Warren County Board of Supervisors on August 16, 2024 and March 21, 2025, and is made subject to approval of the Hadley-Luzerne Central School District Board of Education.

**VIII. ELECTRONIC SIGNATURE:**

This Agreement may be executed and delivered in any number of counterparts, each of which so executed and delivered shall be deemed to be an original and- all of which shall constitute one and the same instrument. Documents executed, scanned and transmitted electronically and electronic signatures shall be deemed original signatures for purposes of this Agreement and all matters related thereto, with such facsimile, scanned and- electronic signatures having the same legal effect as original signatures.

IN WITNESS WHEREOF, the parties hereto have executed this Agreement as of the day and year of execution of the last signatory hereunder.

Approved as to Form:

COUNTY OF WARREN

  
Assistant County Attorney

By:   
KEVIN B. GERAGHTY, CHAIRMAN  
Board of Supervisors

Date 3/19/25

Date 3/21/25

HADLEY-LUZERNE CENTRAL SCHOOL  
DISTRICT

By:   
Burgess Ovitt, Superintendent

Date 3/24/25

## **APPENDIX D**

### **Communicable Disease - Pandemic Continuity of Operations Plan**

This Continuity of Operations Plan (plan) has been developed to meet the requirements of subsection (2)(m) of Education Law §2801-a which requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. This plan is built upon the components of the District-Wide School Safety and the Building-Level Emergency Response Plan(s). The Plan includes elements of COVID-19 Reopening Plan and will be updated regularly to reflect current guidance and best practices. The District-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this plan and implementation at the building level through the Building-Level Emergency Response Team.

The Hadley-Luzerne Central School District (district) will work closely with the Warren County Department of Health (local health department) to determine the need for activation of this plan. The district will report suspected and confirmed cases of communicable diseases (e.g., influenza, coronavirus, etc.) on the monthly Communicable Disease Report, (DMS-485.7/93; HE-112.4/81) and submit it to the local health department. Depending on the severity of the disease, the district may be required to report information more frequently and in another format (i.e., daily for COVID-19).

The local health department will monitor county-wide communicable disease cases and inform school districts as to appropriate actions.

When this plan is activated, the District-Wide School Safety Team may invite additional people to the meetings to aid in the planning efforts:

- District Medical Director
- School nurse(s)
- Technology Director
- Human Resources Director
- Business Official
- Facility Director
- Food Service Director
- Transportation Coordinator
- Public Information Officer
- Curriculum Director

Communication with parents, students, staff, and the school community is important throughout a pandemic outbreak. Communication methods will include postings to the district website, email, and social media. The district Public Relations Specialist (Communications) has been designated to coordinate this effort. Communications will work closely with the Information Technology (Tech) to ensure proper function of all communication systems.

#### **Essential Positions/Titles**

The district has developed this plan to prepare for any future government ordered shutdowns that may occur, similar to the coronavirus shutdown in the spring of 2020. Attachment 1 includes a list of essential positions that would be required to be on-site or in district to continue to function as opposed to those positions that could work remotely. The list includes:

- Title – a list of positions/titles considered essential (i.e., could not work remotely) in the event of a state-ordered reduction of in-person workforce.
- Description – brief description of job function.
- Justification - brief description of critical responsibilities that could not be provided remotely.
- Work Shift – brief description of how work shifts of essential employees and/or contractors will be staggered in order to reduce overcrowding in the district.
- Protocol – how precise hours and work locations, including off-site visits, will be documented for essential employees and contractors.

### **Working/Learning Remotely**

The District will assess devices and technology needs of all non-essential employees and contractors in order to enable telecommuting.

Options for assessing district needs include stakeholder meetings or surveys to determine:

- Who will need devices and/or peripherals at home,
- What programs will need to be added to these devices, and
- The availability of viable existing at-home Internet service.

The information from these surveys will be used to determine what items need to be purchased, which programs need to be installed on devices and if appropriate Internet bandwidth can be provided to those in need

### **Reducing Risk**

Depending on the exact nature of the communicable disease and its impact, the district is prepared to use the strategies below to reduce traffic congestion and maintain social distancing:

- Limiting building occupancy to 25%, 50% or 75% of capacity or the maximum allowable by state or local guidance.
- Forming employee work shift cohorts to limit potential contacts.
- Limit employee travel within the building and/or between buildings.
- Limit restroom usage to specific work areas.
- Stagger arrival and dismissal times.
- Alternate work-days or work weeks.
- Implement a four-day work week.
- Limit or eliminate visitors to the building.

The district may need to include additional strategies based on updated federal, state, and local guidance.

### **Personal Protective Equipment (PPE) and Face Coverings**

The district will procure a six-month supply of face coverings and PPE required for essential work tasks. Disposable PPE will be provided in quantities of at least two pieces per workday.

<b>PPE Type</b>	<b>Task/Role</b>
N-95	Nurses/Nurses' Aides



	Cleaners/Custodians (based on disinfectants used)
Face Shields	Nurses/Nurses' Aides Special Education
Gowns	Nurses/Nurses' Aides Special Education
Gloves	Nurses/Nurses' Aides Special Education Cleaners/Custodians Maintenance/Mechanics
Cloth Face Coverings*	All faculty, staff and students

*\* OSHA does not consider cloth face coverings to be personal protective equipment because their capability to protect the wearer is unknown. However, cloth face coverings are important as a source control for COVID-19 and provides some protection to the wearer. As such, OSHA strongly encourages workers to wear face coverings.*

Those individuals that are required to wear N-95 respirators will be trained, fit-tested and medically screened prior to use to ensure they are physically able to do so.

The use of cloth face coverings to reduce the spread of communicable diseases is important to the health and safety of faculty, staff and students. Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (asymptomatic) and are essential when physical distancing is difficult. Information will be provided to faculty, staff and students on proper use, removal, and cleaning of cloth face coverings. All faculty, staff and students will be encouraged to utilize their own personal face coverings but the district will secure and provide face coverings as needed.

PPE and face coverings will be stored in a manner, which will prevent degradation. These supplies will be monitored to ensure integrity and track usage rates.

### Continuity of Operations

Continuity of operations could be severely impacted by a loss of staff. The table below describes the procedures for maintaining essential functions and services by planning for backup personnel.

Role/Topic	Task	Backups
Overall Operations	Have decision-making authority for the district.  Make district policies and procedures to reflect crisis response.	Those listed below are assigned to this role: Superintendent Business Official Director of Facilities
Business Office	Maintain overall function and facilities operation.  Review essential functions and responsibilities of back-up personnel.	Purchasing • Accounts Payable  Payroll • Business Manager

	Monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary	
Facilities	<p>Keep the Business Office informed of staffing issues and of the point at which buildings can no longer be maintained</p> <p>Provided building administrators with procedures for maintaining essential building functions (e.g., HVAC system operation, alarms, security, etc.) along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems</p> <p>Meet with staff and monitor their ability to maintain essential function</p>	
Human Resources	<p>Monitors absenteeism and ensures appropriate delegation of authority</p> <p>Work with bargaining units to develop the plan for emergency use of personnel in non-traditional functions and changes in the normal work-day such as alternate or reduced work hours, working from home, etc.</p>	<ul style="list-style-type: none"> <li>● Business Manager</li> <li>● Treasurer</li> </ul>
Continuity of Instruction	<p>Implemented in the event of significant absences or school closure.</p> <p>Alternate learning strategies will include:</p> <ul style="list-style-type: none"> <li>● Hard copy, self-directed lessons</li> <li>● Use of mobile media storage devices for lessons (CDs, Jump Drives, IPads)</li> <li>● On-line instruction; on-line resources; on-line textbooks</li> <li>● Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone, cell phone mail, text messages; e-mail; automated notification systems; website postings</li> </ul>	

## Response

The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the local health department and other experts.

- The Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the plan's activation and review responsibilities and communication procedures.
- Communications will work closely with the Informational Technology Department to re-test all communication systems to ensure proper function. The District-wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.

- An alert will be sent to the school community upon activation of this plan. The communication will be based on the latest information from federal, state and local health authorities.
- If the decision is made to close a school building, the district will notify the NYS Education Department and District Superintendent.

The district will assign a communicable disease safety coordinator for the district, whose responsibilities include continuous compliance with all aspects of the district's reopening plan and any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels. The coordinators shall be the main contact upon the identification of positive communicable disease cases and are responsible for subsequent communication. Coordinators shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the public health emergency and plans implemented by the school.

The school district has determined employee policies for available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine. These policies are consistent with existing federal, state, or local law, including regarding sick leave or health information privacy.

### **Hand Hygiene**

Faculty, staff, and students will be trained on proper hand hygiene. Information will be provided to parents and/or legal guardians on ways to reinforce hand hygiene at home. The district will provide stations around the school buildings:

- For hand washing: soap, running water, and disposable paper towels.
- For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where hand washing facilities may not be available or practical.
- Accommodations for students who cannot use hand sanitizer will be made.

### **Communicable Disease Exposures**

The district must be prepared for communicable disease outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission. The Centers for Disease Control and Prevention (CDC) and New York State Department of Health (NYSDOH) have provided recommendations for strategies to follow after an exposure:

- Close off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Open outside doors and windows to increase air circulation in the area.
- Wait at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
- Clean and disinfect all areas used by the person suspected or confirmed to have a communicable disease, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have a communicable disease can return to the area and resume school activities immediately after cleaning and disinfection.

- If more than seven days have passed since the person who is suspected or confirmed to have a communicable disease visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

### **Contact Tracing**

The district will notify the state and local health department immediately upon being informed of any positive communicable disease diagnostic test result by an individual within school facilities or on school grounds, including students, faculty, staff, and visitors of the district.

Districts may assist with contact tracing by:

- Keeping accurate attendance records of students and staff members
- Ensuring student schedules are up to date
- Keeping a log of any visitor which includes date and time, and where in the school they visited
- Assisting the local health departments in tracing all contacts of the individual in accordance with the protocol, training, and tools provided through the NYS Contact Tracing Program

The district, in consultation with the local health department, will determine what process will be followed when communicable disease cases are discovered in the school (e.g., how many individuals will be quarantined, closing of areas or classrooms, etc.).

Confidentiality must be maintained as required by federal and state laws and regulations. School staff should not try to determine who is to be excluded from school based on contact without guidance and direction from the local health department.

### **Returning after Illness**

The district has established protocols and procedures, in consultation with the local health department(s), about the requirements for determining when individuals, particularly students, who screened positive for communicable disease symptoms can return to the in-person learning environment at school. This protocol includes:

- Documentation from a health care provider following evaluation
- Negative COVID-19 diagnostic test result
- Symptom resolution, or if positive for a communicable disease, release from isolation

The district will refer to the NYSDOH's "[Pre-K to Gr 12 COVID-19 Toolkit](#)" and other applicable guidance regarding protocols and policies for faculty, staff, and students seeking to return to work after a suspected or confirmed communicable disease case or after the faculty or staff member had close or proximate contact with a person with a communicable disease.

The district requires that individuals who were exposed to a communicable disease complete quarantine and have no symptoms before returning to in-person learning. The discharge of an individual from quarantine and return to school will be conducted in coordination with the local health department.

### **Cleaning/Disinfecting**

The district will ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and NYSDOH, including “[Guidance for Cleaning and Disinfection - Public Spaces, Workplaces, Businesses, Schools and Homes](#)” and other guidance, as applicable.

Attachment 2 describes cleaning and disinfection protocols and procedures for the district. Regular cleaning and disinfection of the facilities will occur, including more frequent cleaning and disinfection for high-risk and frequently touched surfaces. This will include desks and cafeteria tables, which will be cleaned and disinfected between each individual’s use. Cleaning and disinfection will be rigorous and ongoing and will occur at least daily, or more frequently as needed.

The district will ensure regular cleaning and disinfection of restrooms. Restrooms will be cleaned and disinfected more often depending on frequency of use.

### **Housing for Essential Employees**

The school district, in coordination with the local health department, will determine when the emergency housing of essential workers is necessary. Essential workers who will be required to use emergency housing will be identified.

### **Recovery**

Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. The district will

- Work toward a smooth transition from the existing learning methods to the normal process.
- Use the described communication methods to keep the school community aware of the transition process.
- Work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- Evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.

Each Building-Level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention. The District-Wide School Safety Team and Building-Level Emergency Response Teams will meet to debrief and determine lessons learned with input from *all essential functions*. The District-Wide School Safety Plan and Building-Level Emergency Response Plans will be updated accordingly.

Curriculum activities that may address the crisis will be developed and *implemented*.

Attachment 1 – Essential Positions

Title	Description	Justification	Work Shift	Protocol
Superintendent	Responsible for the planning, operation, supervision and evaluation of the education programs, services, and facilities of the district	Will come in to assist with various district needs as required	As deemed necessary	When on-site: <ul style="list-style-type: none"> <li>• Sign in sheets will be used to track times entering and leaving</li> <li>• Health assessment will be completed electronically or on paper</li> </ul>
Business Office	Directs, supervises, and manages all financial management, budget, general accounting, payroll, accounts payable, financial reporting, and grant management activities and practices for the district	Will come in to assist with various district needs as required	As deemed necessary	When on-site: <ul style="list-style-type: none"> <li>• Sign in sheets will be used to track times entering and leaving</li> <li>• Health assessment will be completed electronically or on paper</li> </ul>
Human Resources	Responsible for recruiting, hiring, training and retaining employees  Managing assigned operations in accordance with district policies  Ensuring compliance to established policies, procedures and/or codes	Will come in to assist with various district needs as required	As deemed necessary	When on-site: <ul style="list-style-type: none"> <li>• Sign in sheets will be used to track times entering and leaving</li> <li>• Health assessment will be completed electronically or on paper</li> </ul>
Facilities <ul style="list-style-type: none"> <li>• Maintenance &amp; Grounds</li> </ul>	Maintains the functioning of all district building systems (interior and exterior)	Daily building walkthroughs to determine if building systems are functioning properly	As deemed necessary One person will be assigned to each area of a building so there is no overlap	When on-site: <ul style="list-style-type: none"> <li>• Sign in sheets will be used to track times entering and</li> </ul>

				leaving
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<ul style="list-style-type: none"> <li>Cleaners &amp; Custodians</li> </ul>	<p>Cleans, disinfects, and supplies district buildings Removes snow and leaves, maintains lawns, and trims bushes/trees</p>	<p>Cleaning/disinfection of buildings</p>		<ul style="list-style-type: none"> <li>Health assessment will be completed electronically or on paper</li> </ul>
<p>Transportation</p>	<p>Oversees the bus system that moves students to and from school each day. Supervises a fleet of bus drivers, clerical workers, and mechanics</p>	<p>Will come in to assist with various district needs as required Will aid in the delivery of food, classroom assignments and technological devices</p>	<p>As deemed necessary</p>	<p>When on-site:</p> <ul style="list-style-type: none"> <li>Sign in sheets will be used to track times entering and leaving</li> <li>Health assessment will be completed electronically or on paper</li> </ul>
<p>Food Services</p>	<p>Responsible for</p> <ul style="list-style-type: none"> <li>Meal planning and ordering of food items.</li> <li>Preparing breakfast and lunch meals to be provided to students.</li> <li>Cleaning and sanitizing the kitchen.</li> </ul>	<p>Food preparation needs to be performed in a DOH permitted facility</p>	<p>As deemed necessary Personnel will be socially distanced or put into work shifts depending on the activities that need to be performed</p>	<p>When on-site:</p> <ul style="list-style-type: none"> <li>Sign in sheets will be used to track times entering and leaving</li> <li>Health assessment will be completed electronically or on paper</li> </ul>
<p>Communications</p>	<p>Develops and implements a program of planned and strategic two-way communication. Responsible for information output, press releases and media requests, and social media</p>	<p>Will come in to assist with various district needs as required</p>	<p>As deemed necessary</p>	<p>When on-site:</p> <ul style="list-style-type: none"> <li>Sign in sheets will be used to track times entering and leaving</li> <li>Health assessment will be completed electronically or on paper</li> </ul>
<p>Technology</p>	<p>Responsible for planning, purchasing, installing and maintaining physical technology systems</p>	<p>Setup and distribution of technological devices to teachers, students and staff as needed.</p>	<p>As deemed necessary</p>	<p>When on-site:</p> <ul style="list-style-type: none"> <li>Sign in sheets will be used to track times entering and leaving</li> </ul>





				<ul style="list-style-type: none"> <li>Health assessment will be completed electronically or on paper</li> </ul>
Instructional Programs	Responsible for preparing lesson plans and educating students at all levels, assigning homework, grading tests, and documenting progress. Teachers must be able to	Provide lessons to in school and/or virtual students	<p>As deemed necessary</p> <p>Will be socially distanced based on assignments to classrooms</p>	<p>When on-site:</p> <ul style="list-style-type: none"> <li>Sign in sheets will be used to track times entering and leaving</li> <li>Health assessment will be completed electronically or on paper</li> </ul>
Security/SROs	Provides security for the district's faculty, staff and students	<p>Will come in to assist with various district needs as required</p> <p>Will help with organization of meals and technology that will be distributed to students</p>	As deemed necessary	<p>When on-site:</p> <ul style="list-style-type: none"> <li>Sign in sheets will be used to track times entering and leaving</li> <li>Health assessment will be completed electronically or on paper</li> </ul>
Nurses	Provides technical assistance regarding health screenings, management of ill persons, isolation areas, and day-to-day school health issues	<p>Aid in the tracking of cases</p> <p>Answer parent and staff health related questions</p>	As deemed necessary	<p>When on-site:</p> <ul style="list-style-type: none"> <li>Sign in sheets will be used to track times entering and leaving</li> <li>Health assessment will be completed electronically or on paper</li> </ul>
Safety Personnel	<p>Provides technical assistance on matters related to compliance with federal, state and local regulations</p> <p>Aids in the development of plans/programs and training</p>	Will come in to assist with various district needs as required	As deemed necessary	<p>When on-site:</p> <ul style="list-style-type: none"> <li>Sign in sheets will be used to track times entering and leaving</li> <li>Health assessment will be completed electronically</li> </ul>

				or on paper
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Attachment 2 –Cleaning and Disinfection Protocols and Procedures

Room Types/Areas	Cleaning Frequency	Disinfection Frequency	Responsible Party	Additional Information
Classrooms	Daily	Daily	Custodial staff; staff and teachers	Doors, desks, chairs, and floors
Restrooms	2x daily	2x daily	Custodial staff	Doors and sinks will be done twice daily. Floors will be done once daily.
Health Offices/Isolation Rooms	Various	Various	Nursing staff; Custodial staff	Cots, bathrooms and health office equipment will be cleaned after each use. Floors will be done once daily.
Breakrooms	Daily	Daily	Custodial staff	Doors, tables, chairs and floors
Cafeterias/Kitchens	Various	Various	Custodial staff; staff and teachers	Tables and chairs will be cleaned/disinfected in between each group's use. Floors will be done once daily.
Outside Seating Areas	Various	Various	Custodial staff; staff and teachers	Tables and chairs will be cleaned/disinfected in between each group's use. Floors will be done once daily.
Computer Labs	Various	Various	Custodial staff; staff and teachers	Equipment to be cleaned/disinfected between each use. Doors, tables, chairs and floors will be done once daily.
Science Labs	Daily	Daily	Custodial staff; staff and teachers	Equipment to be cleaned/disinfected between each use. Doors, tables, chairs and floors will be done once daily.
Maintenance Office and Work Areas	Daily	Daily	Custodial staff	Doors, desks, chairs, and floors
Bus Garage	Daily	Daily	Custodial staff; Transportation staff	Bathroom, doors, desks, chairs, and floors
Libraries	Daily	Daily	Custodial staff; Librarians	Equipment to be cleaned/disinfected between each use. Doors, tables, chairs and floors will be done once daily.
Playgrounds	As needed	N/A	Custodial staff	
School Buses	Daily	Daily	Transportation staff	High contact spots will be cleaned after the morning (AM) runs and cleaned/disinfected after the afternoon (PM) run.
School Vehicles	After each use	After each use	Staff using vehicles	
Administrative Offices	Daily	Daily	Custodial staff	Doors, desks, chairs, and floors
Large Meeting Areas (e.g., gymnasiums, auditoriums, music rooms)	N/A	N/A	N/A	These areas are not going to be used. When these areas will be returned to use, then an appropriate frequency for cleaning/disinfection will be established.

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Athletic Training Rooms, Locker Rooms	N/A	N/A	N/A	These areas are not going to be used. When these areas will be returned to use, then an appropriate frequency for cleaning/disinfection will be established.
Frequently touched surfaces (e.g., doorknobs, light switches, elevator buttons, copy machine buttons, handles, etc.)	At least 2x daily	At least 2x daily	Custodial staff	
Shared frequently touched surfaces (e.g., keyboards, desks, phones, laptops, tablets, remote controls, etc.)	After each use	After each use	Staff using shared surfaces	
Shared equipment (e.g., hand tools, facilities equipment, groundskeeping equipment, golf cart, etc.)	After each use	After each use	Staff using equipment	

Only district approved chemicals will be used. At no time will students be allowed to use cleaners or disinfectants.

## APPENDIX E

### Hadley-Luzerne Central School District Emergency Remote Instruction Plan

#### **Communication and Engagement**

To help inform our Emergency Remote Instruction Plan, the district completes an annual Student Digital Resources data collection report to better understand the level of access students have to devices (e.g., laptop, Chromebook, cell phone) and the Internet. Every student completes the survey during September in home rooms. Any student who is absent has an individual meeting with the counselors to complete the survey.

The purpose of this survey is to ensure that, to the extent possible, students can access the Internet and receive remote instruction, if necessary, under emergency conditions. This survey is conducted on an annual basis. Students and families may update their access information at any time by contacting the student's school. It is our goal that this plan is aligned with the information provided by families in the Student Digital Resources data collection.

The district has also developed a plan for communicating all necessary information should a school or schools need to close. The district will use existing internal and external communications channels to notify staff, students, and families/caregivers about remote learning schedules with as much advance notice as possible. This communication will include information about how computing devices (e.g., computers, hot spots, etc.) are being disseminated to students and families who need them. The District communicates the delivery schedule via our ParentSquare messaging system and via phone alerts. This software automatically offers us the ability to translate the message into other languages.

The district will provide students and their families with multiple ways to contact schools and teachers during remote learning, including email, ParentSquare, Google Chat, Google Meet, and the district phone directory.

#### **Device, Internet and Platform Access**

To support remote learning, the district will make computer devices available to all students and families who need them. The district is a 1:1 technology provider. Each student receives a device based on their needs or special education direction. The district assigns each student their own personal device that is monitored and inventoried. Devices can be dropped off at the front office when needing repair or replacement.

To the extent possible, the district will also support students and families with accessing the Internet at home. Where that is not possible, the district will work with community partners to secure Wi-Fi access points for students and families so that they may participate in remote learning. Hadley-Luzerne is a rural school district and as such does not have the access to broadband internet at all residences due to no cell tower coverage, etc. We have provided secure wifi access at all school district buildings and all public libraries for students and parents to utilize. Each parking lot has outdoor wireless access so students and parents can remain in their vehicles while utilizing the wireless access.

There will be those students in our community for whom remote learning through digital technology is not appropriate or possible. For these students, the district will assess each student's individual needs and whether in-person learning is an option. Other methods that will be considered include instruction by phone and/or the delivery of hard-copy materials to the student's home. The district will also take steps to ensure that school staff members have the necessary tools, i.e., computing devices and Internet access, to deliver emergency remote instruction from their place of residence. The district will provide hotspots where applicable for teachers who do not have broadband at their residence. Each instructional teacher is already provided with a laptop to include a web camera, document camera and microphone.

To ensure high-quality remote learning experiences, the district has standardized the use of a single online learning platform Google Education, to the extent possible, and developed a common, coordinated set of guidelines for teachers to follow when using the platform with students. Students and Parents can utilize their student device to contact their instructional teacher via this platform.

### **Teaching and Learning**

Our district has developed an emergency remote instruction plan that would support all students. When a remote learning model is necessary, certain groups of students will be prioritized for in-person learning to the greatest extent possible, depending on the nature of the emergency. This includes, but is not limited to, special education students, English language learners, and students with technology or connectivity needs.

Acknowledging that the typical content in each grade level or course may need to be adjusted, content will be prioritized to ensure that students receive instruction for the prioritized learning standards, key understandings, and skills necessary for students' success in future study.

Instruction will focus on "core" subject areas; however, elective courses will continue to be offered in a remote learning environment. All instruction will continue to be aligned to the New York State Learning Standards.

Virtual learning schedules have been developed by grade level. If an emergency requires the district to move to virtual learning, these schedules will be shared with students and families in accordance with the communication strategies outlined earlier in this plan. Students will be given opportunities to engage with teachers and classmates through live instruction, question and answer periods with teachers and group work (i.e., synchronous learning). Teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis. Supplementing this time will be self-guided projects, readings and other age-appropriate assignments that can be completed by the students remotely (i.e., asynchronous learning).

Based on the learning model we have developed, elementary teachers will spend two hours per day on synchronous instruction where students will be expected to sign on and participate in learning directly with the teacher. An additional two hours will be set aside for additional synchronous instruction of specials, O/T, P/T, or AIS services are required for certain students. Also, this time will be available for personalized student support if needed.

An additional two hours of asynchronous instruction time will be set aside for students to work independently on homework, projects, or individualized apps for additional math / ELA support.

Teachers in the Jr./Sr. High will follow their bell schedule for Synchronous learning to allow students to connect directly with teachers and classmates. Asynchronous learning would occur outside of the regular schedule.

The district recognizes that there will be students for whom remote instruction via digital technology is not appropriate. In an emergency, as the district is assessing which students need devices or access to the Internet, the district will also assess which students may require additional support. Depending on the nature of the emergency, this may involve some level of in-person instruction for these students either at a school building within the district or at a community location, as appropriate. These decisions will be made in partnership with local health officials and emergency personnel, as applicable. Other instructional methods that will be considered include instruction by phone and/or the delivery of hard-copy materials to the student's home.

*The district will look at each situation on a case-by-case basis to determine if digital instruction is appropriate. If the situation allows, the district can bring a small number of students in for synchronous instruction. The district may provide additional technology if needed to help provide connectivity.*

Hadley Luzerne is providing direct and group training via our technology department and innovative teacher leaders on how to utilize google for education to meet remote instructional needs.

### **Support Services**

Based on the learning model we have developed, students with disabilities will continue to receive support services in accordance with their individualized education plans (IEPs) should remote learning become necessary. It is the expectation that all service providers (e.g., teachers, paraprofessionals, related service providers) will sign-on to the remote learning platform to support students as needed. This will include large classroom settings in the remote learning environment, as well as the use of breakout rooms or one-on-one virtual meetings as necessary.

Students with Direct Consultant Teacher services will, during periods of remote learning, receive additional support during regular classroom instruction by a special education teacher who will provide these services through visual and verbal prompting as well as through GoogleMeet chat functions. Those who have Resource Room or Self-Contained classroom services on their IEP will receive remote instruction solely from their assigned Special Education teacher for the allotted time. Related Services such as OT, PT, Counseling, and Speech will be provided remotely as well, in keeping with the ratios (group versus individual) stated in the IEP.

The district will follow its existing engagement and communication protocols with parents regarding the provision of special education services for their child. As the preferred language and mode of communication of parents and guardians of students with disabilities is recorded and maintained in the district's IEP management system, those preferences will be referenced in preparing communication with families as they apply to remote instruction.



Students with disabilities will receive access to a free and appropriate public education in a manner which protects the students' individual health and safety. Direct or identifying reference to a student's specific health or disability related needs protected by state and federal regulation will be handled through remote breakout sessions, subgroup or individual chat, or separate correspondence.

Special Education teaching staff and related service providers will maintain records of student attendance as well as service provision. In addition, progress tracking data will be collected and reported back to the parents/guardians on a scheduled basis.

CSE and CPSE meetings will continue to offer remote video participation, call-ins, and when allowed, in-person options. The Director of Special Education, along with other administration, will monitor the provision of instructional and support services to ensure effective instruction that meets IEP requirements.

In collaboration with educators, administrators, students, and their parents/guardians, adjustments to accommodations and modifications will be considered where it is necessary to do so due to the change in format and environment that remote learning necessitates.

Learning-specific technologies which are wholly necessary, as determined by the CSE, to provide for proper access to learning for students with disabilities will be provided as appropriate.

#### **Funding Requirements**

Based on the district's emergency remote instruction plan, the estimated number of instructional hours the district would claim for state aid purposes for each day spent in remote instruction due to emergency conditions for SMTES and Jr./Sr. HS would be a total of 5 to 5.5 hours respectively.