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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 designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts stand at risk from a wide variety of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project Save is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools.

The HAMILTON-FULTON-MONTGOMERY BOCES, in coordination with the Greater Johnstown 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

A. Purpose

The Greater Johnstown District-wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the Greater Johnstown School District Board of Education, the Superintendent of the Greater Johnstown School District appointed a District-wide School Safety Team and charged it with the development and maintenance of the District-wide School Safety Plan. The district wide plan was updated as of September 2017.

B. Identification of School Teams

The Greater Johnstown School District has created a District-wide School Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations, school safety personnel and other school personnel.

<table>
<thead>
<tr>
<th>Representing</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>School Board</td>
<td>Beverly Alves</td>
</tr>
<tr>
<td>Student Representative</td>
<td>Jayden Elston</td>
</tr>
<tr>
<td>Instructional staff</td>
<td>Heidi Bolebruch, Rachel Harrington, Karlene Peck</td>
</tr>
<tr>
<td>Administration</td>
<td>Ruthie Cook</td>
</tr>
<tr>
<td>Transportation</td>
<td>Jean McCallum</td>
</tr>
<tr>
<td>Community Member/Parent</td>
<td>Scott Hale</td>
</tr>
<tr>
<td>School Safety Personnel, Administration</td>
<td>David Wood</td>
</tr>
<tr>
<td>Medical</td>
<td>Bobbi Jo Senzio</td>
</tr>
</tbody>
</table>
C. Concept of Operations


In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be the Emergency Response Team.

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

Efforts may be supplemented by County and State resources through existing protocols.

D. Plan Review and Public Comment

This plan has been reviewed as of August 28, 2020.

Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan was made available for public comment 30 days prior to its adoption. The district-wide and building-level plan was adopted by the School Board in 2001 after a public hearing that provided for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.

Note 1: This was adopted initially in 2001, it is not necessary to go through the public comment period or readoption by the board, just an update.

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.

Note 2: In conjunction with Note 1, the submittal occurred in 2001 and currently not required to resubmit to SED.

This plan will be reviewed periodically during the year and will be maintained by the District-wide School Safety Team. The required annual review occurred in September of 2019. Building-level Emergency Response Plans will be supplied to local police, the Sheriff’s department and the State Police within 30 days of the update.

Section II: Risk Reduction/Prevention and Intervention Strategies

A. Prevention/Intervention Strategies

Program Initiatives

- Character Education Program
- Agency consultation provided in schools
Training, Drills, and Exercises

Three levels of annual multi-hazard school training will be considered in this plan:

1. responder training for members of the Incident Response and Post-Incident Response teams conducted by response agencies and/or the BOCES HSRM staff;
2. general staff awareness training conducted during a Superintendent’s Conference Day by response agencies; and
3. general student awareness training of emergency response procedures conducted by building staff (i.e. lockdown drills).

Each year the District-Wide School Safety Team and/or Building-Level Teams will consider appropriate training for each of the groups listed above.

Drills and related procedures specific to this safety plan:

- Lockout and Lockdown drills are conducted throughout the school year, also, an evacuation drill is done at least once a year
- A table-top exercise with response staff to discuss emergency procedures will be conducted this year
- After each drill, a district-wide meeting is held to discuss the drill and make changes if necessary

Implementation of School Security

Chief Emergency Operator

The Superintendent of Schools of the Superintendent’s designee will serve as the District Chief Emergency Operator.

Safety Response

School staff is trained to be vigilant pertaining to threats against students and staff (i.e. bullying). The district continues to promote a culture of respect for the students and staff through the Dignity Act recently enacted in New York State.

Security Devices

- Surveillance cameras are placed on buses and at various locations on campus. The district is adding additional surveillance devices for additional coverage.
- Photo ID cards are issued to staff and badges to visitors.
- A sign-in and sign-out log is used to track entrants to the building who are not students or staff.
- A swipe-card system is used for door access and all staff are issued non-descript swipe cards that provide access limited to the employee’s specific building and shift.
- All district buildings have secure vestibules with double sets of locked doors. Bulletproof transaction windows are accessible in each locked vestibule so that transactions can be completed without visitors coming into the locked building.
- Buzzer systems with cameras at each main entrance are installed at all schools in district
Vital Educational Agency Information

Additional Education locations within the district boundaries are listed below:

<table>
<thead>
<tr>
<th>Educational Organization</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Conner’s Friends Daycare</td>
<td>12 Brenridge Drive, Johnstown, NY</td>
</tr>
<tr>
<td>Country Kids Daycare</td>
<td>20 Bloomingdale Avenue, Johnstown, NY</td>
</tr>
<tr>
<td>Fulmont Community Action Agency, Inc.</td>
<td>235 Pleasant Avenue, Johnstown, NY</td>
</tr>
<tr>
<td>Fulton County YMCA Playmates</td>
<td>213 Harrison Street, Johnstown, NY</td>
</tr>
<tr>
<td>Fulton County YMCA Pre-Kindergarten</td>
<td>213 Harrison Street, Johnstown, NY and</td>
</tr>
<tr>
<td></td>
<td>400 S. Perry Street, Johnstown, NY</td>
</tr>
<tr>
<td>HFM BOCES PTECH</td>
<td>502 Glebe Street, Johnstown, NY</td>
</tr>
<tr>
<td>Ladybug Daycare</td>
<td>10 Hoffman Street, Johnstown, NY</td>
</tr>
<tr>
<td>Misty Houser Family Day Care</td>
<td>111 Whitmore Avenue, Johnstown, NY</td>
</tr>
<tr>
<td>Sharon Hillier Family Day Care</td>
<td>19 Nicholas Street, Johnstown, NY</td>
</tr>
</tbody>
</table>

B. Early Detection of Potentially Violent Behavior

Strategies for improving communication among students and between students and staff along with reporting of potentially violent incidents, such as the establishment of:

- Staff to attend a violence prevention and intervention course, that addresses early signs of potentially violent students

- Newsletters and pamphlets to parents/guardians with articles addressing bullying, conflict resolution and other issues, included are important contact numbers to address concerns.
C. Hazard Identification

Not all inclusive of hazards, the most common or potentially likely to occur:

<table>
<thead>
<tr>
<th>Location of Potential Sites</th>
<th>Internal or External Hazard</th>
</tr>
</thead>
<tbody>
<tr>
<td>Railroad</td>
<td>External</td>
</tr>
<tr>
<td>NYS Thruway, Rt. 29, Rt. 67, Rt. 30A</td>
<td>External</td>
</tr>
<tr>
<td>School Heating System (Gas Pipeline)</td>
<td>Internal</td>
</tr>
<tr>
<td>School Bus</td>
<td>External</td>
</tr>
<tr>
<td>Athletic Fields, Playgrounds and Play Area</td>
<td>External/Internal</td>
</tr>
<tr>
<td>Field Trips</td>
<td>External</td>
</tr>
<tr>
<td>Pool</td>
<td>Internal</td>
</tr>
</tbody>
</table>

Hazard Assessment (external hazards are county wide)

<table>
<thead>
<tr>
<th>Type</th>
<th>Predictability</th>
<th>Approx. Frequency</th>
<th>Warning Time</th>
<th>Seriousness</th>
<th>Possible Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Intruder</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>3,5</td>
<td>3</td>
</tr>
<tr>
<td>Bomb Threat</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>5</td>
<td>3,4</td>
</tr>
<tr>
<td>Hazmat</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>4,7</td>
</tr>
<tr>
<td>High Winds</td>
<td>3</td>
<td>2</td>
<td>2</td>
<td>5</td>
<td>1,3</td>
</tr>
<tr>
<td>Bus Accident</td>
<td>1</td>
<td>5</td>
<td>1</td>
<td>3</td>
<td>7</td>
</tr>
<tr>
<td>Winter Storm</td>
<td>5</td>
<td>1</td>
<td>4</td>
<td>5</td>
<td>6</td>
</tr>
</tbody>
</table>

Predictability: 1) unpredictable through 5) very predictable
Frequency: 1) more than once/year; 2) annually; 3) every 2-3 years; 4) every 5-10 years; 5) rarely
Warning Time: 1) none; 2) minutes; 3) hours; 4) days; 5) exact likely dates known
Seriousness: 1) disaster (entire community w/casualties); 2) disaster (entire school w/casualties); 3) emergency (affects one or more individuals w/casualties); 4) emergency (entire community no casualties); 5) emergency (entire school no casualties)
Possible Responses: 1) Drop, Cover and Hold; 2) Drop Flat/Gunfire; 3) Lockdown; 4) Evacuation; 5) Reverse Evacuation; 6) Early Dismissal; 7) external emergency response

Section III: Response

A. Notification and Activation

Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident.

- The person in charge (Incident Commander) will decide if the level of the incident classifies it as a “violent incident” (consistent with the definition of such an incident as defined in the district’s Code of Conduct). If appropriate, the Incident Commander will call 911.
- In a crisis situation involving a violent incident, school staff should call 911 and notify the Incident Commander.

A system for informing all educational agencies within a school district of a disaster.
Greater Johnstown School District Wide School Safety Plan

- Educational agencies within the Greater Johnstown School District (non-public schools, registered daycare centers, etc.) will be contacted in an emergency via telephone. If telephone contact is not possible, a contact person will be sent to the school if possible.

Procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal

- Parents/Guardians will be contacted by the school district using an automated message via Parent Square. In some cases, the public/parents may also be notified via media outlets.

B. Situational Responses

Multi-Hazard Responses

Responses to Acts of Violence: Implied or Direct Threats

The district uses emergency information folders in each room for important directional information when a response action is needed

Acts of Violence

This issue is addressed in the Code of Conduct. The district uses emergency information folders in each room for important directional information when a response action is needed.

Response Protocols

We have incorporated the new homeland security guidelines into our plans. It establishes definitions of lockout, lockdown, sheltering and evacuation. Our responses are based upon these guidelines. These guidelines are confidential and we respectfully will not submit them at this time.

Bomb Threats

Procedures and Guidelines are included in the Building-Level School Safety Plans for the Greater Johnstown School. We use the NYS Police guidelines to bomb threats as protocol.

Hostage Taking

Procedures and Guidelines are included in the Building-Level School Safety Plans for the Greater Johnstown School.

Intrusions

Procedures and Guidelines are included in the Building-Level School Safety Plans for the Greater Johnstown School.
Kidnapping

Procedures and Guidelines are included in the Building-Level School Safety Plans for the Greater Johnstown School.

Arrangements for Obtaining Emergency Assistance from Local Government

Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident.

- The person in charge (Incident Commander) will decide if the level of the incident classifies it as a “violent incident” (consistent with the definition of such an incident as defined in the district’s Code of Conduct). If appropriate, the Incident Commander will call 911.
- In a crisis situation involving a violent incident, school staff should call 911 and notify the Incident Commander.

Arrangements for Obtaining Advice and Assistance from Local Government Officials

Procedures for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law.

- The person in charge (Incident Commander) will decide if the level of the incident warrants obtaining emergency assistance. If appropriate, the Incident Commander will call 911
- In a crisis situation, school staff should call 911 and notify the Incident Commander

District Resources Available for Use in an Emergency

<table>
<thead>
<tr>
<th>Building Resources</th>
<th>Schools have kitchen and serving areas</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transportation Resources</td>
<td>School buses, school vans, and maintenance vehicles</td>
</tr>
<tr>
<td>Personnel Resources</td>
<td>Staff with CPR/FA training, bus drivers</td>
</tr>
<tr>
<td>Other Resources</td>
<td>Local Emergency Management Coordinator</td>
</tr>
</tbody>
</table>

Agencies authorized to Request Use of Resources:

<table>
<thead>
<tr>
<th>Agency</th>
</tr>
</thead>
<tbody>
<tr>
<td>County Emergency Management Office</td>
</tr>
<tr>
<td>Fulton County Sheriff’s Office</td>
</tr>
<tr>
<td>NYS Police</td>
</tr>
<tr>
<td>City of Johnstown F.D. / P.D.</td>
</tr>
</tbody>
</table>
Protective Action Options

School Cancellation

Superintendent of Schools or designee will announce the closing of school. Communication will be sent to all officials needed to proceed with the cancellation.

Early Dismissal

1) Preliminary Procedures
   a) An annual request is made of parents of K-12 students to notify the school district where their child should go in the event that they are not home during school hours. Drivers maintain a list for their information in the event of an emergency.
   b) Drivers will be alerted and substitutes contacted by the Transportation Office as to the possibility of an early or emergency dismissal.
2) Dismissal Bus Students:
   a) The main office will notify the Transportation Office of the decision to take pupils home
   b) The Transportation Office will notify drivers and required substitutes
   c) Bus pupils will remain in classroom or other designated areas until buses are spotted
   d) Personnel will assume regular duties for bus dismissal.
   e) The Transportation Office will remain at his station until all buses have completed their runs and returned. The Transportation Office will notify the main office when all runs have been completed. (Estimated length of longest run is ~1 hour 10 minutes)
3) Dismiss Walking Students
   a) Walking students will be dismissed via an announcement from the main office, after contacting persons in parental relations or emergency contact.

Evacuation (before, during and after school hours)

Procedures and guidelines are included in the building-level school safety plans for the Greater Johnstown School

Sheltering Sites (internal and external)

Procedures and guidelines are included in the building-level school safety plans for the Greater Johnstown School

Section IV: Recovery

District Support for Building

All the district’s manpower and resources will be available to one of our sites that has endured an emergency. Mental health counseling, building security and restoration will be items of primary focus. Response and recovery will be a district goal.
Greater Johnstown School District Wide School Safety Plan

Besides building security and restoration, the strategies will also include damage assessment, relocation and continuation of the educational process. A post-incident response critique, the notes from the incident command team and lessons learned will be assessed. Plans to mitigate the likelihood of occurrence or impact, if the incident does occur again, will be reviewed. If possible, efforts will be made to improve district facilities resulting in them being more resistant to suffering similar or worse damage.

**Disaster Mental Health Services**

The district understands how an emergency can have a major effect on the well being of students, staff and community at large. The district will coordinate resources with County Mental Health Services and the Post-Incident Crisis Response Team.

SECTION V: COMMUNICABLE DISEASE PANDEMIC PLAN

**Effective April 1, 2021,** Labor Law §27-c, amends Labor Law §27-1 and adds a new provision to Education Law §2801-a. Labor Law §27-c requires public employers to develop operation plans in the event of certain declared public health emergencies. Education Law §2801-a requires school districts to develop plans consistent with the new Labor Law requirement. The new law 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. Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a. The Plan addresses the required components in the sections as noted below:

**Prevention/Mitigation**

1. A list and description of positions and titles considered essential with justification for that determination.
2. The specific protocols that will be followed to enable non-essential employees and contractors to telecommute.
3. A description of how the employer will, to the extent possible, stagger work shifts of essential employees and contractors to reduce workplace and public transportation overcrowding.

**Protection/Preparedness**

4. Protocols to be implemented to secure personal protective equipment (PPE) sufficient to supply essential workers with 2 pieces of each PPE device needed for each work shift for at least six months. This must include a plan for storage of such equipment to prevent degradation and permit immediate access in the event of an emergency declaration.

**Response**

5. Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms, or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual’s work area and common areas. It must also address the policy on available leave with respect to testing, treatment, isolation or quarantine.
Greater Johnstown School District Wide School Safety Plan

(6) Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers in order to facilitate the provision of any benefits that may be available to them on that basis.

(7) Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

**Prevention/Mitigation:**

- We will work closely with the Fulton County Department of Health to determine the need for activation of our Plan. The following procedures will be followed by administrators, principals, and school nurses for reporting communicable disease, including Coronavirus, Influenza, etc., and communicating with the Health Department:
  - Report suspected and confirmed cases of influenza on the monthly school’s *Communicable Disease Report*, (DMS-485.7/93; HE-112.4/81) and submit to: Fulton County Department of Health

- The Fulton County Department of Health will monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.

- The Assistant Superintendent will help coordinate our Pandemic planning and response effort. This person will work closely with the District-Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The school district Medical Director and nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification), the school district technology director will also be an important Team member. The Superintendent of Schools, Business Manager, Director of Facilities, Food Service Director, Director of Transportation, Public Relations Specialist, Director of Pupil Personnel Services, Director of Technology, Building Principals, and the Director of Curriculum will also be vital to the planning effort. Other non-traditional individuals may also be required to be part of the Team.

- The District-Wide School Safety Team will review and assess any obstacles to implementation of the Plan, incorporating the *CDC School District Pandemic Influenza Planning Checklist*, related to Planning and Coordination; Continuity of Student Learning; Core Operations; Infection Control Policies and Procedures; and Communication.

- The school district will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It’s a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at [http://www.cdc.gov/flu/school/](http://www.cdc.gov/flu/school/).

- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings and direct mailings for this purpose.

(1) **Essential Positions/Titles**

In the event of a government ordered shutdown, similar to our response to the Coronavirus in the spring of 2020, we are now required to consider how we would prepare for future shutdowns that may occur. As part of our planning, we are now required to provide information on those positions
that would be required to be on-site or in-district for us to continue to function as opposed to those positions that could realistically work remotely. The following information is addressed in the table below:

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

The worksheet below has been completed by each department which includes Central Administration, Human Resources, Facilities Services, Transportation, Food Service, Communications, Technology, Instructional Programs, Athletics, Special Education.

**Essential Employee Worksheet**

In the event of a government ordered shutdown, similar to what we experienced in the spring due to Coronavirus, we are now required to have a Plan for future shutdowns that may occur. As part of that Plan, we are now required to provide information on those positions that would be required to be on-site or in district for us to continue to function as opposed to those positions that could realistically work remotely. Please provide the information requested below for your department utilizing the following guide:

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

<table>
<thead>
<tr>
<th>Essential Employee Determination</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Title</strong></td>
</tr>
<tr>
<td>Superintendant of Schools</td>
</tr>
<tr>
<td>Position</td>
</tr>
<tr>
<td>--------------------------------------</td>
</tr>
<tr>
<td><strong>Super. Asst.</strong></td>
</tr>
<tr>
<td><strong>Assistant Superintendent</strong></td>
</tr>
<tr>
<td><strong>Asst. Super. Asst.</strong></td>
</tr>
<tr>
<td><strong>Director of Facilities</strong></td>
</tr>
<tr>
<td><strong>Director of Extra-Curricular Activities &amp; Athletics</strong></td>
</tr>
<tr>
<td><strong>Director of Transportation</strong></td>
</tr>
<tr>
<td><strong>Director of Food Service</strong></td>
</tr>
<tr>
<td><strong>JJS HS Principal</strong></td>
</tr>
<tr>
<td><strong>JJS HS Nurse</strong></td>
</tr>
<tr>
<td><strong>JJS HS Clerical</strong></td>
</tr>
<tr>
<td><strong>JJS HS School Counselors</strong></td>
</tr>
<tr>
<td><strong>JJS HS Psychologist</strong></td>
</tr>
<tr>
<td>Role</td>
</tr>
<tr>
<td>-----------------------------</td>
</tr>
<tr>
<td>JJS HS Assistant Principal #1</td>
</tr>
<tr>
<td>JJS HS Assistant Principal #2</td>
</tr>
<tr>
<td>WSES Principal</td>
</tr>
<tr>
<td>WSES Nurse</td>
</tr>
<tr>
<td>WSES Clerical</td>
</tr>
<tr>
<td>WSES School Counselors</td>
</tr>
<tr>
<td>WSES Psychologist</td>
</tr>
<tr>
<td>PAES Principal</td>
</tr>
<tr>
<td>PAES Nurse</td>
</tr>
<tr>
<td>PAES Clerical</td>
</tr>
<tr>
<td>PAES School Counselors</td>
</tr>
<tr>
<td>PAES Psychologist</td>
</tr>
<tr>
<td>GJSD Social Worker</td>
</tr>
<tr>
<td>Director of Technology</td>
</tr>
<tr>
<td>Technology &amp;</td>
</tr>
</tbody>
</table>
(2) Protocols Allowing Non-Essential Employees to Telecommute or Videoconference

Ensure Digital Equity for Employees

- **Mobile Device Assessments:**
  - Survey agency departmental staff to determine who will need devices at home to maintain operational functions as well as instructional services
  - Conduct a cost analysis of technology device needs

- **Internet Access Assessments:**
  - Survey agency departmental staff to determine the availability of viable existing at-home Internet service
  - Conduct a cost analysis of Internet access needs

- **Providing Mobile Devices and Internet Access:**
  - To the extent practicable, decide upon, develop procurement processes for, order, configure, and distribute, if and when available, appropriate mobile devices to those determined to be in need.
  - To the extent practicable and technically possible, decide upon, develop procurement processes for, and when available, provide appropriate Internet bandwidth to those determined to be in need. WIFI hotspots and residential commercial Internet options will be evaluated for anticipated effectiveness in particular situations.
Technology & Connectivity for Students - Mandatory Requirements:

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

Mobile Devices Delivery:
Technology offers schools and districts increased options for continuing learning during extended closures. Technology can be leveraged in different ways to meet local needs, including but not limited to:

- Communication (e-mail, phone, online conferencing, social media)
- Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)
- Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses)
- Learning Materials and Content (digital content, online learning activities)

Additional Technology Devices Assessments:
- Identify students’ technology needs to include adaptive technologies
- Use the Asset Tracking Management System procedures to check out all mobile devices
- If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to those who cannot pick them up.

- Providing Multiple Ways for Students to Learn
  - Support instructional programs as needed in preparation of non-digital, alternative ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models in circumstances in which students do not yet have sufficient access to devices and/or high-speed internet. For additional information, see "Instructional Packets" heading on the Remote Instruction Schedule page.

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

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

- 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.
- Limit restroom usage to specific work areas.
- Stagger arrival and dismissal times.
Greater Johnstown School District Wide School Safety Plan

- Alternate work days or work weeks.
- Implement a four-day work week.
- Limit or eliminate visitors to the building.

The school district will utilize these base strategies and expand upon them as necessary in order to address any public health emergency.

**Protection (Preparedness):**

We have collaborated with our partners to assure complementary efforts. We have invited representatives from the Fulton County Department of Health, Police Department, Office of Emergency Management, Department of Mental Health and others to attend our District-wide School Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic-related issues.

- The District-wide Command Center and its alternative are listed in the building level safety plan and will be activated at the direction of the School District Incident Commander. Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems.

- The school district has designated a COVID-19 safety coordinator (administrator) for each of its schools, whose responsibilities include continuous compliance with all aspects of the school’s reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or “new normal” levels. The coordinators shall be the main contact upon the identification of positive COVID-19 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 COVID-19 public health emergency and plans implemented by the school.

<table>
<thead>
<tr>
<th>School/Program</th>
<th>COVID-19 Safety Coordinator/Administrator</th>
<th>Contact #</th>
</tr>
</thead>
<tbody>
<tr>
<td>District</td>
<td>Assistant Superintendent</td>
<td>518-762-4611 School</td>
</tr>
<tr>
<td>Johnstown Junior Senior HS</td>
<td>JJSHS Principal</td>
<td>518-762-4661 School</td>
</tr>
<tr>
<td>Warren Street ES</td>
<td>WSES Principal</td>
<td>518-762-3715 School</td>
</tr>
<tr>
<td>Pleasant Avenue ES</td>
<td>PAES Principal</td>
<td>518-762-8610 School</td>
</tr>
</tbody>
</table>

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include: websites, school postings, general mailings, e-mails, special presentations, phones and cell phones, texting, reverse 911 systems, and the public media. A school district Public Information Officer (PIO), Rachel Heroth, has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with our Technology Director (self) to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as
Greater Johnstown School District Wide School Safety Plan

possible are available. Parent Square Notification System is utilized throughout the district for staff, families, and students. We test/exercise our communication systems continuously.

- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
  - Overall Operations – we have defined the following decision-making authority for the district Superintendent of Schools, Assistant Superintendent, Director of Technology, Director of Facilities, Director of Curriculum & Instruction, Director of Pupil Personnel Services. Recognizing the need for these essential individuals to have frequent communication, we have established as many redundant communication systems as possible. Our primary communication will be through email, Parent Square Notification System, our normal phone system, cell phones, followed by hand-held radios.
  - The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. We recognize the need for job cross-training. We have also established the ability to maintain essential functions off-site from remote locations.
  - Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee will keep the business office informed of such status and of the point at which buildings can no longer be maintained. Teachers may be asked to assist in this effort. If necessary, we may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Desktops will be misted with the provided disinfectant and left to dry. **At no time will products not approved by the school district be utilized.**
  - Human Resources will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to district policies and procedures to reflect crisis response may become necessary and will be implemented by the Office of the Assistant Superintendent. The Assistant Superintendent or School Business Manager will provide cross-training of staff to ensure essential functions. The Assistant Superintendent or School Business Manager will help develop the Plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal work-day such as alternate or reduced work hours, working from home, etc. The Superintendent, through collaboration with the entire Cabinet of Administrators, will decide if schools need to be closed.

- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include:
  - Hard copy, self-directed lessons
  - Use of mobile media storage devices for lessons (CDs, Jump Drives, iPads)
  - On-line instruction; on-line resources; on-line textbooks
  - 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
(4) Obtaining and Storing Personal Protective Equipment (PPE)

PPE & Face Covering Availability:

- The school district will provide employees with an acceptable face covering at no cost to the employee and have an adequate supply of coverings in case of replacement.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms).
- Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- Information should be provided to staff and students on proper use, removal, and washing of cloth face coverings.
- Masks are most essential in times when physical distancing is difficult.
- Procurement, other than some very basic preliminary purchases will be done on a consolidated basis to ensure that the District is getting the most for its PPE dollars.
- Teach and reinforce use of face coverings among all staff.
- We have encouraged all staff to utilize their own personal face coverings but have secured and will provide PPE for any employee requesting such protection. Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. Those individuals who are required to wear N-95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so. We will work in partnership with the GJSD Medical Center or Fulton County DOH to provide this capability. Parents will also be encouraged to provide face coverings for students; however, face coverings will be provided for any student who cannot provide their own.

PPE Supply Management

- The Facilities Department is working with programs to determine the overall PPE needs of the District. Centralized purchasing will be used when possible.

<table>
<thead>
<tr>
<th>Group</th>
<th>Quantity per 100 per Group</th>
<th>12 Week Supply 100% Attendance</th>
<th>12 Week Supply 50% Attendance</th>
<th>12 Week Supply 25% Attendance</th>
<th>Assumptions</th>
</tr>
</thead>
<tbody>
<tr>
<td>Students</td>
<td>100 Masks per Week</td>
<td>1200</td>
<td>600</td>
<td>300</td>
<td>1 Disposable Mask per week per Student (supplements parent provided)</td>
</tr>
<tr>
<td>Teachers/Staff</td>
<td>500</td>
<td>6000</td>
<td>3000</td>
<td>1500</td>
<td>5 Disposable Masks per week per Teacher</td>
</tr>
</tbody>
</table>
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<table>
<thead>
<tr>
<th>Nurse/Health Staff</th>
<th>1000</th>
<th>12,000</th>
<th>6000</th>
<th>3000</th>
<th>10 Disposable Masks per week per School Nurse</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>PPE for High Intensity Contact with Students</strong></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Item</strong></td>
<td>1 Week Supply for 1 Staff</td>
<td>12 Week Supply</td>
<td>Assumptions</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disposable Nitrile Gloves</td>
<td>10</td>
<td>120</td>
<td>10 per week per Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Disposable Gowns</td>
<td>10</td>
<td>120</td>
<td>10 per week per Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Eye Protection</td>
<td>2</td>
<td>n/a</td>
<td>2 Re-usable per Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Face Shields</td>
<td>2</td>
<td>n/a</td>
<td>2 Re-usable per Staff</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Waste Disposal Medium</td>
<td>1</td>
<td>n/a</td>
<td>1 Unit per Staff Total</td>
<td></td>
<td></td>
</tr>
<tr>
<td>N-95 Respirators*</td>
<td>10</td>
<td>120</td>
<td>10 per week per Staff</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

*Note: N-95 respirators are recommended only if staff will be in contact with a suspected COVID-19 positive case and/or aerosol-generating procedure. Those employees required to wear N-95 respirators will need to be fit tested and medically evaluated in order to determine if the employees are capable of wearing an N-95 respirator without impacting health.

**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 Fulton County Department of Health and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.

- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan’s activation and review responsibilities and communication procedures.
- The PIO will work closely with the Technology Director to re-test all communication systems to assure proper function. The District-wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the PIO will utilize the communication methods previously described to alert the school community of the activation of our District-Wide School Safety Plan as it specifically applies to pandemics.
- The Business Official will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Business Official will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Facility Director will meet with staff and monitor ability to maintain essential function. The Facility Director will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers. The Facility Director
Greater Johnstown School District Wide School Safety Plan

will work closely with the Business Official or designee to implement different phases of the Plan as necessary.

- The Human Resources Director will meet with staff to review essential functions and responsibilities of back-up personnel. The Human Resources Director will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
- Based on recommendations from Local and State Authorities, schools may be closed. Our Plan for continuity of instruction will be implemented as previously described.
- If the decision is made to close a school building in consultation with ___ department of public health, the school district will notify the NYS Education Department and District Superintendent at HFM BOCES.

(5) Preventing Spread, Contact Tracing and Disinfection

Confirmed COVID-19 Case Requirements & Protocols
Instructional programs must be prepared for COVID-19 outbreaks in their local communities and for individual exposure events that occur in their facilities, regardless of the level of community

School Decision Tree

All Schools Regardless of Community Spread

No Community Spread

- Prepare
- Teach and reinforce healthy hygiene
- Develop information sharing systems
- Intensify cleaning and disinfection
- Monitor for absenteeism
- Assess group gatherings and events
- Consider postponing non-critical gatherings and events
- Require sick students and staff stay home
- Establish procedures for someone becoming sick at school

Monitor changes in community spread

Minimal to Moderate OR Substantial Community Spread

- Coordinate with local health officials.
- Implement multiple social distancing strategies for gatherings, classrooms, and movement through the building.
- Consider ways to accommodate needs of children and families at high risk.

Coordinate with local health officials.
- Implement multiple social distancing strategies for gatherings, classrooms, and movement through the building WITH EXTENDED SCHOOL DISMISSALS.
- Consider ways to accommodate needs of children and families at high risk.

Are community spread Minimal to Moderate or Substantial?

Short (potential 2-5 Day) Building Dismissal to Clean/Disinfect/Contact Trace in consultation with local health officials

Assess Risk
transmission. CDC has provided the following decision tree to help schools determine which set of mitigation strategies may be most appropriate for their current situation:

**CDC and NYSDOH Recommendations:**
- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Opening outside doors and windows to increase air circulation in the area.
- Waiting 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 COVID-19, 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 COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- Refer to DOH’s [Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure](https://www.cdc.gov/coronavirus/2019-ncov/php/return-to-work.html) for information on “close and proximate” contacts.
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

**Return to School After Illness:**

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

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

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

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

The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end. [Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings](https://www.cdc.gov/coronavirus/2019-ncov/php/isolation.html).

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

**Staff Absenteeism**

- Instructional staff will call into the Absence Management System (AESOP-Frontline, formerly known as AESOP) when they are absent due to illness. Substitutes will be provided as necessary and as requested.
- The instructional departments will develop a plan to monitor absenteeism of staff, cross-train staff, and create a roster of trained back-up staff.
- The instructional departments will monitor absenteeism of students and staff, cross train staff, and create a roster of trained back-up staff.

**Employee Assistance Program (EAP)**

- The Human Resources Department will continue to disseminate information to employees about EAP resources. EAP is a voluntary, work-based program that offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems. EAPs address a broad and complex body of issues affecting mental and emotional well-being, such as alcohol and other substance abuse, stress, grief, family problems, and psychological disorders.

**Medical Accommodations**

- The Assistant Superintendent and Physical Education & Health, Athletics & Extra-Curricular Programs Director (nurses) will continue to handle medical and COVID-19 accommodations.

**New York State Contact Tracing Program**

If a student or staff member tests positive for Coronavirus, the New York State Contact Tracing Program will be implemented. As such, it is important for everyone to understand how contact tracing works. The school district will assist with contact tracing by keeping accurate attendance records of students, staff and visitors. The information below is provided by the New York State Contact Tracing Program:

New York State has partnered with Bloomberg Philanthropies, Johns Hopkins Bloomberg School of Public Health and Vital Strategies to create the NYS Contact Tracing Program, a nation-leading initiative to help slow the spread of COVID-19 and make it safer to begin to return to normal again.

Contact Tracers work with people who have tested positive for COVID-19 to identify people they have had contact with and let them know they may have been exposed to the disease.
If you get a call from “NYS Contact Tracing” (518-387-9993), PLEASE answer the phone. Answering the phone will keep your loved ones and community safe.

A contact tracer will:

- NEVER ask for your Social Security number
- NEVER ask for any private financial information
- NEVER ask for credit card information
- NEVER send you a link without proper authentication procedures

If you test positive, a COVID Contact Tracer will connect you with the support and resources you may need through quarantine, such as help getting groceries or household supplies, child-care, medical care or supplies. The Tracer will work with you to identify and reach out via phone and text to anyone you’ve been in contact with while you were infectious to trace and contain the spread of the virus.

People who have come in close contact with someone who is positive are asked to stay home and limit their contact with others. By staying home during this time, IF you become sick yourself, you have not infected many others along the way. This is how we stop the spread!

Testing, medical and quarantine support for yourself and your loved ones will be arranged. We will not release your name to anyone. Your information is strictly confidential and will be treated as a private medical record. This nation-leading program will place emphasis on areas with the highest rates of infection and on regions ready to open. The program will operate through the next flu season. It will be implemented in coordination with New Jersey and Connecticut.

Your caller ID will say “NYS Contact Tracing” (518-387-9993).

Please answer the phone so we can keep NY moving forward and stop the spread of COVID-19.

Facilities: Cleaning and Sanitizing

Cleaning removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection. Visibly soiled surfaces and objects must be cleaned first. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface.

Sanitizing lowers the number of germs on surfaces or objects to a safe level, as judged by public health standards or requirements. This process works by either cleaning or disinfecting surfaces or objects to lower the risk of spreading infection.

Routine cleaning of school settings includes:

- Cleaning high contact surfaces that are touched by many different people, such as light switches, handrails and doorknobs/handles
- Dust- and wet-mopping or auto-scrubbing floors
- Vacuuming of entryways and high traffic areas
- Removing trash
Cleaning restrooms
Wiping heat and air conditioner vents
Spot cleaning walls
Spot cleaning carpets
Dusting horizontal surfaces and light fixtures
Cleaning spills

**Classroom/Therapy Rooms:**
District will provide related service providers with additional cleaning supplies to ensure continuous disinfecting of classrooms and therapy rooms that service students with complex disabilities where multiple tools are used for communication, mobility, and instruction.

**Common Areas:**
Smaller common areas, like kitchenettes and copy room areas, should have staggered use. If users cannot maintain six feet of distance, they shall wear a mask. Signage has been posted in common areas to remind staff of health and safety etiquette.

**Disinfecting:**
Disinfecting kills germs on surfaces or objects by using chemicals to kill germs on surfaces or objects. This process does not necessarily clean dirty surfaces or remove germs, but by killing germs on a surface after cleaning, it can further lower the risk of spreading infection.

- Cleaning and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health will be adhered to.
- Custodial logs will be maintained that include the date, time and scope of cleaning and disinfection. Cleaning and disinfection frequency will be identified for each facility type and responsibilities will be assigned.
- Hand hygiene stations will be provided and maintained, including handwashing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.
- Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.
- Regular cleaning and disinfection of restrooms will be performed.
- Cleaning and disinfection of exposed areas will be performed in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, all heavy transit areas and high-touch surfaces.
- Although cleaning and disinfection is primarily a custodial responsibility, appropriate cleaning and disinfection supplies will be provided to faculty and staff as approved by Central Administration.
- Additional paper towel dispensers may be installed in other designated spaces.

Upon request, Facilities Services will provide CDC approved disinfecting solutions for additional on the spot disinfecting. This should be done daily or between use as much as possible. Examples of frequently touched areas in schools may include:
- Bus seats and handrails.
- Buttons on vending machines and elevators.
- Changing tables.
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- Classroom desks and chairs.
- Door handles and push plates.
- Handles on equipment (e.g., athletic equipment).
- Handrails, ballet barres.
- Dance studio floors.
- Kitchen and bathroom faucets.
- Light switches.
- Lunchroom tables and chairs.
- Positive Academic Support Solution (PASS) Rooms.
- Related Services Spaces.
- Shared computer or piano keyboards and mice.
- Shared desktops.
- Shared telephones.

**Hand Sanitizing:**
- Hand sanitizer dispensers will be located and installed in approved locations.
- Hand sanitizer bottles will be distributed to staff as approved by Central Administration.
- Nassau BOCES ensures that all existing and new alcohol-based hand-rub dispensers, installed in any location, are in accordance with the Fire Code of New York State (FCNYS) 2020 Section 5705.5.

**Trash removal:**
- Trash will be removed daily.
- Garbage cans or process for collecting trash during lunch periods in classrooms will be increased where necessary.
- No-touch trash receptacles will be utilized, where possible.

(6) **Documenting Precise Hours/Work Locations of Essential Workers**

It is recognized that as the work environment changes to adapt to the emergency situation and typical work schedules are modified, it can become more difficult to track employees especially if they conduct work off site or in numerous locations. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis. Our plan to track such individuals can be found in Appendix C, Essential Employee Worksheets.

(7) **Emergency Housing for Essential Employees**

Emergency housing for essential workers is not considered to be generally required for school employees as opposed to healthcare workers and other critical care employees. If deemed necessary, school districts will work closely with the Office of Emergency Management to determine housing options.

**Recovery:**

- Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. We will work toward a smooth transition from the existing learning
greater johnstown school district wide school safety plan

methods to our normal process. we will use all described communication methods and our PIO
to keep the school community aware of the transition process.

- we will work closely with the new york state education department to revise or amend the
  school calendar as deemed appropriate.
- we will 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 de-brief and determine lessons learned. information from the PIO, Business Office,
  human resources, Facility Director, and Curriculum Supervisor will be vital to this effort. the
  district-wide school safety plan and building-level emergency response plans will be
  revised to reflect this.
- curriculum activities that may address the crisis will be developed and implemented.

appendix C

School District Pandemic Influenza Planning Checklist

Flowcharts for COVID-19 Decision Making
**SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST**

Local educational agencies (LEAs) play an integral role in protecting the health and safety of their district’s staff, students and their families. The Department of Health and Human Services (HHS) and the Centers for Disease Control and Prevention (CDC) have developed the following checklist to assist LEAs in developing and/or improving plans to prepare for and respond to an influenza pandemic.

Building a strong relationship with the local health department is critical for developing a meaningful plan. The key planning activities in this checklist build upon existing contingency plans recommended for school districts by the U.S. Department of Education (Practical Information on Crisis Planning: A Guide For Schools and Communities [http://www.ed.gov/admins/lead/safety/emergencyplan/crisisplanning.pdf]). Further information on pandemic influenza can be found at [www.pandemicflu.gov](http://www.pandemicflu.gov).

### 1. Planning and Coordination:

<table>
<thead>
<tr>
<th>Completed</th>
<th>In Progress</th>
<th>Not Started</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

- Identify the authority responsible for declaring a public health emergency at the state and local levels and for officially activating the district’s pandemic influenza response plan.
- Identify for all stakeholders the legal authorities responsible for executing the community operational plan, especially those authorities responsible for case identification, isolation, quarantine, movement restriction, healthcare services, emergency care, and mutual aid.
- As part of the district’s crisis management plan, address pandemic influenza preparedness, involving all relevant stakeholders in the district (e.g., lead emergency response agency, district administrators, local public health representatives, school health and mental health professionals, teachers, food service director, and parent representatives). This committee is accountable for articulating strategic priorities and overseeing the development of the district’s operational pandemic plan.
- Work with local and/or state health departments and other community partners to establish organization structures, such as the Incident Command System, to manage the execution of the district’s pandemic influenza plan. An Incident Command System, or ICS, is a standardized organization structure that establishes a line of authority and common terminology and procedures to be followed in response to an incident. Ensure compatibility between the district’s established ICS and the local/state health department’s and state education department’s ICS.
- Delineate accountability and responsibility as well as resources for key stakeholders engaged in planning and executing specific components of the operational plan. Ensure that the plan includes timelines, deliverables, and performance measures.
- Work with your local and/or state health department and state education agencies to coordinate with the pandemic plans. Ensure that pandemic planning is coordinated with the community’s pandemic plan as well as the state department of education’s plan.
- Test the linkages between the district’s Incident Command System and the local/state health department and state education department’s Incident Command System.
- Contribute to the local health department’s operational plan for surge capacity of healthcare and other services to meet the needs of the community (e.g., schools designated as contingency hospitals, schools feeding vulnerable populations, community utilizing LEA’s healthcare and mental health staff). In an affected community, at least two pandemic disease waves (about 6-8 weeks each) are likely over several months.
- Incorporate into the pandemic influenza plan the requirements of students with special needs (e.g., low-income students who rely on the school food service for daily meals), those in special facilities (e.g., juvenile justice facilities) as well as those who do not speak English as their first language.
- Participate in exercises of the community’s pandemic plan.
- Work with the local health department to address provision of psychosocial support services for the staff, students and their families during and after a pandemic.
1. Planning and Coordination (cont.):

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- Consider developing in concert with the local health department a surveillance system that would alert the local health department to a substantial increase in absenteeism among students.
- Implement an exercise/drill to test your pandemic plan and revise it periodically.
- Share what you have learned from developing your preparedness and response plan with other LEAs as well as private schools within the community to improve community response efforts.

2. Continuity of Student Learning and Core Operations:

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- Develop scenarios describing the potential impact of a pandemic on student learning (e.g., student and staff absences), school closings, and extracurricular activities based on having various levels of illness among students and staff.
- Develop alternative procedures to assure continuity of instruction (e.g., web-based distance instruction, telephone trees, mailed lessons and assignments, instruction via local radio or television stations) in the event of district school closures.
- Develop a continuity of operations plan for essential central office functions including payroll and ongoing communication with students and parents.

3. Infection Control Policies and Procedures:

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- Work with the local health department to implement effective infection prevention policies and procedures that help limit the spread of influenza at schools in the district (e.g., promotion of hand hygiene, cough/sneeze etiquette). Make good hygiene a habit now in order to help protect children from many infectious diseases such as flu.
- Provide sufficient and accessible infection prevention supplies (e.g., soap, alcohol-based/waterless hand hygiene products, tissues and receptacles for their disposal).
- Establish policies and procedures for students and staff sick leave absences unique to a pandemic influenza (e.g., non-punitive, liberal leave).
- Establish sick leave policies for staff and students suspected to be ill or who become ill at school. Staff and students with known or suspected pandemic influenza should not remain at school and should return only after their symptoms resolve and they are physically ready to return to school.
- Establish policies for transporting ill students.
- Assure that the LEA pandemic plan for school-based health facilities conforms to those recommended in health care settings (Refer to www.hhs.gov/pandemicflu/plan).

4. Communications Planning:

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- Assess readiness to meet communication needs in preparation for an influenza pandemic, including regular review, testing, and updating of communication plans.
- Develop a dissemination plan for communication with staff, students, and families, including lead spokespersons and links to other communication networks.
- Ensure language, culture and reading level appropriateness in communications by including community leaders representing different language and/or ethnic groups on the planning committee, asking for their participation both in document planning and the dissemination of public health messages within their communities.
4. Communications Planning (cont.):

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- Develop and test platforms (e.g., hotlines, telephone trees, dedicated websites, and local radio or TV stations) for communicating pandemic status and actions to school district staff, students, and families.
- Develop and maintain up-to-date communications contacts of key public health and education stakeholders and use the network to provide regular updates as the influenza pandemic unfolds.
- Assure the provision of redundant communication systems/channels that allow for the expedited transmission and receipt of information.
- Advise district staff, students and families where to find up-to-date and reliable pandemic information from federal, state and local public health sources.
- Disseminate information about the LEA’s pandemic influenza preparedness and response plan (e.g., continuity of instruction, community containment measures).
- Disseminate information from public health sources covering routine infection control (e.g., hand hygiene, cough/sneeze etiquette), pandemic influenza fundamentals (e.g., signs and symptoms of influenza, modes of transmission) as well as personal and family protection and response strategies (e.g., guidance for the at-home care of ill students and family members).
- Anticipate the potential fear and anxiety of staff, students, and families as a result of rumors and misinformation and plan communications accordingly.
Greater Johnstown School District Wide School Safety Plan

Flowcharts for COVID-19 Decision Making

**NYSDOH COVID-19 In-Person Decision Making Flowchart for Student Attendance**

**Can My Child Go To School Today?**

**In the past 10 days, has your child been tested for the virus that causes COVID-19, also known as SARS-CoV-2?**

- **Yes**: Your child cannot go to school today. They must stay in isolation (at home and away from others) until the test results are back and are negative OR if positive, the local health department has released your child from isolation.
- **No**: Was the test result positive OR are you still waiting for the result?

**In the last 14 days, has your child:**

- **Travelled internationally to a CDC level 2 or 3 COVID-19 related travel health notice country?**
- **Traveled to a state or territory on the NYS Travel Advisory List?**
- **Been designated a contact of a person who tested positive for COVID-19 by a local health department?**

**Does your child currently have or has had in the last 10 days one or more of these new or worsening symptoms?**

- A temperature greater than or equal to 100.4°F (37.8°C)
- Foul odor or have chills
- Cough
- Loss of taste or smell
- Fatigue/feeling of tiredness
- Sore throat
- Shortness of breath or trouble breathing
- Nausea, vomiting, diarrhea
- Muscular pain or body aches
- Headaches
- Nasal congestion/runny nose

**Your child cannot go to school today. They must stay at home until your local health department releases your child from quarantine, at least 14 days. A negative diagnostic COVID-19 test does not change the 14-day quarantine requirement.**

**Your child cannot go to school today. Your child should be assessed by their pediatric healthcare provider (HCP). Call your child's HCP before going to the office or clinic to let them know about your child's COVID-19 symptoms. If your child does not have a HCP, call your local health department.**

**Your child can go to school today. Make sure they wear a face covering or face mask, practice social distancing, and wash their hands!**

**SEEK IMMEDIATE MEDICAL CARE IF YOUR CHILD HAS:**

- Trouble breathing or is breathing very quickly
- Prolonged fever
- Is too sick to drink fluids
- Severe abdominal pain, diarrhea or vomiting
- Change in skin color - becoming pale, patchy and/or blue
- Racing heart or chest pain
- Decreased or no urine output
- Lethargy, irritability, or confusion

**September 2020 | A1**

**My child has COVID-19 symptoms. When can they go back to school?**

**HEALTHCARE PROVIDER (HCP) EVALUATION FOR COVID-19 (can be in-person or by video/telephone as determined by HCP)**

**HCP Recommends COVID-19 Diagnostic Test**

- **Stay out of school and in isolation until test result is back**
  - **Positive Test Result**
    - Your local health department will contact you to follow up.
    - Your child must remain in isolation (at home and away from others) until your local health department has released them from isolation, which is typically:
      - 10 days after symptom onset AND
      - Child is fever-free for at least 72 hours without use of fever reducing medicines.
    - While your child is in isolation, all members of the household must quarantine at home until released by the local health department.
    - Note: A repeat negative COVID-19 test is not required for return to school.
  - **Negative Test Result**
    - If your child's symptoms are improving AND they are fever-free for at least 24 hours without the use of fever reducing medicines, your child may return to school:
      - A note from HCP indicating the test was negative OR
      - Provide a copy of the negative test result.

**HCP Gives Alternate Diagnosis**

**COVID-19 Diagnostic Test Recommended but Not Done and No Alternate Diagnosis**

**Child is Not Evaluated by HCP**

**Your child must remain in isolation at home and is not able to go back to school until your local health department has released them from isolation, which is typically:**

- At least 10 days have passed since date of first symptoms AND
- Child’s symptoms are improving; AND
- Child is fever-free for at least 72 hours without use of fever reducing medicines.
APPENDICES

Appendix 1: Listing of all school buildings covered by the district-wide school safety plan

<table>
<thead>
<tr>
<th>Building</th>
</tr>
</thead>
<tbody>
<tr>
<td>Warren St. Elementary School</td>
</tr>
<tr>
<td>Pleasant Ave. Elementary School</td>
</tr>
<tr>
<td>Glebe St. School</td>
</tr>
<tr>
<td>Knox Building</td>
</tr>
<tr>
<td>Johnstown Junior-Senior High School</td>
</tr>
<tr>
<td>Jansen Ave. School</td>
</tr>
</tbody>
</table>
Appendix 2: Policies and procedures for working with the Media

Information

● Media interaction may be handled by: Superintendent or Designee
● A law enforcement / emergency response agency PIO; or
● Jointly, by both PIO’s listed above

Public Information Officer Information

● Incident Commander and PIO functions may be handled by two different persons.
● The School District PIO may work under, over or in cooperation with law enforcement and emergency response agency PIO’s.
● The PIO should set forth clear media guidelines and communicate these guidelines to the media in writing
● The PIO should use a press release template for both a news conference script and/or a written press release.
● The PIO should receive information and forms from the Incident Commander and other key function personnel on a regular basis throughout the emergency event

Student/Parent/Guardian Information

● Students, Parents and Guardians should be mindful of the situation during an emergency event when approached by the media for an interview. Safety and security issues may be comprised
● Students should not communicate with the media via cell phone or other type of communication when on campus during the following events:

  Lockdown
  Bomb/Biological Events

  Shelter in Place
  Acts of Violence

  Evacuation
Appendix 3: Forms

Parent Notification Letter

Dear Parents:

Should an emergency or disaster situation ever arise in our area while school is in session, we want you to be aware that the schools have made preparations to respond effectively to such situations. Should we have a major disaster during school hours, your student(s) will be cared for at this school. Our School District has a detailed disaster plan, which has been formulated to respond to a major catastrophe.

Your cooperation is necessary in any emergency.

1. **DO NOT TELEPHONE THE SCHOOL.** Telephone lines may be needed for emergency communication.

2. In the event of a serious emergency, students may be kept at school until they are picked up by an identified, responsible adult who has been identified as such on a School District emergency card that is required to be filled out by parents at the beginning of every school year. Please be sure you consider the following criteria when you authorize another person to pick up your child at school:
   - they are 18 years of age
   - they are usually home during the day
   - they could walk to school, if necessary
   - they are known to your child
   - they are both aware and able to assume this responsibility

3. Turn to your local radio station / television stations for emergency announcements. If students are to be kept at school, radio / television stations will be notified. List of stations provided on school website and school calendar.

4. Impress upon your children the need for them to follow the directions of any school personnel in times of an emergency.

Students will be released only to parents and persons identified on the School District Emergency Card, you may be asked to provide proof of identification upon arrival in order for the school to release the student(s). During an extreme emergency, students will be released at designated reunion location(s). Parents should become familiar with the School Emergency Disaster Plan and be patient and understanding with the student release process. Please instruct your student(s) to remain at school until you or a designee arrives.

Please discuss these matters with your immediate family. Planning ahead will help alleviate concern during emergencies.

Sincerely,
Appendix 4: New York Brochure: “Protect Your Child From Violence”

Copies of the Lieutenant Governor’s Brochure “Protect Your Child From Violence, A Resource For Parents” will be distributed to staff, students and parent as deemed appropriate by the Superintendent.
## SED Bomb Threat/Serious Incident Report Form

### Bomb Threat Checklist

<table>
<thead>
<tr>
<th>Exact wording of threat</th>
<th>Questions to ask</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Where is the bomb located?</td>
</tr>
<tr>
<td></td>
<td>When will it go off?</td>
</tr>
<tr>
<td></td>
<td>What does it look like?</td>
</tr>
<tr>
<td></td>
<td>What kind of bomb is it?</td>
</tr>
<tr>
<td></td>
<td>What will make it explode</td>
</tr>
<tr>
<td></td>
<td>Did you place the bomb? Why?</td>
</tr>
<tr>
<td></td>
<td>Where are you calling from?</td>
</tr>
<tr>
<td></td>
<td>What is your name?</td>
</tr>
</tbody>
</table>

### Observations about the call

<table>
<thead>
<tr>
<th>Estimated age:</th>
<th>Voice familiar?</th>
<th>If so, who does it sound like:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Voice computer generated?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Threat read from script?</td>
<td>Yes</td>
<td>No</td>
</tr>
<tr>
<td>Threat played from recording?</td>
<td>Yes</td>
<td>No</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Phone number displayed on caller ID:</th>
<th>Caller's Voice</th>
<th>Background Noises</th>
<th>Threat language</th>
</tr>
</thead>
<tbody>
<tr>
<td>Female</td>
<td>Excited</td>
<td>Airplane</td>
<td>Incoherent</td>
</tr>
<tr>
<td>Male</td>
<td>Laughter</td>
<td>Animal</td>
<td>Irrational</td>
</tr>
<tr>
<td>Accent</td>
<td>Lisp</td>
<td>Factory machinery</td>
<td>Profane</td>
</tr>
<tr>
<td>Angry</td>
<td>Loud</td>
<td>Household</td>
<td>Well-spoken</td>
</tr>
<tr>
<td>Calm</td>
<td>Nasal</td>
<td>Kitchen</td>
<td></td>
</tr>
<tr>
<td>Clearing throat</td>
<td>Normal</td>
<td>Music</td>
<td></td>
</tr>
<tr>
<td>Coughing</td>
<td>Ragged</td>
<td>Office machinery</td>
<td></td>
</tr>
<tr>
<td>Cracking voice</td>
<td>Rapid</td>
<td>PA system</td>
<td></td>
</tr>
<tr>
<td>Crying</td>
<td>Raspy</td>
<td>Quiet</td>
<td></td>
</tr>
<tr>
<td>Deep</td>
<td>Slow</td>
<td>Street</td>
<td></td>
</tr>
<tr>
<td>Deep breathing</td>
<td>Slurred</td>
<td>Train</td>
<td></td>
</tr>
<tr>
<td>Disguised</td>
<td>Soft</td>
<td>Voices</td>
<td></td>
</tr>
<tr>
<td>Distinct</td>
<td>Stutter</td>
<td></td>
<td></td>
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</tbody>
</table>

### Other Information

<table>
<thead>
<tr>
<th>Date of call:</th>
<th>Notes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Time call started:</td>
<td></td>
</tr>
<tr>
<td>Time call ended:</td>
<td></td>
</tr>
<tr>
<td>Name of call taker:</td>
<td></td>
</tr>
<tr>
<td>Number call received at:</td>
<td></td>
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<tr>
<td>Call Reported to:</td>
<td></td>
</tr>
<tr>
<td>Phone number:</td>
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Greater Johnstown School District Wide School Safety Plan

**Bomb Threat Checklist**

*This quick reference checklist is designed to help employees and decision makers of commercial facilities, schools, etc. respond to a bomb threat in an orderly and controlled manner with first responders and other stakeholders.*

*Bomb threats are serious until proven otherwise. Act quickly, but remain calm and obtain information with the checklist.*

### If a bomb threat is received by phone
- Keep the caller on the line for as long as possible.
- Immediately upon termination of call, DO NOT HANG UP, but from a different phone, contact authorities with information and await instructions.
- If possible, write a note to a colleague to call the authorities.
- Listen carefully. Be polite and show interest.
- Try to keep the caller talking to learn more information.
- If your phone has a display, copy the number and/or letters on the window display.
- Complete the Bomb Threat Checklist immediately. Write down as much detail as you can remember. Try to get exact words.
- DO NOT HANG UP, even if the caller does.

### If a bomb threat is received by written note
- Call 911
- Notify building administrator
- Handle note as minimally as possible
- Do not remove threats from walls, mirrors, or other locations

### If a bomb threat is received by e-mail/social media
- Call 911
- Notify building administrator
- Do not delete the message

### Signs of a suspicious package
- Excessive/Foreign/No/Non-cancelled postage
- Incorrect titles
- Misspelled words
- No return address
- Poorly handwritten or cut and paste lettering
- Endorsements such as: “Fragile – Handle with Care,” “Rush – Do not delay,” “To be opened in the privacy of…”
- Protruding wires, foil, string, or tape
- Stains
- Strange odor
- Strange sounds
- Unexpected delivery

**Do not touch suspicious packages**

**Do not use two-way radios or cell phones**