

GREATER JOHNSTOWN SCHOOL DISTRICT



DISTRICT-WIDE SCHOOL SAFETY PLAN

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2025-2026

OUR WORK

The Greater Johnstown School District Administration, Cabinet, Faculty, and Staff, with the support of the Board of Education invests its time, talents and focus on “continuous improvement.” The District’s Comprehensive Instructional Plan, which is meant to be dynamic, is the articulation of the three important documents and their accompanying plans and handbooks that guide our work with students and staff each day. This plan offers an explanation of that work, as well.

Expectations and opportunities for continuous learning using best practices and teaching methodologies are integrated throughout. The Greater Johnstown School District will promote a professional and engaging culture of data-informed instruction to make the best instructional decisions possible to realize our mission and enduring goals.

OUR MISSION

Our mission defines our general aspirations for our students and our behaviors in our approach to serving them. Subsequently, our enduring goals inform our decisions and specific objectives we have put in place in order to reach them. There should be widespread understanding and all stakeholders should be able to articulate the mission – mindful that every decision and instructional action is tied to it.

Mission Statement

The Greater Johnstown School District will provide the essential educational resources that support a fully engaged culture of continuous improvement and diverse, high-quality academic opportunities that equip students with the knowledge, skills and abilities they need to be contributing citizens in a stronger society.

OUR GOALS

Goal #1: STUDENT ACHIEVEMENT.

Improve measurable student achievement K-12 within a connected, supportive, and pervasive data-informed culture, using highly effective instructional systems designed and evaluated to create optimal learning in a safe and caring environment.

Goal #2: SOCIAL-EMOTIONAL LEARNING.

Make effective social and emotional learning a priority and actively support the rigorous pursuit of personal wellness within a culture of mutual respect and active appreciation of diversity in a caring and compassionate learning environment for all students and staff.

Goal #3: HIGHLY PRIZED PERSONNEL.

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Hire, develop, supervise, and evaluate a community of highly effective and mutually collaborative faculty, administration and staff, prioritizing an overall culture of positive morale that encourages happiness and performance excellence in service to students.

Goal #4: RESOURCE PROVISION.

Develop, procure, maintain and ever-improve resources (*facilities, equipment, technology, materials and supplies*), coupled with decision-making that is intentional to the importance of relevance and sustainability.

Goal #5: FISCAL HEALTH of the DISTRICT.

Prepare a fiscally sound and responsible budget, inextricably tied to long-range planning, that strives to balance the equitable, ongoing, and changing needs of students with what the District can/must ask its citizens to sustain. The District will make every effort to seek out or create alternative funding sources.

Goal #6: COMMUNITY RELATIONSHIPS.

Prioritize full, equitable, and equal community relationships to address adaptive challenges faced by the District, and build external and internal transparency and communication with diverse stakeholders with full consideration for the knowledge, experience, and expectations and values they hold.

OUR VISION

The District will be the regional model school district of educational excellence for all students.

Greater Johnstown School District Wide School Safety Plan

PROJECT SAVE

(Safe Schools Against Violence in Education)

GREATER JOHNSTOWN SCHOOL

DISTRICT – WIDE

SCHOOL SAFETY PLAN

Commissioner's Regulation 155.17

Revised: May 21, 2025, Public Hearing: June 12, 2025; Adopted: August 14, 2025

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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 District provides training and conducts various drills throughout the school year with staff and students in order to practice and prepare in the event of an emergency. These drills are conducted in a trauma-informed, age and developmentally appropriate manner in order to avoid any undue stress or trauma on our staff and students.

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, 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 July 19, 2021 and adopted by the Board of Education on August 19, 2021.

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, transportation, and medical personnel and other school personnel.

<i>Representing</i>	<i>Name</i>
School Board	Joyel Richardson
Student Representative	TBD

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Instructional staff	Meredith Fagan, Rachel Harrington, Karlene Peck, Michael Franko
Support Staff	Kaye Houtz
Administration	Alicia Koster, Robert Kraemer, Matthew Lewis
Transportation/Representing Bus Personnel	Julia Barrington, Richard Miles
Community Member/Parent	Scott Hale
School Safety and Medical Personnel	David Wood, Rick Depasquale, Kerri Hauser, Megan Boles
Pupil Personnel Services/SEAL Team Member	Nicole Lent

C. Concept of Operations

The District-wide School Safety Plan shall be directly linked to the Building-level Emergency Response Plan. Protocols reflected in the District-wide School Safety Plan will guide the development and implementation of the Building-level Emergency Response Plan.

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 May 22, 2025.

Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan is 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, and will be re-adopted at the August 14, 2025 meeting, after the Public Hearing and public comment period has been satisfied.

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

This plan will be reviewed periodically during the year and will be maintained by the District-wide School Safety Team. The required annual review occurred on May 22, 2025, and updates to the plan we posted to the District's website as of that date.

Building-level Emergency Response Plans will be updated and supplied to local police, the Sheriff's department, and the State Police by September 30th of each academic year.

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 trauma-informed 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, building and district level leaders meet to discuss the drill and make changes if necessary
- Tests of the emergency notification system are conducted each year on a Superintendent's Conference Day to ensure that staff in all areas of the building can hear the notifications.
- Staff and Students will be made aware of upcoming drills at least 24 hours in advance of the scheduled drill via building announcement. Families will be notified in advance of a scheduled drill via ParentSquare, and followed up with a second ParentSquare communication after the drill is complete.
- Annually, families will receive written communication regarding information regarding our emergency management plan and protocols, drills, communication pathways, and family preparation for emergency situations.

Greater Johnstown School District Wide School Safety Plan

Implementation of School Security

Chief Emergency Operator

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

Safety Response

School staff are 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 enacted in New York State.

Security Devices

- Surveillance cameras are placed on buses and at various locations on campus. The district has added additional surveillance devices for additional coverage.
- Photo ID cards are issued to staff and badges are issued to visitors.
- A sign-in and sign-out log is used to track entrants to the building who are not students or staff. The District utilizes the Raptor Visitor System to screen all visitors during the official school day.
- 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.
- Door access controls have been updated, along with an automated lockdown system and installation of panic buttons.

Vital Educational Agency Information

Additional Education locations within the district boundaries are listed below:

<i>Educational Organization</i>	<i>Location</i>
Adirondack Daycare & Learning	2448 State Highway 29. Johnstown, NY
Conner's Friends Daycare	12 Breckenridge Drive, Johnstown, NY
Country Kids Daycare	20 Bloomingdale Avenue, Johnstown, NY
Fulmont Community Action Agency, Inc.	305 Jansen Avenue, Johnstown, NY
Fulton County YMCA Playmates	213 Harrison Street, Johnstown, NY
Fulton County YMCA	213 Harrison Street, Johnstown, NY
HFM BOCES PTECH	502 Glebe Street, Johnstown, NY

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Ladybug Daycare	10 Hoffman Street, Johnstown, NY
Misty Houser Family Day Care	111 Whitmore Avenue, Johnstown, NY
Sharon Hillier Family Day Care	19 Nicholas Street, Johnstown, NY

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:

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

Hazard Assessment (external hazards are county wide)

Type	Predictability	Approx. Frequency	Warning Time	Seriousness	Possible Responses
Intruder	1	5	1	3,5	3
Bomb Threat	1	5	1	5	3,4
Hazmat	1	5	1	4	4,7
High Winds	3	2	2	5	1,3
Bus Accident	1	5	1	3	7
Winter Storm	5	1	4	5	6

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

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Warning Time:	1) none; 2) minutes; 3) hours; 4) days; 5) exact 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

- 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.

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Response Protocols

We have incorporated the homeland security guidelines into our plans. It establishes definitions of lockdown, lockout, 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 for 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.

District Resources Available for Use in an Emergency

Building Resources	Schools have kitchen and serving areas
Transportation Resources	School buses, school vans, and maintenance vehicles

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Personnel Resources	Staff with CPR/FA training, bus drivers
Other Resources	Local Emergency Management Coordinator

Agencies authorized to Request Use of Resources:

Agency
County Emergency Management Office
Fulton County Sheriff's Office
NYS Police
City of Johnstown F.D. / P.D.

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 classrooms or other designated areas until buses are spotted
 - d) Personnel will assume regular duties for bus dismissal.
 - e) The Transportation Director will remain at their station until all buses have completed their runs and returned. The Transportation Office will notify the main office of each school building 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)

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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 workforce 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.

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.

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- (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.
- (6) Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers 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.

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- 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 handwashing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It is a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <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 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.

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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 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).

Essential Employee Determination				
Title	Description	Justification	Work Shift	Protocol
Superintendent of Schools	Lead Administrator for the District	Fully responsible to the Board of Education and the safety of all students and staff	24 hours per day; 7 days per week	Documented through regular means of Personnel Attendance and Leave Tracking
Super. Asst.	Lead Administrative Team	Essential to Operations of the District	Standard Work Day; Flexible	Documented through regular means of Personnel Attendance and Leave Tracking
Assistant Superintendent	Lead Administrative Team	Essential to Operations of the District	Standard Work Day; Flexible	Documented through regular means of Personnel Attendance and Leave Tracking
Asst. Super. Asst.	Lead Administrative Team	Essential to Operations of the District	Standard Work Day; Flexible	Documented through regular means of Personnel Attendance and Leave Tracking
Director of Facilities	Lead Administrative Team	Essential to Operations of the District	Standard Work Day; Flexible	Documented through regular means of Personnel Attendance and Leave Tracking
Director of Student Engagement & Athletics	Lead Administrative Team	Essential to Operations of the District	Standard Work Day; Flexible	Documented through regular means of Personnel Attendance and Leave Tracking
Director of Transportation	Lead Administrative Team	Essential to Operations of the District	Standard Work Day; Flexible	Documented through regular means of Personnel Attendance and Leave Tracking
Director of Food Service	Lead Administrative Team	Essential to Operations of the District	Standard Work Day; Flexible	Capital Region BOCES Contract

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JHS Principal	Lead Administrative Team	Essential to Operations of the District	Standard Work Day; Flexible	As Per Collective Bargaining Contract
JHS Nurse	Lead Administrative Team	Essential to Operations of the District	Standard Work Day as per Contract	As Per Collective Bargaining Contract
JHS Clerical	Lead Administrative Team	Essential to Operations of the District	Standard Work Day as per Contract	As Per Collective Bargaining Contract
JHS School Counselors	Lead Administrative Team	Essential to Operations of the District	Standard Work Day as per Contract	As Per Collective Bargaining Contract
JHS Assistant Principal	Lead Administrative Team	Essential to Operations of the District	Standard Work Day; Flexible	As Per Collective Bargaining Contract
JHS Psychologist	Lead Administrative Team	Essential to Operations of the District	Standard Work Day as per Contract	As Per Collective Bargaining Contract
KMS Principal	Lead Administrative Team	Essential to Operations of the District	Standard Work Day; Flexible	As Per Collective Bargaining Contract
KMS Dean of Students	Lead Administrative Team	Essential to Operations of the District	Standard Work Day; as per Contract	As Per Collective Bargaining Contract
KMS Nurse	Lead Administrative Team	Essential to Operations of the District	Standard Work Day as per Contract	As Per Collective Bargaining Contract
KMS Clerical	Lead Administrative Team	Essential to Operations of the District	Standard Work Day as per Contract	As Per Collective Bargaining Contract
KMS School Counselors	Lead Administrative Team	Essential to Operations of the District	Standard Work Day as per Contract	As Per Collective Bargaining Contract
KMS Psychologist	Lead Administrative Team	Essential to Operations of the District	Standard Work Day as per Contract	As Per Collective Bargaining Contract
WSES Principal	Lead Administrative Team	Essential to Operations of the District	Standard Work Day; Flexible	As Per Collective Bargaining Contract
WSES Nurse	Lead Administrative Team	Essential to Operations of the District	Standard Work Day as per Contract	As Per Collective Bargaining Contract
WSES Clerical	Lead Administrative Team	Essential to Operations of the District	Standard Work Day as per Contract	As Per Collective Bargaining Contract

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WSES School Counselors	Lead Administrative Team	Essential to Operations of the District	Standard Work Day as per Contract	As Per Collective Bargaining Contract
WSES Psychologist	Lead Administrative Team	Essential to Operations of the District	Standard Work Day as per Contract	As Per Collective Bargaining Contract
PAES Principal	Lead Administrative Team	Essential to Operations of the District	Standard Work Day; Flexible	As Per Collective Bargaining Contract
PAES Nurses	Lead Administrative Team	Essential to Operations of the District	Standard Work Day as per Contract	As Per Collective Bargaining Contract
PAES Clerical	Lead Administrative Team	Essential to Operations of the District	Standard Work Day as per Contract	As Per Collective Bargaining Contract
PAES School Counselors	Lead Administrative Team	Essential to Operations of the District	Standard Work Day as per Contract	As Per Collective Bargaining Contract
PAES Psychologist	Lead Administrative Team	Essential to Operations of the District	Standard Work Day as per Contract	As Per Collective Bargaining Contract
GJSD Social Workers	Lead Administrative Team	Essential to Operations of the District	Standard Work Day as per Contract	As Per Collective Bargaining Contract
Director of Technology	Lead Administrative Team	Essential to Operations of the District	Standard Work Day; Flexible	Documented through regular means of Personnel Attendance and Leave Tracking
Technology & Curriculum Assistant	Lead Administrative Team	Essential to Operations of the District	Standard Work Day; Flexible	Documented through regular means of Personnel Attendance and Leave Tracking
Director of Curriculum & Instruction	Lead Administrative Team	Essential to Operations of the District	Standard Work Day; Flexible	Documented through regular means of Personnel Attendance and Leave Tracking
Public Relations Specialist	Lead Administrative Team	Essential to Operations of the District	Standard Work Day; Flexible	Capital Region BOCES Contract
Director of Pupil Personnel Services	Lead Administrative Team	Essential to Operations of the District	Standard Work Day; Flexible	As Per Collective Bargaining Contract
School Business Manager	Lead Administrative Team	Essential to Operations of the District	Standard Work Day as per Contract	As Per Independent Employee Agreement

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Business and HR Office Clerical	Administrative Support	Essential to Operations of the District	Standard Work Day as per Contract	As Per GJSD Agreement
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(2) Protocols Allowing Non-Essential Employees to Telecommute or Videoconference

Ensure Digital Equity for Employees

- o **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
- o **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
- o **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:

- o 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;
- o 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
- o Provide multiple ways for students to participate in learning and demonstrate understanding 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:

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

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- 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 understanding 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 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.
- Alternate workdays 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 to address any public health emergency.

Protection (Preparedness):

We have collaborated with our partners to ensure 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

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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.

<i>School/Program</i>	<i>COVID-19 Safety Coordinator/Administrator</i>	<i>Contact #</i>
District	Assistant Superintendent	518-762-4611 School
Johnstown HS	JHS Principal	518-762-4661 School
Knox MS	KMS Principal	518-762-3711 School
Warren Street ES	WSES Principal	518-762-3715 School
Pleasant Avenue ES	PAES Principal	518-762-8610 School

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include websites, 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), Trisha Miller, 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 to ensure the proper function of all communication systems. This coordination will also help ensure that as many redundant communication systems as 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

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disinfection only. Desktops will be misted with the disinfectant provided and left to dry. *At no time will products not approved by the school district be utilized.*

- o 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 workday 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:
 - o Hard copy, self-directed lessons
 - o Use of mobile media storage devices for lessons (CDs, Jump Drives, iPads)
 - o On-line instruction; on-line resources; on-line textbooks
 - o 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 made 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.

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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.

Disposable Face Covering Supplies					
Group	Quantity per 100 per Group	12 Week Supply 100% Attendance	12 Week Supply 50% Attendance	12 Week Supply 25% Attendance	Assumptions
Students	100 Masks per Week	1200	600	300	1 Disposable Mask per week per Student (supplements parent provided)
Teachers/Staff	500	6000	3000	1500	5 Disposable Masks per week per Teacher
Nurse/Health Staff	1000	12,000	6000	3000	10 Disposable Masks per week per School Nurse

PPE for High Intensity Contact with Students			
<i>Item</i>	1 Week Supply for 1 Staff	12 Week Supply	Assumptions
<i>Disposable Nitrile Gloves</i>	10	120	10 per week per Staff
<i>Disposable Gowns</i>	10	120	10 per week per Staff
Eye Protection	2	n/a	2 Re-usable per Staff
Face Shields	2	n/a	2 Re-usable per Staff
Waste Disposal Medium	1	n/a	1 Unit per Staff Total
N-95 Respirators*	10	120	10 per week per Staff

**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 to determine if the employees can wear an N-95 respirator without impacting health.*

** Pandemic plan and supply inventory will be in accordance with NYSED and NYSDOH.*

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Response:

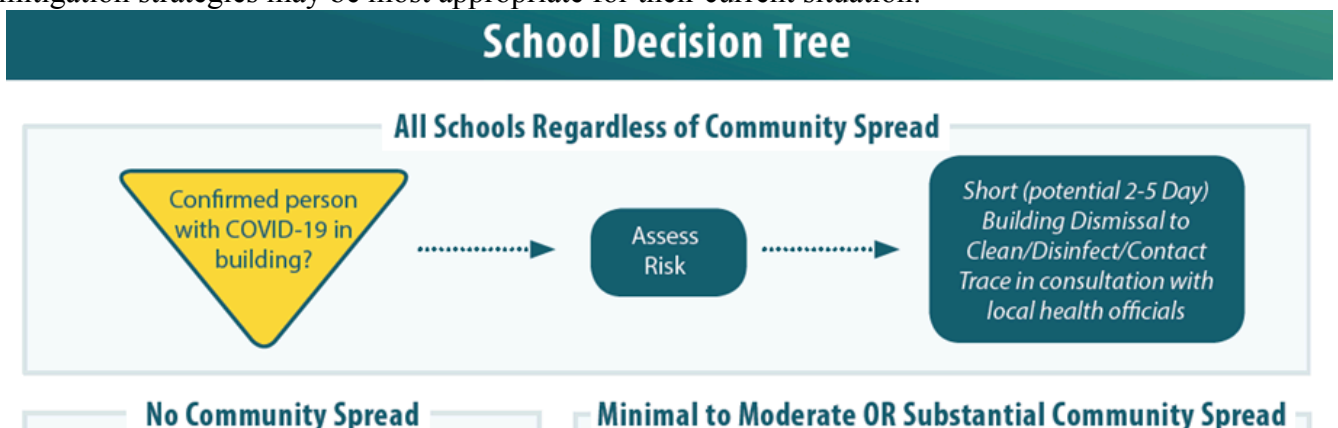
The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the Fulton County Department of Health and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been 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 services provided and adjust, as necessary.
- The Facility Director will meet with staff and monitor their ability to maintain essential functions. 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 will work closely with the Business Official or designee to implement different phases of the Plan, as necessary.
- The Assistant Superintendent will meet with staff to review essential functions and responsibilities of back-up personnel. The Assistant Superintendent and/or School Business Manager 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 NYS 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 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 [Guidance for Schools](#) for further guidance on exposure and determining 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 their symptoms are generally improving.
- 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 24 hours since the individual has had a fever (without using fever reducing medicine); and
- The individual's symptoms are improving, 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 ↗**.

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.

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- 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 School 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

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text to anyone you have 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:

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

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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.

- o Cleaning and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health will be adhered to.
- o 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.
- o 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.
- o 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.
- o Regular cleaning and disinfection of restrooms will be performed.
- o 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.
- o 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.
- o 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:

- o Bus seats and handrails.
- o Buttons on vending machines and elevators.
- o Changing tables.
- o Classroom desks and chairs.
- o Door handles and push plates.
- o Handles on equipment (e.g., athletic equipment).
- o Handrails, ballet barres.
- o Dance studio floors.
- o Kitchen and bathroom faucets.
- o Light switches.
- o Lunchroom tables and chairs.
- o Positive Academic Support Solution (PASS) Rooms.
- o Related Services Spaces.
- o Shared computer or piano keyboards and mice.
- o Shared desktops.
- o Shared telephones.

Hand Sanitizing:

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- o Hand sanitizer dispensers will be located and installed in approved locations.
- o Hand sanitizer bottles will be distributed to staff as approved by the Central Administration.
- o 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:

- o Trash will be removed daily.
- o Garbage cans or process for collecting trash during lunch periods in classrooms will be increased where necessary.
- o 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 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 debrief 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 -School District Pandemic Influenza Planning Checklist

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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.

1. Planning and Coordination:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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 services director, and parent representatives). This committee is accountable for articulating strategic priorities and overseeing the development of the district's operational pandemic plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with local and/or state health departments and other community partners to establish organizational structures, such as the Incident Command System, to manage the execution of the district's pandemic flu 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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Delineate accountability and responsibility as well as resources for key stakeholders engaged in planning and executing specific components of the operational plan. Assure that the plan includes timelines, deliverables, and performance measures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with your local and/or state health department and state education agencies to coordinate with their pandemic plans. Assure that pandemic planning is coordinated with the community's pandemic plan as well as the state department of education's plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Test the linkages between the district's Incident Command System and the local/state health department's and state education department's Incident Command System.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Participate in exercises of the community's pandemic plan.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.

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1. Planning and Coordination (cont.):

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Implement an exercise/drill to test your pandemic plan and revise it periodically.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide sufficient and accessible infection prevention supplies (e.g., soap, alcohol-based/waterless hand hygiene products, tissues and receptacles for their disposal).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies and procedures for students and staff sick leave absences unique to a pandemic influenza (e.g., non-punitive, liberal leave).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies for transporting ill students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure that the LEA pandemic plan for school-based health facilities conforms to those recommended for health care settings (Refer to www.hhs.gov/pandemicflu/plan).

4. Communications Planning:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assess readiness to meet communication needs in preparation for an influenza pandemic, including regular review, testing, and updating of communication plans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a dissemination plan for communication with staff, students, and families, including lead spokespersons and links to other communication networks.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.

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4. Communications Planning (cont.):

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure the provision of redundant communication systems/channels that allow for the expedited transmission and receipt of information.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Advise district staff, students and families where to find up-to-date and reliable pandemic information from federal, state and local public health sources.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disseminate information about the LEA's pandemic influenza preparedness and response plan (e.g., continuity of instruction, community containment measures).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	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 will utilize decision-making flowcharts and other guidance documents as released by the New York State Department of Health, found here: [Guidance for Schools](#)

APPENDICES

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

<i>Building</i>
Warren St. Elementary School
Pleasant Ave. Elementary School
Glebe St. School
Knox Middle School
Johnstown High School

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

Shelter in Place

Evacuation

Bomb/Biological Events

Acts of Violence

Secure Lockout

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 from 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.

Taking Action

What can you do?

The following list offers some actions you may take to help your child.

- ▼ Listen carefully to your child. Talk with him or her about feelings as they relate to school, social events, other kids in class or the walk or ride to and from school so you will know about problems they may be having.
- ▼ If your child complains about bullying, take it seriously. Children are often afraid or ashamed to tell anyone that they have been picked on. Listen carefully to their complaints. Talking about a complaint that seems small may uncover bigger concerns.
- ▼ Watch your child's interactions with other children.
- ▼ Talk openly with your child's teachers about your concerns; attend parent/teacher conferences.
- ▼ Walk with other parents and schools to make sure that the children in your neighborhood are supervised closely on the way to and from school. If they walk, make sure they take a safe route.
- ▼ Encourage your child to participate in supervised after-school activities.
- ▼ Volunteer in your child's school.
- ▼ Ask your school to teach children ways to solve problems peacefully. Request tips on how to help your child use these skills at home. Praise your child's efforts.
- ▼ Tell your child's teacher or other school official immediately if you think that your child is being bullied. Ask the school to plan with you to keep your child safe.
- ▼ Find out how you will be told by the school if violent behaviors threaten your child's safety.
- ▼ Teach your child how to call 911 if there is an emergency.

What community resources may be available to you?

Here is a list of resources to help parents when a child shows signs of being a victim of violence or becoming violent. Your doctor, school, social worker or religious leader can help you find the one that is right for you and your child.

- ▼ School staff - child's teacher, guidance counselor, social worker, psychologist, principal or assistant principal
- ▼ Other parents or guardians
- ▼ Family doctor
- ▼ Local mental health center
- ▼ Local social service agency
- ▼ Community organizations that offer services to children and their families
- ▼ Clergy and other religious leaders
- ▼ Police, if you feel someone involved is in immediate danger

Media Violence

The media can be a powerful influence in our lives and the lives of our children. The media provides wonderful advantages for children by playing an important role in prevention and education. We can and should take advantage of these resources. However, media violence in print (i.e., newspapers, magazines), on television, in movies, on the Internet, in music and music videos, and in video games - can also lead children to behave violently. As a family, you can limit the impact that violence in the media has on your child.

- ▼ Limit how much TV your child watches alone. Keep TV sets out of your child's bedrooms. Watch TV together as a family when you can. Talk about the programs you watch together.
- ▼ Plan ahead what programs your child will watch. Make sure the content fits your child's age.
- ▼ Take advantage of the rating systems that provide guidance about the content of recorded music, music videos, TV programs, or movies.
- ▼ Watch TV news with your child and talk about what it/he thinks about the news stories. Your child's age, personality and personal experiences should guide how much and what news (i.e., violence). Tell your child that you are there to keep him or her safe.
- ▼ Consider using monitoring tools for TV (like the v-chip, a new device that allows you to block TV programs that you might consider inappropriate) and the Internet (software can be bought to monitor Internet usage).
- ▼ Choose reading material and television programs that give positive messages and that help your children live peacefully.

Media Violence (continued)

- ▼ Seize all the moments for learning that the media presents to you. Talk with your child about what is seen on TV, in print, in the movies, on the Internet or in video games. This can happen through family talks about current events, presentation of characters, advertising, etc.
- ▼ Make rules about use of the Internet by going on-line together to choose sites that are suitable and fun for your child.
- ▼ Consider keeping the computer in a family room rather than in a child's bedroom.
- ▼ Help your child avoid music that may have violent lyrics or that encourages your child to drink or use drugs. Talk with your child about why you think it/he should not listen to music with lyrics that suggest violence.
- ▼ Pay attention to the music that your child buys and listens to and the music videos that it/he watches.
- ▼ Encourage your child to think about other points of view to those (i.e., the words or lyrics). This will increase your child's ability to see all sides of an issue.

Protect Your Child From Violence

A Resource For Parents

State of New York
Governor E. Pataki
Marian G. Comerio

Talking With Your Child

Dear Parents:

As we stand at the gates of the 21st century, we see new hopes and opportunities for our most precious resources - our children. It is our job to help children make their dreams become reality. We must make sure that when our children leave home each day for school they will be safe and ready to learn. The recent national shootings have caused many parents to worry about their children's safety. Despite these tragedies, I want to reassure you that our schools are safe. Nonetheless, Governor Pataki and I share your concerns about school violence, and we are taking many actions to make our schools even safer in New York State.

As part of our efforts to reduce violence, I am pleased to present you with this pamphlet, *Protect Your Child From Violence: A Resource for Parents*. When you read this pamphlet, you will find many helpful tips on steps you can take to protect your child from violence. This pamphlet includes suggestions about talking openly with your child about school violence, as well as strategies for dealing with violence on television, music, the Internet, and video games. It also provides warning signs of violence and methods to prevent or respond to violence.

As you read the warning signs, you may see a few of the signs in your child's behavior. Please do not be alarmed. From our childhood, we all know that children at times can be mean to other children. Depending on the situation, this can be a normal part of growing up and may not mean your child will become violent or a victim of violence. Nonetheless, if you are concerned about the safety of your son or daughter, I encourage you to talk openly with your child about your concerns. We have provided you with a list of community resources that identifies resources you can turn to if you need help.

Governor Pataki and I are committed to making New York's schools safer for children and teachers. Schools and communities must remain committed to working together to help us reach this goal. We encourage you to join other parents and work with your schools to make them as safe as possible.

Sincerely,
Marian G. Comerio
Marian G. Comerio
Lieutenant Governor

Talking About School Violence

How can you tell if your child might be a victim?

Parents should not be alarmed if a child shows a few of the signs listed below. Nonetheless, if you think that your child may be a victim of violence, encourage him or her to talk openly with you. Plan ways to keep your child safe. Listen to your child's ideas about what would help.

- ▼ Thinks that it/he is "too good" or "dumb"
- ▼ Very shy and sensitive, will not speak up for self
- ▼ Wonders a lot
- ▼ Does not fit in with other children
- ▼ Falls apart when teased or believes things never go his or her way
- ▼ Has no friends
- ▼ Does not want to go to school - may take illnesses or make other excuses
- ▼ Comes home with torn clothes
- ▼ Often needs extra money or supplies for school (due to bullying)

Keep in mind that children who act violently have often been victims of violence.

Warning Signs

Warning Signs for PRE-SCHOOL Children

- ▼ Has many temper tantrums in a single day or several lasting more than 15 minutes and often can not be calmed by parents, family members, or other caregivers
- ▼ Has many angry outbursts, often for no reason
- ▼ Is not affectionate with family or adult friends (for example, will not hug)
- ▼ Refuses to follow directions and listen to adults; can not pay attention
- ▼ Draws violent pictures
- ▼ Often watches violence on television or videos, and plays violent video games
- ▼ Likes violent play
- ▼ Is mean to other children and/or animals

Warning Signs for SCHOOL-AGE Youth

- ▼ Spends lots of time alone
- ▼ Sudden changes in child's group of friends
- ▼ Feels friends don't like him or her
- ▼ Feels picked on frequently
- ▼ Stops doing well in school
- ▼ Violent writings and drawings
- ▼ Uncontrolled anger
- ▼ Bullies other children by hitting, shoving, threatening, taking, money or personal property, name-calling and/or spreading rumors
- ▼ History of violent and angry behaviors
- ▼ Frequent discipline problems
- ▼ Acts inobedient toward others
- ▼ Uses drugs and alcohol
- ▼ Belongs to a gang
- ▼ Spends a lot of time thinking about weapons; can easily find and use weapons without adult supervision
- ▼ Often fights with brothers, sisters and other kids
- ▼ Comes home with torn clothes
- ▼ Dresses properly
- ▼ Often watches violence on television or videos; plays violent video games
- ▼ Chooses violent play
- ▼ Is mean to other children and/or animals
- ▼ Sudden changes in behavior
- ▼ Wears clothes with violent messages

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Appendix 5: Bomb Threat Incident Form and Checklist

CP-4 (12/16)

New York State Police

Bomb Threat Checklist	Place under your phone or save to your computer desktop
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Exact wording of threat	Questions to ask
	Where is the bomb located?
	When will it go off?
	What does it look like?
	What kind of bomb is it?
	What will make it explode
	Did you place the bomb? Why?
	Where are you calling from?
What is your name?	

Observations about the call	
Estimated age:	Voice familiar? If so, who does it sound like:
Voice computer generated? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Threat read from script? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Threat played from recording? Yes <input type="checkbox"/> No <input type="checkbox"/>	
Phone number displayed on caller ID:	

Caller's Voice		Background Noises		Threat language	
Female <input type="checkbox"/>	Excited <input type="checkbox"/>	Airplane <input type="checkbox"/>	Incoherent <input type="checkbox"/>		
Male <input type="checkbox"/>	Laughter <input type="checkbox"/>	Animal <input type="checkbox"/>	Irrational <input type="checkbox"/>		
Accent <input type="checkbox"/>	Lisp <input type="checkbox"/>	Factory machinery <input type="checkbox"/>	Profane <input type="checkbox"/>		
Angry <input type="checkbox"/>	Loud <input type="checkbox"/>	Household <input type="checkbox"/>	Well-spoken <input type="checkbox"/>		
Calm <input type="checkbox"/>	Nasal <input type="checkbox"/>	Kitchen <input type="checkbox"/>			
Clearing throat <input type="checkbox"/>	Normal <input type="checkbox"/>	Music <input type="checkbox"/>			
Coughing <input type="checkbox"/>	Ragged <input type="checkbox"/>	Office machinery <input type="checkbox"/>			
Cracking voice <input type="checkbox"/>	Rapid <input type="checkbox"/>	PA system <input type="checkbox"/>			
Crying <input type="checkbox"/>	Raspy <input type="checkbox"/>	Quiet <input type="checkbox"/>			
Deep <input type="checkbox"/>	Slow <input type="checkbox"/>	Street <input type="checkbox"/>			
Deep breathing <input type="checkbox"/>	Slurred <input type="checkbox"/>	Train <input type="checkbox"/>			
Disguised <input type="checkbox"/>	Soft <input type="checkbox"/>	Voices <input type="checkbox"/>			
Distinct <input type="checkbox"/>	Stutter <input type="checkbox"/>				

Other Information	
Date of call:	Notes:
Time call started:	
Time call ended:	
Name of call taker :	
Number call received at:	
Call Reported to:	
Phone number:	

Greater Johnstown School District Wide School Safety Plan

CP-4 (12/16)

New York State Police

Bomb Threat Checklist	Place under your phone or save to your computer desktop
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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

- | | |
|---|--|
| <ul style="list-style-type: none"> • 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 ____." | <ul style="list-style-type: none"> • 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

Appendix 6: Emergency Remote Instruction Plan

Experiences during COVID-related school closures emphasized the importance of planning for emergency conditions that might require district- or school-wide remote learning. A recent amendment to Commissioner's Regulation §155.17 requires districts add emergency remote instruction provisions to their annual District-wide School Safety Plan (DWSSP).

Beginning with the 2023-2024 school year, all public school districts and boards of cooperative educational services (BOCES) must develop a plan that addresses six different regulatory components related to how they will provide remote instruction under emergency conditions.

These Emergency Remote Instruction Plans (ERI Plans) will serve to ensure that there is a common understanding about remote instruction amongst district or BOCES staff, teachers, families, and students.

ERI Plans must include the methods by which districts and BOCES will ensure the availability of devices and internet access, provision of special education and related services for students with disabilities, and the expectations for time spent in different remote modalities, should an emergency require the district or BOCES to transition to remote instruction.

ERI Plans must be informed by the district's Student Digital Resources data collection, which is to be completed annually in the Student Information Repository System (SIRS). For more information in the Students Digital Resources data collection, please reference the related memos from June 2021, September 2021, and January 2022 or see the SIRS manual on the [NYSED website](#).

Emergency Remote Instruction Plan

The following items are the minimum components required by regulation.

	Required Component	Suggested Considerations
1	<p>Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction. §155.17(c)(1)(xxi)(a)</p> <p><i>Our long-range technology plan ensures that all students in Grades 5-12 are equipped with a Chromebook as a one-to-one device that are brought home on a daily basis for the school year. All students in Grades PK-4 are assigned a Chromebook for the school year; however, these devices remain in classrooms for classroom use. Students will be able to take the devices home in the event of a closure requiring remote learning.</i></p> <p><i>Based on the Digital Equity Survey, families in need of internet access are provided with a wireless hotspot to use for purposes of synchronous learning. The District also assists families with accessing affordable internet connectivity programs in our region.</i></p> <p><i>In the event a need to distribute computing devices to students exists, the District will create pick-up points for any student in need of a computing device for remote instruction. The District will use our communication pathways (i.e. ParentSquare, social media, website) to disseminate instructions to families.</i></p> <p><i>The GJSD Technology Department is charged with ensuring support to our families on the use of devices, connectivity, and servicing/replacement of devices. Specific locations at school buildings with office hours will be designated should a device issue arise that must be addressed in person (the District will adhere to all Public Health protocols).</i></p>	<p>How will the district ensure that all students have access to a computing device?</p> <p>How will the district disseminate computing devices to students?</p> <p>How will the district communicate with families about the dissemination of computing devices?</p> <p>How will devices be serviced and/or replaced?</p> <p>If not using computing devices, how will students participate in synchronous instruction?</p> <p>Is your plan consistent with the information provided by families in the Student Digital Resources data collection?</p>
2	<p>Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity. §155.17(c)(1)(xxi)(a)</p>	<p>How will the district determine the need for access to internet in students' places of residence?</p>

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	<p><i>Based on the Digital Equity Survey, families in need of internet access are provided with a wireless hotspot to use for purposes of synchronous learning. The District also assists families with accessing affordable internet connectivity programs in our region.</i></p> <p><i>Further, the District will use our communication pathways (i.e. ParentSquare, social media, website) to solicit the needs of our families as they relate to connectivity.</i></p> <p><i>The Pupil Personnel Services (PPS) team will coordinate with Social Services and other community organizations to ensure that our families have the resources they need for remote learning.</i></p>	<p>How will the district ensure that all students have access to internet?</p> <p>How will the district work with community organizations and local public spaces to ensure students have access to Wi-Fi access points?</p> <p>Is your plan consistent with the information provided by families in the Student Digital Resources data collection?</p>
3	<p>Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction. §155.17(c)(1)(xxi)(b)</p> <p><i>The District will follow the guidance as set for the by the New York State Education Department should remote instruction become necessary. Further, the District will ensure that the total number of instructional hours are met for elementary and secondary schools, and in collaboration with our teachers' collective bargaining union.</i></p> <p><i>All instructional staff are provided with a laptop and Chromebook that can be used at home and/or school. Other devices are provided as necessary (i.e. document cameras and monitors). In the event of remote instruction, staff will be instructed to take their devices home, and to inform the Technology Department if other devices and/or internet connectivity is required at home in order to deliver synchronous learning.</i></p> <p><i>The following lists the minimum expectations for synchronous learning:</i></p> <p><i><u>Students in Grades PK-4:</u> A minimum of two hours per day will be spent on synchronous instruction. The District</i></p>	<p>How will the district ensure that school staff has the necessary tools, including device and Wi-Fi, to deliver emergency remote instruction from their places of residence?</p> <p>What portion of the school day will be spent on synchronous instruction?</p> <p>What portion of the school day will be spent on asynchronous instruction?</p> <p>How will instruction be personalized to support students individualized needs, including supporting ELL/ML students?</p> <p>What training is provided to teachers in order to help adapt their instruction to the district expectations?</p>

<p><i>will follow the homebound instruction requirements set forth by NYSED and ensure a minimum of 10 hours per week are synchronous learning.</i></p> <p><i><u>Students in Grades 5-12:</u> Students will follow a schedule that mimics their current period based schedules using the buildings 2-hour delay schedule. The District will follow the homebound instruction requirements set forth by NYSED and ensure a minimum of 15 hours per week are synchronous learning.</i></p> <p><i>The following lists the minimum expectations for asynchronous learning:</i></p> <p><i><u>Students in Grades PK-4:</u></i></p> <ul style="list-style-type: none"> <i>· 90 minutes of asynchronous instruction per week to be completed on our math learning platform iReady.</i> <i>· 20 minutes per day of literacy activities to be completed asynchronously (via Google Classroom or learning packets).</i> <i>· Additional 30 minutes per week for both Science and Social Studies (via Google Classroom or learning packets).</i> <i>· Teachers will provide optional office hours for 1 hour per day for any student who may require support with their asynchronous instruction.</i> <p><i><u>Students in Grades 5-12:</u></i></p> <ul style="list-style-type: none"> <i>· Students will be assigned 20-30 minutes of asynchronous learning by course using Google classroom.</i> <p><i>Instruction will be personalized to support students' individualized needs, including, supporting ELL/MLL students by:</i></p> <ul style="list-style-type: none"> <i>· ELL/ML Students will have the same services listed above; and in addition, our ENL provider will provide the same level of services needed through:</i> <ul style="list-style-type: none"> <i>o Individual Google Meets</i> <i>o Small Group Google Meets</i> <i>o Phone calls</i> <i>o Home visits (if allowable by Public Health)</i> 	
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	<p><i>Teachers are provided with ongoing training on our student learning management system through our embedded technology integration coaches. Further, staff are able to participate in continuous technology training offered by our technology department, local BOCES, Teachers Centers, etc.</i></p> <p><i>Staff are surveyed at the beginning of each year to determine areas of needed professional learning to ensure they are comfortable with using technology devices and applications for instruction.</i></p>	
4	<p>A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate. §155.17(c)(1)(xxi)(c)</p> <p><i>The District will work with building principals, Pupil Personnel Services and School Based Intervention Teams to determine which students for whom remote instruction by digital technology is not available or appropriate.</i></p> <p><i>Following then current Public Health guidelines, the District will provide opportunities for in-person instruction (i.e. bring small classes into the building and offer synchronous instruction).</i></p> <p><i>Moreover, the District will prioritize providing instruction in other ways to those students who are in self-contained classrooms or require additional services that would be limited by service through digital means.</i></p> <p><i>Based on the Digital Equity Survey, families in need of internet access are provided with a wireless hotspot to use for purposes of synchronous learning. The District also assists families with accessing affordable internet connectivity programs in our region.</i></p> <p><i>Further, the District will use our communication pathways (i.e. ParentSquare, social media, website) to solicit the needs of our families as they relate to connectivity.</i></p>	<p>How will the district determine which students for whom remote instruction via digital technology is not appropriate?</p> <p>How will the district provide synchronous instruction for those students for whom remote instruction by digital technology is not appropriate?</p> <p>How will the district provide synchronous instruction for those students who do not have adequate internet access?</p>
5	<p>A description of how special education and related services will be provided to students with disabilities and</p>	<p>How will the district ensure that special education and</p>

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	<p>preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education. §155.17(c)(1)(xxi)(d)</p> <p><i>Students with Disabilities in Grades PK-12, will be provided with the same synchronous and asynchronous learning as regular education students as outlined in Number 3 above. Additionally, special education students in PK-12 will be provided with:</i></p> <ul style="list-style-type: none"> · <i>Office hours offered with general education, special education teachers and related service providers.</i> · <i>Special education providers will provide Resource Room and AIS as appropriate, and as indicated on Individualized Education Plans.</i> · <i>Related Service Providers will offer remote therapy sessions.</i> · <i>Packets will be provided for students to work on if unable to complete assignments remotely using technology.</i> · <i>Providers will offer support to families to assist their children- phone calls, consults, virtual meetings, etc.</i> <p><i>The Director of Pupil Personnel Services will meet virtually weekly with all Special Education teachers, service providers, and support staff to review progress of each student with an Individualized Education Plan to ensure consistency and quality of the services provided.</i></p>	<p>related services will be provided remotely?</p> <p>How has the district coordinated with special education teachers, support staff, and service providers in the district to ensure that each student with an IEP is receiving the same quality of services that would occur in an in-person environment?</p>
6	<p>For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter. §155.17(c)(1)(xxi)(e)</p> <p><i>The District will follow the guidance as set for the by the New York State Education Department should remote instruction become necessary. Further, the District will ensure that the total number of instructional hours per school year are met for elementary and secondary</i></p>	<p>This provision allows for districts to determine the number of hours per day that the district plans to provide instruction during emergency remote learning.</p> <p>How many hours of instruction will the district plan to claim for each day of an emergency closure?</p>

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	<p><i>schools, and in collaboration with our teachers' collective bargaining union. This may include adjustments to the school calendar in terms of length of the school year and number of in-person instructional days, once remote instruction requirements end.</i></p> <p><i>Please see Number 3 above for specifics on the number of hours per day the District will provide synchronous and asynchronous learning to students.</i></p>	
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Appendix 7: Sudden Cardiac Arrest Plan

The District is committed to developing, implementing, and maintaining a coordinated, venue-specific Cardiac Emergency Response Plan (CERP) to address incidents involving any individual experiencing sudden cardiac arrest (SCA) or a similar life-threatening emergency on school property or at a school-sponsored event, in compliance with Education Law §2801-a (Desha's Law).

Personnel and Training

- ***Designated Responders:*** *The District shall maintain a list of voluntary AED Response Team members (staff trained in CPR/AED use) for each building and at all school-sponsored athletic events.*
- ***Annual Training:*** *Annual safety training for all staff and students will include a component on recognizing the signs of SCA and the appropriate response measures.*

Warning signs or signs of a Sudden Cardiac Arrest (SCA) or similar life-threatening emergency:

- *Racing heart, palpitations, or irregular heartbeat*
- *Dizziness, lightheadedness, or extreme fatigue with exercise*
- *Chest pain or discomfort with exercise*
- *Excessive shortness of breath during exercise*
- *Excessive unexpected fatigue during or after exercise*
- *History of recurrent fainting or unusual seizures*
- *Sudden collapse or "passed out"*
- *Not Responsive*
- *Abnormal breathing*
- *No pulse*

Communication and Activation

- ***Emergency Code:*** *A specific code word or phrase (e.g., "Code Blue") shall be used over the Public Address (PA) system or internal communication system to immediately alert the AED Response Team and school nurse to an SCA incident and its location (e.g., "gymnasium, gymnasium, gymnasium").*
- ***911 Activation:*** *The first responder (staff member who recognizes the SCA) is immediately responsible for calling 911 (or directing a specific individual to do so) and clearly stating the location and the nature of the emergency.*
- ***EMS Integration:*** *The CERP is aligned with local Emergency Medical Services (EMS) protocols, and the district will coordinate annual reviews with the local EMS provider to ensure seamless integration. EMS will assume lead upon arrival in the event of an emergency.*

AED Accessibility and Deployment (Venue-Specific)

- ***Accessibility:*** All Automated External Defibrillators (AEDs) are clearly marked, unlocked, and mounted in easily accessible locations within all school buildings, as mapped in the Building-Level Emergency Response Plans. Maps are added to the Building-Level safety folders in each classroom.
- ***Athletic Venues:*** At all school athletic venues and school-sponsored events/practices, an AED shall be present, clearly marked, easily accessible (unlocked), and immediately available to ensure it can be placed on the victim within **three (3) minutes** of collapse. This includes procedures for assigning a **travel AED** for off-site competitions.
- ***Response Protocol:*** The response protocol shall ensure actions occur simultaneously:
 1. ***Ensure Scene Safety:*** Survey the area to protect the victim, yourself, and anyone else nearby (e.g., remove victim from water or unstable surface to a stable level surface, cease athletic play, move bystanders from area etc.)
 2. ***Call 911***
 3. ***AED Retrieval:*** Dispatch a designated individual to retrieve the nearest AED and deliver it to the victim's location.
 4. ***CPR by CPR/AED certified school personnel:*** Check for breathing- if none or person gasping, begin CPR immediately.
 5. ***Defibrillation by CPR/AED certified school personnel:*** Use an AED to restore the heart to its normal rhythm.
 6. ***EMS assumes lead upon arrival:*** If a student is the person needing care, school administration or designee should accompany the student to the hospital until the parent/guardian arrives.
 7. ***School administration or designee notifies:*** parent/guardian or staff member's emergency contact in accordance with district policy.
 8. ***Document:*** In accordance with district policy, document the event including observations, all steps taken and by whom, who was notified, and information reported to EMS.
 9. ***Hold post event debriefing***

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Resources

[AHA Cardiac Emergency Response Plan and Protocol](#)

[AED Fact Sheet - American Heart Association CPR & First Aid](#)

[AED Steps - Steps to Use an AED - Red Cross](#)

[American Heart Association Out of Hospital Chain of Survival](#)

[About Cardiac Arrest - Heart Disease - CDC](#)

[Eric Paredes Save a Life Foundation](#)

[Heart Safe School](#)

[NYSDOH Issues a Healthy Advisory on Proper Use of Automated External Defibrillators in Pediatric Emergency Care](#)

[NYSDOH Sudden Cardiac Arrest \(SCA\) in Youth](#)

[Parent Heart Watch Cardiac Emergency Response Plan](#)

[Project Adam Saves Lives](#)

[Sudden Cardiac Arrest - Heart Screen NY](#)

[What is SCA? - Dominic A. Murray 21 Memorial Foundation](#)

[SCA Training](#)