



***New York State
Project S.A.V.E.
District-wide School Safety Plan
For
Bolton Central School District
2023 - 2024***

Introduction

The Bolton Central School District Wide School Safety Plan addresses preparedness through prevention, mitigation, protection, response, and recovery with respect to a variety of emergencies in each school district and its schools.

In January 2021, NYSED began offering virtual training to support school officials and staff in the planning principles and planning process recommended in the federal "School Guide", *Guide for Developing High-Quality School Emergency Operations Plans (FEMA 6.2013)*, along with the existing New York State's Project SAVE legislation for the District-Wide School Safety Plan and Building-Level Emergency Response Plans. Additional federal guidance is provided in the "District Guide", *The Role of Districts in Developing High Quality School Emergency Operations Plans*, a Companion to the School Guide ([REMS 9.2019](#)), and the Readiness and Emergency Management for Schools (REMS) Technical Assistance (TA) Center [website](#), including the [REMS TA Center Virtual Toolkit \(ed.gov\)](#). NYSED encourages schools to integrate the federal and REMS guidance into their district-wide and building-level school safety plans.

To ensure that our school district's emergency planning efforts are aligned with the emergency planning practices at the national, state, and local levels, REMS guidance including vocabulary, processes, and approaches are integrated into our plan. Revising and adapting our plan using REMS principles and process will help ensure alignment with the terminology and approaches used across the nation.

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 responses 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 (S.A.V.E.) law. Project S.A.V.E. 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 Warren-Washington-Saratoga-Hamilton-Essex BOCES, in coordination with the Bolton Central School District, supports the S.A.V.E. Legislation, and intends to facilitate the planning process. The Superintendent of Bolton Central School encourages and advocates on-going district-wide cooperation and support of Project S.A.V.E..

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Section I: General Considerations and Planning Guidelines

A. Purpose

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

B. Identification of School Teams

The Bolton Central School District has created a District-wide School Safety Team consisting of, but not limited to, representatives of the School Board, students, teachers, administrators, parent organizations, school safety personnel and other school personnel. The members of the team area as follows:

- School Superintendent
- School Principal
- Business Manager
- School Nurse/Teacher
- School Maintenance Mechanic
- Board Of Education President
- School Resource Officer, Warren County Sheriff's Office
- District Safety Specialist

C. Concept of Operations

- The District-wide School Safety Plan shall be directly linked to the individual Building-level Emergency Response Plan for Bolton Central School. The protocols reflected in the District-wide School Safety Plan will be used to guide the development and implementation of the individual Building-level Emergency Response Plan.
- The development of the district-wide safety plan was a collaborative effort involving members of the district-wide safety team, law enforcement officials, and county

emergency service coordinators. The plan was further developed utilizing the guidelines provided by the New York State Education Department.

- The Board of Education has appointed Michael Graney as the Chief Emergency Officer. The Chief Emergency Officer or designee, is responsible for coordinating communication between staff and law enforcement and first responders and for ensuring the staff's understanding of the district-level safety plan. The chief emergency officer or designee shall also be responsible for ensuring completion and yearly update of building-level emergency response plans.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team. The Bolton Central School District is a single building housing grades PK-12. All information pertaining to an emergency or violent incident will be directed to either the Principal/Designee or the Superintendent located in the Main Office Suite.
- Upon the activation of the School Emergency Response Team, the Superintendent of Schools, or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
- County and State resources through existing established protocols may supplement emergency response efforts.

D. Plan Review and Public Comment

- This plan shall be reviewed and maintained by the District-wide School Safety Team and reviewed on an annual basis on or before July 1 of each year. A copy of the plan will be available at the School Superintendent's Office.
- Full copies of the District-wide School Safety Plan and any amendments were submitted to the New York State Education Department within 30 days of their adoption. The original plan was submitted to NYSED on **June 25, 2001**.
- Pursuant to Commissioner's Regulation 155.17(e)(3), this plan was made available for public comment on **April 26, 2001** for a 30-day period prior to adoption. The district-wide and building-level plan was adopted by the School Board after the public hearing that provided for the participation of school personnel, parents, students and any other interested parties. The S.A.V.E. legislation requires that the plan be formally adopted by the Board of Education. Initially the plan was fully adopted by the Board of Education on **June 18, 2001**.
- While linked to the District-wide School Safety Plan, the Building-level Emergency Response Plans shall be confidential and shall not be subject to disclosure under

Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.

Plan Approval Dates & Board of Education Appointments

30 Day Public Comment Period	Public Hearing	Board of Education Approval	District Wide Safety Team Appointment

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Section II: General Emergency Prevention, Mitigation, Protection, Response and Recovery Planning

The District emergency preparedness includes prevention, mitigation, protection, response and recovery planning to decrease the likelihood of an emergency and to reduce losses or damage should one occur. Preparedness includes ensuring policies and protocols are in place as well as the readiness and knowledge to respond. This involves clarifying team member roles, having the incident command system (ICS) in place, continuous training on ICS and the plan procedures, and conducting exercises and drills.

The REMS Emergency Operations Plan (EOP), as followed by the school district, is anchored in three main pillars that include:

1. **Integrated, Collaborative Approach;** The plan is developed with the notion that everyone has expertise to share and that planning should be a collaborative effort aligned at all levels for a common purpose — to create a safe learning environment for children.

2. **Five (5) Preparedness Missions** (Prevent, Mitigate, Protect, Respond and Recover); The plan is developed with the notion that specific, complementary activities along a continuum foster a safe learning environment for children. This approach to preparedness represents an evolution in our collective understanding of national preparedness and is based on the lessons learned from terrorist attacks, hurricanes, school incidents, and other experiences.
 - I. **Prevention** means the capabilities necessary to avoid, deter, or stop an imminent crime or threatened or actual mass casualty incident.
 - II. **Mitigation** means the capabilities necessary to eliminate or reduce the loss of life and property damage by lessening the impact of an event or emergency. Mitigation involves the identification of risks and vulnerabilities, an assessment of resources and facilities, identification of stakeholders including knowledgeable and collaborative emergency responders and mental health resources, and the communication process.

- III. **Protection** means the capabilities to secure schools against acts of violence and manmade or natural disasters.
- IV. **Response** means the capabilities necessary to stabilize an emergency once it has already happened or is certain to happen in an unpreventable way.
- V. **Recovery** means the capabilities necessary to assist schools affected by an event or emergency in restoring the learning environment.

These mission areas generally align with the three-time frames associated with an incident: **before, during, and after**. When planning, the paradigm before, during and after are used to consider actions we can take to help build capacity in each of the five mission areas. For example, we need to be ready to respond and recover throughout all five mission areas.

3. **Planning Principles**; The following six principles are key to developing a comprehensive high-quality school Emergency Operations plan (EOP) such as the school district's DWSSP and BLERPs that addresses a range of threats and hazards.
 - I. Planning must be **supported by leadership**. This principle translates into district-level prioritization of resources; allocation of time, budget, staff, etc.; and integration into district vision, policies, and practice.
 - II. Next, effective planning is built around comprehensive, ongoing **assessment** of the school community. Data gathered through assessments are used to **customize plans** to the building level, taking into consideration the school's unique circumstances and resources.
 - III. A comprehensive school emergency planning process must take into account a wide range of possible threats and hazards that may impact the school, addressing safety needs **before, during, and after** an incident. The assessments, community data, and local trends will help to identify the threats and hazards in a specific school setting.
 - IV. A key consideration is how specific threats and hazards might differ in severity depending on the population impacted. What are the **access and functional needs** of the whole school community? Are there students, staff, family, contractors, and other visitors who:
 - Have mobility issues (temporary or permanent) (e.g., sports injury, pregnancy, aging, wheelchair);
 - Are in the process of learning English and require additional linguistic support;

- Have a disability that impairs the way they receive and process information (e.g., autism, blind/deaf);
 - Are from a different racial/ethnic, cultural or religious background that requires considerations on particular safety practices, or
 - Require medical assistance (e.g., diabetic).
- V. School EOPs must account for incidents that may occur **during and outside the school day** as well as on and off campus. *This is even more significant now that schools have hybrid learning environments that may include outdoor classes, lunch, and other school activities.* Examples include:
- Outside activities (e.g., recess, physical education);
 - Before and after school (e.g., the school bus, gathering times and places immediately before and after school);
 - Outside of the school day (e.g., after school programs, athletic programs, clubs, school dances, weekend sporting events); and
 - Field trips during the school day and extended trips.
- VI. Creating and revising a model school EOP is done by following a **collaborative process**. If a planning team also uses templates, it must first evaluate their usefulness to ensure that the tools do not undermine the collaborative initiative and collectively shared plan. *Do not get stuck on what has been; focus on what needs to be.*

Research shows that creating positive school climates can help districts, schools, and teachers meet key goals, including: boosting student achievement and closing achievement gaps; increasing high school graduation rates; decreasing teacher turnover and increasing teacher satisfaction; and turning around low-performing schools. Positive school climates also enhance safety in the school and community by increasing communication between students, families, and faculty. At the same time, schools reduce various forms of harm to students that can stem from negative school climates, including violence, bullying, and even suicide. Positive school climates are inclusive of and responsive to students of all backgrounds, regardless of race, color, national origin, language, disability, religion, sex, sexual orientation, or gender identity

A positive school climate that provides students with ready access to emotional and behavioral support can affect the capacity of students and staff to prevent, respond to, and recover from emergencies. For example:

Prevention and Mitigation: A positive school climate can help to prevent emergencies because it can reduce the incidence of behaviors that can contribute to crisis (e.g., violence, bullying, harassment, substance abuse). Further, schools with positive school climates engage students in developing strong relationships with staff and peers,

increasing the likelihood that students will quickly report potential threats to trusted adults within the school.

Protection and Response: Schools with positive school climates teach students the social and emotional competencies that enable them to develop persistence, tolerance of frustration, and ability to manage their emotions during an emergency. The teachers, counselors, school resources officers, and other staff who create positive school climates train regularly on child and adolescent development, and on how to respond appropriately to a variety of student behaviors so they are able to de-escalate aggressive behavior before it becomes a threat to school safety.

Recovery: A positive school climate can help in the recovery from an emergency because it represents a commitment, even prior to an emergency, to providing emotional and mental health services and support to all members of the community. Schools with such a climate create an environment that recognizes the importance of social and emotional health, and so support the recovery of all members of the school community and promote an understanding that individual needs will vary in a post-emergency situation.

This focus helps schools promote a positive school climate when implemented as part of a single, comprehensive, and integrated strategy for improving student health and safety.

Section III: Proactive Program Initiatives

The Bolton Central School District has offered and participated in programs and activities for improving communications among students and between students and staff for reporting potentially violent incidents, such as:

- School Wellness programs
- Non-violent conflict resolution training programs
- Youth and Government programs
- Student Leadership Conference
- School Counselors
- Anonymous reporting mechanisms for school violence
- School Safety and Wellness Team
- Anti-Discrimination, Harassment, Sexual Harassment and Hazing Training for Staff and Students
- National Incident Management System (NIMS) and Incident Command System (ICS) Training for Staff
- Participation in the Warren County Sheriff's Department School Resource Officer Program since September 2018.

Note: See Addendum #1 for supporting documentation***Training, Drills, and Exercises***

The Bolton Central School District has developed procedures for annual multi-hazard school safety training for staff and students, including the strategies for implementing training related to multi-hazards. The district has established the following procedure(s) for annual multi-hazard school safety training for staff and students:

- Review of Project S.A.V.E. and building emergency response procedures with staff on Staff Development Days annually in September (Initial Staff Development Program)
- The District will submit certification to NYSED that all district and school staff have undergone annual training on the emergency response plan, and that the school safety training includes components on violence prevention and mental health. New employees hired after the start of the school year will receive training within 30 days of hire. The District will certify that all school staff receive this training by September 15th of each school year, or within 30 days of hire, whichever is sooner.
- Teachers review emergency response procedures with students on the first day of classes in September
- Dignity for All Students Act Training for all school district staff
- Violence Prevention and Intervention Training for all staff
- Sexual Harassment Training for all staff
- Annual Early Dismissal/Go-Home Evacuation Drill
- Participate in the National Weather Service Annual Hazardous Weather Drill
- Building Lockdown and Security Drills (4 drills annually)
- Fire Alarm Activation and Evacuation Drills (8 drills annually)
- School Bus Safety and Evacuation Drills (3 drills annually)
- Annual Tabletop Exercise for the Emergency Response Team

The district will conduct drills and other training exercises to test components of the emergency response plan, including the use of tabletop exercises in coordination with the following agencies and individuals:

- Bolton Volunteer Fire Department
- Bolton Rescue Squad
- Bolton Police Department
- Warren County Sheriff's Department
- New York State Police
- Warren County Office of Fire Prevention and Control
- Warren County Office of Civil Defense and Natural Disaster

A debriefing is conducted directly following each test or drill to evaluate the exercise and determine if changes to the emergency response plan are necessary. The debriefings are attended by school personnel and representatives of emergency response agencies.

Note: See Addendum #2 for supporting documentation.

The Bolton Central School District does employ a School Resource Officer from Warren County Sheriff's Department.

Note: See Addendum #3 for supporting documentation.

Implementation of School Security

The Bolton Central School District has procedures related to school building security, including the use of the following:

- Warren County Sheriff's Department full time School Resource Officer
- The school has participated in security audits. The audits have been conducted by a risk management specialist, State Police and Sheriff Deputy, and Local Fire Department Officials
- Building access control
- Security Identification Badges for all school personnel
- All visitors and substitute teachers are required to sign-in and receive a badge
- The school has motion detectors in the main corridors.
- Random security checks
- Fingerprinting and background checks for all new employees
- Random drug and alcohol testing of all bus drivers
- Interior and Exterior Digital Video Surveillance System

Note: See Addendum #4 for supporting documentation.

Vital Educational Agency Information

The Bolton Central School is a one building PK-12 facility. There is a three-bay transportation facility and maintenance facility on school property. There are 195 students enrolled in the school, with a staff of 67. There is no educational agency residing within the boundaries of the district. The district has collaborative agreements with neighboring school districts to provide sheltering and transportation needs if necessary.

B. Early Detection of Potentially Violent Behaviors

The Bolton Central School District has implemented policies and procedures for dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to: the identification of family, community, and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the district, board members, students and other persons deemed appropriate to receive such information. The

district participates in programs such as: Olweus Bully Prevention Program, Olweus Class Meetings, Peer Mentoring, Too Good For Violence Program, Too Good For Drugs Program, Alert Now, Share It, Information Cards with online and community resource telephone numbers available to all parents, Gaggle Student Safety and School Safety , Go Guardian, child abuse and prevention workshops, bully recognition and prevention programs, and other programs designed to provide staff with information in identifying potentially violent behaviors and other risk factors. The district additionally employs a staff psychologist, school counselors, full-time school nurse/teacher and a part-time risk management coordinator who are instrumental in assisting the district with identifying early warning signs in students, early intervention/prevention strategies, and the development of violence prevention instruction and counsel for staff.

Note: See Addendum #5 for supporting documentation.

C. Hazard Identification

The identification of sites of potential emergencies is located in Section M (Maps & Diagrams) of the Building-level Emergency Response Plan. The location of potential hazards, such as: custodial, science and transportation chemical storage, propane and heating fuel storage, potential fire hazards, electrical hazards, playground equipment, etc. are documented on a building and facility diagram. Potential off-site hazards were identified with assistance from the Warren County Hazard Assessment. The diagram was developed from hazard assessment surveys that were conducted by school personnel, fire safety inspectors, law enforcement agencies and risk management specialist. The District provided Emergency Response Agencies with copies of these documents for their use when responding to school emergencies.

Note: See Addendum #6 for supporting documentation.

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Section IV: Response

A. Notification and Activation of Internal and External Communications

- The district policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident are located in Section D (Emergency Communications) in the Building-level Emergency Response Plan. Section E (Incident Command System) of the plan identifies individuals who are authorized to initiate contact with local law enforcement agencies. School personnel are empowered to call **911** in the event that they discover an emergency situation. The Chief School Administrator will then be immediately notified of the nature of the incident. All communications from that point on will flow through the Incident Command Center.

- The Bolton Central School is a single building housing grades PreK-12 with a total school population of 262 (195 Students and 67 Staff). In the event of an emergency staff, students and visitors will be contacted in one or more of the following manners:
 - Telephone and Cellular Telephone
 - Intercom System
 - Runner with verbal or written message
 - Hand-held portable radios

- Section L (School Cancellation and Early Dismissal Procedures) and Section O (Community Notification Procedures) of the Building-level Emergency Response Plan provide procedures for contacting parents, guardians, or persons in parental relation to the students in the event of a violent incident or an early dismissal. This includes using local media in some instances or implementing a phone tree utilizing information provided on emergency contact cards. Students’ parents or legal guardians provide the information on the cards.

Note: See Addendum #7 for supporting documentation.

B. Situational Responses

- The district has developed multi-hazard response plans. These guidelines are present in Section F (Multi-Hazard Emergency Response Actions) in the Building-level Emergency Response Plan. The emergencies addressed in the plan include, but are not limited to:

Threats of Violence	Explosion
Hostage/Kidnapping	Bomb Threat
Natural/Weather Related	Hazardous Materials
Civil Disturbance	Mass Casualty
School Bus Accident	Biological
Gas Leak	Radiological
Intruder	Epidemic

Others as determined by the Building-level School Safety Team

The guidelines provide basic instructions for responding to any given incidents, such as:

- Notifying school administrators of the incident
- Contacting emergency response agencies
- Assembling the emergency response team and implementing the National Incident Management System (NIMS) and Incident Command System (ICS)
- Moving occupants from an area of danger to an area of safety
- Community/parent notification

- Sheltering or student release procedures
- Aftermath and recovery

Note: See Addendum #8 for supporting documentation.

Responding to Acts of Violence: Implied or Direct Threats

The Crisis Response Plan and Multi-Hazard Emergency Response Action Guidelines in each Building-Level Emergency Response Plan provides guidance on the district's policies and procedures for responding to implied or direct threats of violence by students (including to themselves), teachers, other school personnel and visitors to the school. The following types of procedure(s) are addressed in the plan, and could be used by the district:

- Contacting parents, guardians, or persons in a parental relation to a student in the event of an implied or direct threat of violence by a student against themselves, including threat of suicide.
 - The use of staff trained in de-escalation or other strategies to diffuse the situation.
 - Informing the Building Principal of implied or direct threats of violence.
 - Determining the level of threat with the Superintendent/Designee.
 - Contact the appropriate law enforcement agency.
 - Monitoring the situation, adjusting the district's response as appropriate and including the possible implementation of the Emergency Response Team.

Note: See Addendum #9 for supporting documentation.

Acts of Violence

Section F (Multi-Hazard Emergency Response Actions) in the Building-level Emergency Response Plan provides guidance on the district's policies and procedures for responding to direct acts of violence by students, teachers, other school personnel and visitors to the school. The following types of procedure(s) are addressed in the plan, and could be used by the district:

- Determine the level of threat with the Superintendent/Designee.
- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- Inform the Building Principal/Superintendent.
- If necessary, initiate lockdown procedure, and contact the appropriate law enforcement agency.
- Monitor the situation; adjust the level of response as appropriate; if necessary, initiate early dismissal, sheltering, or evacuation procedures.

Note: See Addendum #9 for supporting documentation.

Response Protocols

Section E (Incident Command System), Section F (Multi-Hazard Emergency Response Actions), Section H (Bomb Threats), and Section J (Emergency Security and Intruder Procedures) in the Building-level Emergency Response Plan provide guidance on the district's policies and procedures for responding to bomb threats, hostage takings, intrusions and kidnapping. The following protocols are provided as examples:

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

Note: See Addendum #10 for supporting documentation.

Arrangements for Obtaining Emergency Assistance from Local Government

Section D (Emergency Communications) in the Building-level Emergency Response Plan provides guidance for obtaining assistance during emergencies from emergency services organizations and local government agencies. The following are examples of district emergency communication options:

- Superintendent/Designee in an emergency contacts the county dispatch center for fire or EMS response by calling 911.
- Superintendent/Designee contacts the highest-ranking local government official (Town Supervisor) for notification and/or assistance by calling (518) 644-2461.
- Superintendent/Designee contacts the American Red Cross (518) 792-6545 as the district has had a sheltering agreement since 1990 (revised 2006).

The Warren County Emergency Response protocol is based upon mutual aid. The coordination of appropriate emergency response personnel is provided by the County Dispatch Center.

Note: See Addendum #11 for supporting documentation.

Procedures for Obtaining Advice and Assistance from Local Government Officials

The district will utilize procedures outlined in Section D (Emergency Communications) and Section E (Incident Command System) in the Building-level Emergency Response Plan for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law. The types of procedures for obtaining advice and assistance from local governments during countywide emergencies include the following:

- Superintendent/Designee in an emergency will contact the Warren County Civil Defense and Natural Disaster Coordinator and/or the highest-ranking local government official (Town Supervisor) for obtaining advice and assistance.
- The district has identified the following agencies as potential resources for responding to an emergency: Adirondack Chapter of the American Red Cross, Warren County Office of Emergency Services, New York State Police, Warren County Sheriff's Department, Bolton Volunteer Fire Department, Bolton Rescue Squad, and Utica National Insurance Group. The activation of a majority of the resources can be accomplished by calling 911.
- In preparing the District-wide and Building-level Safety Plans the following agencies were provided a copy of plans to review and were provided the opportunity to comment on possible revisions:
 - ☐ Warren County Sheriff's Department (Sheriff James LaFarr)
 - ☐ Warren County Office of Emergency Services (Ann Marie Mason)
 - ☐ New York State Police Troop G Headquarters (Steven Rothwein)
 - ☐ Town of Bolton Police (Chief Phil Lindsey)

Note: See Addendum #11 for supporting documentation.

District Resources Available for Use in an Emergency

- Section N (District & Building Resources and Supply Inventory) in the Building-level Emergency Response Plan identifies the district resources, which may be available during an emergency, which could include the identification of resources, such as available facilities, blankets, cots, food supply, communications equipment, fire extinguishers, first aid supplies, flashlights, bull horn, district vehicles and buses.

Note: See Addendum #12 for supporting documentation.

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

- Section E (Incident Command System) and Sections Q (Emergency Medical Resource School Personnel) in the Building-level Emergency Response Plan provides a description of the district's procedures to coordinate the use of resources and manpower during emergencies. These sections include the identification of the officials authorized to make decisions and the staff members assigned to provide assistance during emergencies.

Note: See Addendum #13 for supporting documentation.

Protective Action Options

- Section G (Emergency Evacuation Procedures), Section K (Emergency Sheltering Procedures), Section L (School Cancellation and Early Dismissal Procedures) in the Building-level Emergency Response Plan describe the following actions in response to an emergency where appropriate: school cancellation prior to the start of school, early dismissal, evacuation before, during and after school hours, and on and off-site sheltering procedures.

Note: See Addendum #14 for supporting documentation.

Section V: Recovery

A. District Support for Buildings

- Section C (Crisis Response Plan) and Section E (National Incident Management System and Incident Command System) in the Building-level Emergency Response Plan provide resources for supporting the Emergency Response Team and Post-Incident Response Team at Bolton Central School. The district's National Incident Management System Plan and Incident Command System Plan identify alternates to relieve team members, and interfaces with the Crisis Response Plan to provide team members the opportunity to debrief and rehab in a controlled environment. Additionally, members of the Post-Incident Response Team will be provided with sufficient manpower to allow the rotation of personnel, and the opportunity to debrief and rehab in a controlled environment.

Note: See Addendum #15 for supporting documentation.

Disaster Mental Health Services

- The Administrative branch of the Post-Incident Response Team will work through the School Psychologist and School Counselors to coordinate disaster mental health resources through the Warren County Mental Health Department, community resources, neighboring school districts, and other disaster mental health resources to fully support members of the crisis response team. The District Crisis Response Plan includes a directory of personnel from neighboring school districts who have agreed to provide direct assistance following a violent incident or natural/man-made disaster.
- A debriefing of the Post-Incident Response Team is an essential part of the recovery phase following an emergency incident. The debriefing will be used in part to evaluate the district's plan for possible revisions.

Note: See Addendum #16

Emergency Remote Instruction Plan

The Bolton Central School has developed an Emergency Remote Instruction Plan to address the instruction of students if extraordinary circumstances prevent students and staff from physically attending school. The Emergency Remote Instruction Plan was developed with the intention of meeting the requirements of the New York State Education Commissioner's Regulations to include this plan in the Bolton Central School District Wide Safety Plan. Additionally, the plan adheres to guidance set forth in the following Board of Education Policies:

- Policy Number 6570 Remote Working
- Policy Number 7150 Remote Learning

The Emergency Remote Instruction Plan can be found in its entirety under Addendum #16.

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Appendices

Appendix 1: The listing of all school buildings covered by the District-wide School Safety Plan with addresses of building, and contact names and telephone numbers for building staff is located in Section D (Emergency Communications) in the Building-level Emergency Response Plan.

Appendix 2: The identification of where copies of all Building-level Emergency Response Plans issued to local and state law enforcement agencies is located in Section D (Emergency Communications) in the Building-level Emergency Response Plan.

Appendix 3: All copies of letters of understanding or agreements relevant to implementation of the District-wide School Safety Plan, and Building-level Emergency Response Plan are located in Section U (Documentation) of the Building-level Emergency Response Plan.

Revised: July 1, 2016 per NYS Education Law Section 2801-a and Section 807