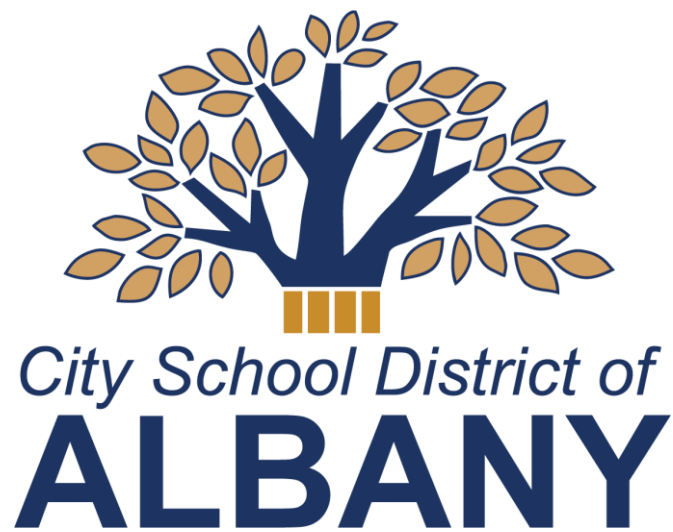# City School District of Albany

DISTRICT-WIDE SCHOOL SAFETY PLAN

2021-2022 School Year

September 2021

City School District of Albany
District-Wide School Safety Plan Table of Contents

City School District of Albany
City School District of Albany
DISTRICT WIDE SCHOOL SAFETY PLAN
PROJECT SAVE (Safe Schools Against Violence in Education) Commissioner's
Regulation 155.17

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 City School District of Albany (CSDA) 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 City School District of Albany 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 City School District of Albany's District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the City School District of Albany Board of Education, the Superintendent of the City School District of Albany 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 Chief Emergency Officer

The **City School District of Albany** designates the Administrator in Charge of the Office of Safety and Preparedness as the district's **Chief Emergency Officer** whose duties shall include, but not be limited to:

a. Coordination of the communication between school staff, law enforcement, and other first responders;

b. Lead the efforts of the District-Wide School Safety Team in the completion and yearly update by September 15th, of the District-Wide School Safety Plan and the coordination of the District-Wide School Safety Plan with the building-level emergency response plans;

c. Ensure staff understanding of the District–Wide School Safety Plan;

d. Ensure the completion and yearly update by September 15th, of building-level emergency response plans for each school building;

e. Assist in the selection of security related technology and development of policies for the use of such technology;

f. Coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan yearly by September 15th; and

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

C. Identification of District

The City School District of Albany has created a District-Wide School Safety Team consisting of, but not limited to, teacher, administrator, and parent organizations, school safety personnel and other school personnel. The members of the team by title are as follows:

- CHIEF EMERGENCY OFFICER (BOE DESIGNEE)
- ALBANY PUBLIC SCHOOLS TEACHER ASSOCIATION PRESIDENT (APSTA)
- ALBANY PUBLIC SCHOOLS ADMINISTRATOR ASSOCIATION PRESIDENT (APSAA)
- PARENT ORGANIZATION REP
- ASSISTANT SUPERINTENDENT OF 6-12
- DIRECTOR OF SAFE SCHOOLS AND VIOLENCE PREVENTION
- DIRECTOR OF PUPIL PERSONNEL SERVICES
- DISTRICT HEALTH COORDINATOR
- DIRECTOR OF COMMUNICATIONS AND OPERATIONS
- ALBANY POLICE DEPARTMENT REP
- DIRECTOR OF SPECIAL EDUCATION
- ALBANY PUBLIC SCHOOLS UNITED EMPLOYEES PRESIDENT OR DESIGNEE (APSUE)
- ALBANY FIRE DEPARTMENT REP

D. Concept of Operations

- The District-Wide School Safety Plan is directly linked to the individual building-level emergency response plans. Protocols reflected in the District-Wide School Safety Plan guide the development and implementation of individual building-level emergency response plans.

- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school is by the Building-Level Emergency Response Team.

- Upon the activation of the Building-Level Emergency Response Team, the Superintendent of Schools or their designee is notified and, where appropriate, local emergency officials are notified.
- Efforts may be supplemented by County and State resources through existing protocols.

E. Plan review and public comment

- This plan shall be reviewed and maintained by the City School District of Albany District-Wide School Safety Team on an annual basis on or before September 15th of each year. A copy of the plan is available in the Superintendent's office and on the district's website.

- Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan was made available for public comment 30 days prior to its initial adoption, on August 12, 2021 . The District-Wide School Safety Plan was then adopted by the School Board on September 23, 2021 the one required public hearing that provided for the participation of school personnel, parents, students and any other interested parties.

- 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. The building-level emergency response plans shall be kept confidential and shall not be disclosed except to authorized department staff and law enforcement officers.

- Full copies of the District-Wide School Safety Plan and any amendments are submitted to the New York State Education Department within 30 days of adoption by posting this public plan on the district's website. The building-level emergency response plans are supplied to Albany City Police Department, the Albany County Sheriff, and the NYS Police within 30 days of adoption.

Section II: General Emergency Response Planning

The District-Wide School Safety Plan provides the framework for the building-level emergency response plans. The purpose of a uniform plan is to ensure district-wide continuity for emergency responses. These general emergency responses are used to ensure school employees, students, parents and emergency responders learn one system.

A. Identification of sites of potential emergency, including:
- A list of hazardous areas has been identified as having the potential to impact within the district. This list has been created for reference and awareness. The list is not all-inclusive for every emergency. However, these areas have been identified as having the most probable impact on district facilities or district boundaries should they have or create an emergency. A list of potential community-based hazards or emergency situations has been noted in the building- level emergency response plans.

- The District-Wide School Safety Team in conjunction with local officials has identified areas outside of school property that may impact a district facility during an emergency. Factors that were considered included population, presence of hazardous materials, and potential for emergency based on national trends and proximity to district property.

- The District-Wide School Safety Team has recognized that there are many factors that could cause an emergency within our school buildings. There are also factors that need to be considered when responding to an emergency. A list of potential internal and external hazards or emergency situations has been noted in the building-level emergency response plans.

B. The City School District of Albany has developed multi-hazard response guides. These guides are located in the building-level emergency response plans and are in an ICS (Incident Command System) format. Plans for taking the following actions in response to an emergency where appropriate are, including but not limited to:
- Initial Actions
- Incident Command Post Location (primary and secondary)
- **Shelter-in-Place**: Used to shelter students and staff inside the building.
  - Severe Weather
  - Bomb Threat
  - HazMat Incident
- **Hold-in Place:** Used to limit movement of students and staff while dealing with short term emergencies.
  - Severe Weather
  - Bomb Threat
  - HazMat Incident

- **Evacuation**: Used to evacuate students/staff from the school
    - Before, during and after school hours, including security during evacuation
- **Lockout:** Used to secure buildings and grounds during incidents that pose an imminent concern outside the school.
    - Dangerous animal on school grounds
    - Criminal activity in area
    - Civil disobedience
- **Lockdown**: Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school**.**
    - Intruder
    - Angry or violent parent or student
    - Active shooter

C. In the building level safety plans, the CSDA has identified various district resources that may be available for use during an emergency, including the identification of personnel, equipment and shelters.

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

E. The district has policies and procedures for annual multi-hazard school safety training for staff and students, including the strategies for implementing training related to multi-hazards. All staff will undergo annual training by September 15th on their building-level emergency response plan which includes components on violence prevention and mental health. New employees hired after the start of the school year receive this training within 30 days of hire or as part of the CSDA's existing new hire training program, whichever is sooner. The CSDA certifies that this training is completed during the October NYSED BEDS data collection. The following procedures have been established to provide this training on an annual basis to include but not limited to: early dismissal/go home drill, shelter-in-place, evacuation/fire drills, lockout, lockdown, table top exercises and Incident Command System training.

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

Fire and Emergency Drills: The City School District of Albany, at least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, conducts one test of its emergency response procedures under its building-level emergency response plan, including sheltering, lock-down, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time. **Education Law §§ 807(1-a), 807 (b): Fire and Emergency Drills**

The July 2016 amendments expanded fire drill requirements to also include emergency drills to prepare students to be able to respond appropriately in the event of a sudden emergency. The statute now requires twelve drills be conducted each school year, four of which must be lock-down drills, the remaining eight are required to be evacuation drills. There is still a requirement that eight of the required twelve drills must be completed in the first half of the school year. However, the date of completion has been changed from December 1 to December 31 of each school year.

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

Section III: Responding to Threats and Acts of Violence

A. The school refers to its **Crisis Intervention Plan** via the Post-Incident Response Team and the Multi-Hazard Emergency Response Guides located in the building-level emergency response plan. These are reviewed by the District-Wide School Safety Team to ensure content and consistency throughout the district. These policies and procedures are for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves, which includes suicide. The following types of procedures are addressed in the plan:
   * The use of staff trained in de-escalation or other strategies to diffuse the situation.
   * Informing the Superintendent or designee of implied or direct threats.
   * Determining the level of threat with the Superintendent/Designee and building-level emergency response team members.
   * Contacting appropriate Emergency Responders.
   * Monitoring the situation, adjusting the district's responses as appropriate to include possible implementation of the building-level emergency response team.
   * Communication with parent/guardian. When a student implies or specifically threatens self-inflicted violence including suicide, the school's administrator(s) or designated staff member directly contacts the respective parents/guardians.

B. The Multi-Hazard Emergency Response Guides in the building-level emergency response plans provide guidance on the district's policies and procedures for responding to direct acts of violence (i.e., crimes

against persons, hostage taking, intruder and kidnapping) by students, teachers, other school personnel and visitors to the school, including policies for school violence. The following types of procedures are addressed in the plan:

- Schools should notify the Chief Emergency Officer by phone or text as well as the Superintendent/designee.
- Determine the level of threat with the Superintendent/designee and the building-level emergency response team.
- If the situation warrants, isolate the immediate area.
- Monitor the situation; adjust the level of response as appropriate; if necessary, initiate lockdown, evacuation, sheltering and/or early dismissal procedures as needed, if needed.
- Contact appropriate law Emergency Responder.

NOTE: The City School District of Albany "Code of Conduct" describes policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school.

C. Response protocols are identified in the building-level emergency response plans in the ICS format along with definitions of ICS Roles and Responsibilities. The Multi-Hazard Emergency Response Guides address specific procedures for responding to bomb threat, intruders, hostage takings and kidnapping.

D. The following protocols for appropriate responses to emergencies are provided as examples of responses to bomb threats, hostage takings, intrusions and kidnappings:
- Identification of decision-makers.
- Plans to safeguard students and staff.
- Procedures to provide transportation, if necessary.
- Procedures to notify parents.
- Procedures to notify media.
- Debriefing procedures.

E. The CSDA has established policies and procedures to contact parents, guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal. In the **City School District of Albany**, the following communication methods are used:

- The Superintendent of Schools or the Director of Communications and Operations will notify the local media of any unplanned event that may result in a change in the regular school day schedule.
- In addition, it would be prudent to follow the same protocol as above to formulate a press release relative to any other event that may cause any undue panic and concern and result in a problematic rush to the school by parents and media.
- The use of a mass communication, electronic call management system will be employed when available to notify any or all specified groups within the school community of events that could affect that particular group.
- In the absence of the aforementioned call management system, if a building has established a parental phone tree, they may use that means to inform parents and guardians. Ideally a written script should be used to ensure consistency of message. Phone trees may also be used to compliment the media information being released concurrently.
- In the event of a violent incident occurring before, during or after a school day, the incident will be immediately reported to the school's main office. Notice of the incident may be issued by the building principal.   Such notice will be mailed to the student's last known address of record, or by

giving students a copy to bring home. In the event that written notification may not be practical, notification would occur via radio or television broadcast.

Section IV: Communication with Others
The District-Wide School Safety Plan provides the framework for the building-level emergency response plans.

A. The City School District of Albany is fortunate to have substantial ties to the City of Albany and to Albany County. If there were to be an emergency within our facility, that facility would call 911 for emergency assistance. If involvement is needed from other local government agencies, then the Superintendent or designee would act as that contact person. Additional procedures for communications can be found in the building-level emergency response plans including local emergency contacts and phone numbers. These contacts provide guidance for obtaining assistance during emergencies from emergency service organizations and local government officials.

B. Arrangements 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 is carried out through the protocols established in the NYS Communication Flow Chart.

C. If there is a disaster within the district that has the potential to impact other educational agencies within the district boundaries, the Chief Emergency Officer and Director of Communications and Operations activates the School Messenger (phone, email, and SMS).

D. The Albany City School District has a liaison assigned in both the Albany Police Department and the Albany Fire Department. These individuals serve as a resource to the District Wide Safety Team as well as the Building Level Teams.

E. Along with the phone tree, the district has access to the following information about each educational agency located in the school district, including information on:
    - School population
    - Number of staff
    - Transportation needs
    - Business and home telephone numbers of key officials of each educational agency

Section V: Prevention and Intervention Strategies
The District-Wide School Safety Plan provides the framework for the building-level emergency response plans.

A. The district has developed policies and procedures related to school building security, including, where appropriate:

    - **Director of School Safety and Violence Prevention – Responsibilities and Authority**
      The District employs safety and security monitors to assist school administration in dealing with all manners of security and safety issues. The primary role of City School District of Albany Security personnel is to assist in safeguarding the District's students, staff and visitors from harm; to deter, detect, respond to, and report infractions of the Code of Conduct and New York State Law; and to protect the District's assets from theft and damage. Security personnel employed by City School District of Albany are authorized to carry out this role pursuant to applicable policies, regulations and training.

- **Limited Access Policy**

Each school building is tasked with implementing this procedure while tailoring it to the specific needs of their building. Generally, this means that the fewest exterior doors necessary to maintain normal business will remain unlocked during the regular school day. Those doors that remain unlocked during the school day will be monitored in some fashion.

- **Staff Photo Identification badges**

    All City School District of Albany employees are issued Photo Identification Badges that are required to be displayed at all times while on school district property to assist visitors, students and staff in identifying employees as well as possible intruders.

- **Visitor policy**

    An approved visitor will complete a sign-in procedure and will be issued an approved visitor pass upon gaining access to the building. Visitors will be required to show an ID each time they enter a school in the CSDA.

- **Video Surveillance**

    A digital video surveillance system is in service at City School District of Albany schools and facilities to assist in monitoring, deterring and recording activity in areas of chronic concern or perceived vulnerability. Designated staff is trained on how to access, view, search and recover images.

- **Intrusion Detection Alarm**

    An intrusion detection (burglar) alarm system that is linked to a central monitoring station is in service at City School District of Albany schools and facilities. Each such facility will utilize this alarm system as designed and will ensure that necessary personnel are trained in its proper use to maximize the performance of the system and minimize the incidence of false alarms.

- **Fire Alarm**

    A fire detection alarm that is linked to a central monitoring station is in service at every City School District of Albany School and facility. These alarms and our fire response procedures are tested regularly consistent with NYSED regulations.

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

The District recognizes the importance of early recognition and intervention into conflicts and potentially violent or threatening behaviors. Students, their parents, and all staff are encouraged to share information regarding any student conflicts, threats or troubling behaviors with the appropriate school administrator so

that an assessment or investigation can commence in a timely fashion if deemed necessary. This communication may extend beyond City School District of Albany personnel to include members of the District's Threat Assessment Team, Law Enforcement, Mental Health Professionals, etc., when deemed appropriate and within existing legal parameters.

The CSDA recognizes the importance of programs and activities that improve communication throughout the school community and that encourage the reporting of potentially dangerous, suspicious or violent behavior. Such efforts serve to improve the security, safety and quality of life for all those in the CSDA school community. The following is a partial list of such current Initiatives.

- School Counselors provide topic specific short- term counseling for individuals and groups;
- School Social Workers: provide crisis service counseling;
- Academic Support Services;
- Conflict Resolution programs are coordinated at the building level. The Center for Community Justice provides initial training to build staff and support programs through consultation and on-going training;
- Peer Mediation programs are used to decrease incidents of referrals and/or school suspension;
- City School District of Albany Extended Day After-School program;
- School wide bullying prevention programs; and
- Positive Behavior Intervention and Supports (PBIS).

The Office of Pupil Personnel Services oversees the Dignity for All Students ACT (DASA) process and disseminates information across the CSDA regarding bullying prevention, identification, and reporting requirements. All CSDA staff have been provided with information and training regarding the Dignity for All Students Act. The District employs administrators, school psychologists, social workers, and school counselors who have been trained to assist in identifying the warning signs of bullying and to intervene in order to prevent further bullying and help students to come to resolutions.

The PPS office also assists building principals and staff in completing DASA investigations and developing interventions and solutions for students who are identified as victims of bullying and harassment. The District website contains information for parents about the Dignity for All Students Act, names and contact information for District and building DASA Coordinators, and a link to the Dignity Act Complaint Form.

The Code of Conduct contains language that specifically addresses bullying and harassment. Students who engage in bullying and harassment behaviors receive age appropriate progressive interventions, which can range from use of mediation or informal and formal counseling to referral for outside mental health services and other community agencies. When bullying or harassment is persistent or severe in nature, disciplinary measures are taken to ensure the safety of all students. Restorative practices are used, in lieu of punitive disciplinary measures when dealing with bullying and harassment whenever possible. The School Diversion process assists students and families in connecting with outside resources.

Prevention and Intervention Strategies:
- Informal and formal counseling
- Mediation
- Compliance with Dignity For All Students Act (DASA) regulations
- Training for hall monitors, teaching assistants/aides, and other school personnel
- School Based Support Team
- Extracurricular activities

- Social skills curricula taught in classrooms
- School-wide positive behavior systems
- Character Education
- Bullying prevention programs and assemblies for students
- Student Support Center
- Outside mental health counseling services provided in schools
- Restorative interventions
- TCIS training for staff on use of de-escalation strategies
- Comprehensive classroom management plan
- Behavioral Consultation services
- Curriculum addressing emotional health and healthy relationships
- The posting of signage promoting anti-bullying, equity, and appreciation of diversity
- Trauma Informed Care
- Culturally Responsive Education
- Speak Up, Speak Out

C. Age appropriate prevention and intervention strategies as noted above.

D. The CSDA has created and supported strategies for improving communication among students, and between students and staff, and the reporting of potentially violent incidents as noted above.

E. The City School District of Albany has descriptions of duties, hiring and screening process, and requirements for the training of paraprofessionals to perform hall monitoring duties.

Section VI: Recovery (Post Incident Response Team)

Recovery addresses the help needed for all involved to heal and to restore the school community to "normal" operations. The City School District of Albany Plan supports the school building plans by deploying district resources that support the school's building-level emergency response team and the post-incident response team.

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

A. District Support for **City School District of Albany**

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

The CSDA realizes that some emergencies may overwhelm an individual school's ability to manage an extreme crisis. If/when the school is faced with an emergency such as threats of violence or actual violent incidents, the district-wide school safety team assists as follows:
- Acting as a sounding board regarding the implied or direct threats and/or violent acts.

- Assisting in determining the level of threat and appropriate response.
- Monitoring the situation and adjusting the district's response as appropriate.
- Assisting with parent/guardian, faculty/staff, and media communication.
- Assisting with coordinating building and grounds security in conjunction with local and State Police.
- Assisting with offering a backup post-incident response team (i.e., another school district's team and/or an outside group) as needed, if needed.
- Offering debriefing sessions as needed working in conjunction with local, Albany County and/or State emergency responders.

B. Disaster Mental/Health Services

If/when a building-level emergency response team or post-incident response team is faced with an emergency that may overwhelm the school's ability to manage an extreme crisis, the District-Wide Emergency Response Team assists as follows:
- Offering district support and looking for continued feedback from those directly impacted during the incident, with projected plans to assist if needed during heightened stressful times such as a re-occurrence of a similar event and anniversaries of the original event.
- Assisting with parent/guardian, student, and faculty/staff debriefing and/or post-incident crisis intervention. The debriefing is also used in part to evaluate the district's plan for possible revisions. If needed, assisting in contacting additional outside mental health resources such as the National Organization for Victim Assistance (1-800-try-nova;).
- Assisting the schools with written statements going out to faculty/staff, parents/guardians, press releases and media requests through the district's Public Information Officer.

The District Wide Emergency Response Team supports the recovery phase and reevaluates current multi-hazard and violence prevention practices and school safety activities.

APPENDIX A: The following is a listing of all school buildings covered by the district-wide school safety plan:

BUILDING	ADDRESS	CONTACT TITLE	PHONE
Albany School of Humanities	108 Whitehall Road Albany, NY 12209	Marie Culihan	(518) 475-6575
Arbor Hill Elementary School	1 Arbor Drive Albany, NY 12210	Rosalind Gaines-Harrell	(518) 475-6625
Delaware Community School	43 Bertha Street Albany, NY 12209	Stacy Dobbs	(518) 475-6750
Eagle Point Elementary School	1044 Western Avenue Albany, NY 12203	TBA	(518) 475-6825
Giffen Memorial Elementary School	274 South Pearl Street Albany, NY 12202	Jasmine N. Brown	(518) 475-6650
Montessori Magnet School	45 Tremont Street Albany, NY 12205	John Powell	(518) 475-6675
New Scotland Elementary School	369 New Scotland Avenue Albany, NY 12208	Lesley Buff	(518) 475-6775
North Albany Middle School	570 North Pearl Street Albany, NY 12204	Andrea Piper	(518) 475-6800
Philip J. Schuyler Achievement Academy	676 Clinton Avenue Albany, NY 12206	Kendra Chaires-Francis	(518) 475-6700
Pine Hills Elementary School	41 North Allen Street Albany, NY 12203	Tia Corniel	(518) 475-6725
Sheridan Preparatory Academy	400 Sheridan Avenue Albany, NY12206	Zuleika Sanchez-Gayle	(518) 475-6850
Thomas O'Brien Academy of Science and Technology	Lincoln Park Albany, NY 12202	Sophia Newell	(518) 475-6875
Stephen and Harriet Myers Middle School	100 Elbel Court Albany, NY 12209	William Rivers	(518) 475-6425
William S. Hackett Middle School	45 Delaware Avenue Albany, NY 12202	Michael A. Paolino	(518) 475-6475

Albany International Center	50 N Lake St. Albany, NY 12206	Rachel Stead	(518) 475-6600
Tony Clement Center for Education	395 Elk St. Albany, NY 12206	TBA	(518) 475-6525
Albany High School	700 Washington Avenue Albany, NY 12203	Jodi Commerford	(518) 475-6200
Abrookin Career and Technical Center	99 Kent Street Albany, NY 12206	Julie Barber	(518) 475-6400
Academy Park	1 Academy Park Albany, NY 12207	Mrs. Kaweeda Adams	(518) 475-6000
Harriet Gibbons Student Center	75 Watervliet Ave Albany, NY 12206	Kerri Canzone-Ball, Ed.D.	(518) 475-6130