

CHERRY VALLEY-SPRINGFIELD CENTRAL SCHOOL
District-Wide School Safety Plan

2023-24

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NOTE: The District-Wide School Safety Plan frequently references the School Crisis Plan, which outlines responses that are incident-specific for administration and staff and is included as Section III of the SAVE Document.

PROJECT SAVE
(Safe Schools Against Violence in Education)
Cherry Valley-Springfield Central School District SAVE Plan

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 responses 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 Safety 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 Cherry Valley-Springfield Central School District (“District”) supports the SAVE Legislation, and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates ongoing district-wide cooperation and support of Project SAVE.

DISTRICT LEVEL RESPONSE PLAN

SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. Purpose

The Cherry Valley-Springfield Central School District -wide School Safety Plan was developed pursuant to Commissioner’s Regulation 155.17. At the direction of the Cherry Valley-Springfield District Board of Education, the Superintendent 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 District has created a District-wide School Safety Team including the following persons:

Position	Name
Administration Representatives	TheriJo Climenhaga Kevin Keane Rachel Wright
Instructional Representatives	Wade Blanchard
LTA Representative	Heather Benson
Non-Instructional Representative	Fran Mabie
Other School Personnel	Dave Mayton Becky Meehan
BOCES Safety Risk Officer	Josh Reiss

C. Concept of Operations

The Cherry Valley-Springfield Central School District is a centralized PK-12 district. There is one building in the district, therefore, the District-wide School Safety Plan shall be a general guideline of school safety concerns. (See Appendix 1, page 13)

As this is a PK-12 centralized school district, with only one building, the District-wide School Safety Plan shall be directly linked to the individual Building-level Emergency Response Plan. All specific information for the plan will be found in the building level plan (Section 2 of this document), and the Crisis Plan (Section 3 of this document.)

In the event of an emergency or violent incident, the initial response to all emergencies at the school will be by the School Crisis/Safety Team.

Upon the activation of the School /Crisis Safety Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified. The exact procedures to be followed, including flowcharts for effective communication are included in the Crisis Plan.

Emergency response actions including Crisis Response may be supplemented by County and State resources through existing protocols.

D. Plan Review and Public Comment

Pursuant to Commissioner's Regulation 155.17 (e) (3), this plan will be made available for public comment for 30 days prior to its adoption. The district and building-level plans may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plan must be formally adopted by the Board of Education.

The 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.

While linked to the District-wide School Safety Plan, 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.

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. The plan will also be available in the District Offices for public review at any time. Building-level Emergency Response Plans will be supplied to both local and State Police within 30 days of adoption.

SECTION II: GENERAL EMERGENCY RESPONSE PLANNING

A. Identification of sites of potential emergency

The District has established procedures for the identification of potential sites and the internal and/or external hazards that may be present. These procedures are developed in coordination with the local Emergency Management Office, Fire Department and law enforcement agencies. Appendix 2 of this Plan shows the results of this procedure.

B. Actions in response to an emergency

The District has identified the following general response actions to emergency situations. These actions include school cancellation, early dismissal, evacuation, and sheltering. The Building level Emergency Response Plans and the school

Crisis Plan include identification of specific procedures for each action depending upon the emergency.

Emergencies include, but are not limited to:

- Crisis
- Natural/Weather Related
- Earthquake
- Flood
- Storms (Snow, Ice, Wind, Hurricane)
- Thunder/Lightning Storm
- Tornado
- Drought
- School Bus Accident/Fire
- Explosion
- Building System Failures
- Electrical System Failure Propane Leak
 - Roofing Failure
 - Structural Failure
 - Water/Sewage System Failure
 - Water Contamination
- Toxic Material Spill
- Nuclear Incident
- Fire Drill/Fire Alarm or False Fire
- Fire
- Loss of Building
- Energy Loss or Reduction Government Imposed/Fuel Shortage

C. District resources and personnel available for use during an emergency

The District has committed the full inventory of its resources to be available for use during an emergency. These resources will be utilized in line with the Building Level Emergency Response Plans and School Crisis Plans as deemed appropriate by the School Crisis/Safety Team.

Specific personnel and resources are identified in the Building Level Emergency Response Plans and the School Crisis Plan. However, some examples of resources would include: (1) Personnel: EMT's, CPR/AED certification, Registered Nurse; (2) Building Resources: sheltering, food, water, phone, fax, radio communications, transportation. Responsibilities associated with specific personnel and resources are clearly outlined in these plans as well.

D. Procedures to coordinate the use of school district resources during emergencies

The District uses the Incident Command System model for emergency actions. As this is a PK-12 centralized district with only one building, for all emergencies the Incident Commander will be the Superintendent, and/or her designee. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building Level Emergency Response Plan. All Incident Command staff are identified in the Building Level Emergency Response Plans and the School Crisis Plan.

E. Annual multi-hazard school training for staff and students

The District will conduct annual training for both staff and students in school safety issues. Training will be coordinated by the School Safety/Crisis Team, and may consist of classroom activities, general assemblies, tabletop exercises, full scale drills of other appropriate actions to increase the awareness and preparedness of staff and students.

Drills and other exercises will be coordinated with local, county and state emergency responders and preparedness officials. Existing Plans will be revised in response to post-incident critiques of these drills.

F. Training procedures and frameworks

Training procedures for staff in violence prevention and all emergency drills as outlined Section I Appendix 3, pg. 15.

SECTION III: COMMUNICATION WITH OTHERS

A. Obtaining assistance during emergencies from emergency services organizations and local government agencies

During emergencies, including state declared emergencies, local government agencies, including emergency services, can be accessed via the local emergency management office or through the local emergency communication center. The Incident Commander will authorize the procurement of these agencies (Section I, Appendix 3, page 15)

B. System for informing all education agencies to whom our district sends students for educational programs

The District will notify any appropriate educational agencies within its boundaries as well as adjacent to its boundaries in the case of a disaster that would affect any of these agencies. The Incident Commander will determine the extent of notification and delegate its delivery.

As this is a PK-12 district with all students housed in one facility, it will be the responsibility of the Superintendent, and/or designee, to notify all those involved. The bus garage will be notified by phone or radio. All teachers by intercom, phone or email. Media by direct communication with Superintendent or designee only (phone, fax, or face to face contact.)

C. Communication between students and staff plays a vital role in the deterrence of potentially violent incidents.

Students are encouraged to report bullying, harassment, or the threat of violence to a teacher, administrator, or other staff member. They may use the District's "Bullying Reporting Form," which is anonymous and can be located on the District's web site. Students are also encouraged to seek out a guidance counselor. The District offers a peer mentoring and leadership course for students that focuses on peer mediation and conflict resolution.

D. Outside agencies to be contacted during emergencies

All agencies available for support during emergencies are listed in the Building Level Plan. All phone numbers are provided. Examples of agencies included would be: law enforcement agencies, fire departments, emergency squads. Additional agencies are listed in the crisis plan. It will be the responsibility of the Superintendent and/or designee to notify outside agencies.

E. Statistical Information: concerning the District

The Building Level Emergency Response Plan will include the following information:

- *School Population (Students)
- *Number of staff
- *Transportation needs
- *Business and home telephone numbers of key school officials.

The Building Level Response Plan is maintained in the district office and is available to all staff, parents, and students at all times.

F. Procedure for Obtaining Advice and Assistance from Local Government Agencies

The school administration will be responsible for contacting local agencies and providing them with copies of the District and Building Level plans for their review and comment. We will work with local emergency agencies to schedule meetings as needed for the purpose of review of the entire SAVE plan and for conducting tabletop exercises.

SECTION IV: RESPONDING TO THREATS AND ACTS OF VIOLENCE

A. Policies and procedures for responding to implied, or direct threats of violence or acts of violence by students, teachers, other school personnel and visitors to the school:

The District has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the act of violence.

The District has developed the following safety and security procedures to protect students, staff and visitors from indirect & direct threats of violence.

1. Reporting of threats of violence to school authorities:
 - a. Students are encouraged to inform school staff about any indirect or direct threat of violence to themselves, others or property.
 - b. Staff are required to inform administration of any direct or indirect threat of violence to students, themselves, others or property.
 - c. Parents and visitors are encouraged to tell school staff about any indirect or direct threats of violence towards students, themselves, others or property.
 - d. Students, staff, parents, and others will be educated about the importance of reporting threats and the procedures of reporting.

2. Investigation of threats of violence
 - a. The building administrator will investigate reported threats of violence and will make the determination of disciplinary measures consistent with the Code of Conduct.
 - b. Serious acts will require the involvement of police personnel (violent offenses in accordance with SAVE requirements).
 - c. Chronic offenders may require a behavior intervention plan, close monitoring, and police involvement.
 - d. Threats placing students, staff and others in imminent danger require an immediate call to the police.

The District has developed the following safety and security procedures to protect students, staff and visitors from acts of violence.

1. Reporting acts of violence to school authorities.
 - a. Students are encouraged to inform school staff about acts of violence toward themselves, others and property.
 - b. Staff are required to inform administration of any act of violence to students, themselves, others or property.
 - c. Parents and visitors are encouraged to tell staff about any acts of violence toward students, themselves, others or property.
 - d. Students, staff, parents and others will be educated about the importance of reporting acts of violence and the procedures of reporting these acts.

2. Investigation acts of violence
 - a. The building administrator will investigate reported acts of violence and will make the determination of disciplinary measures consistent with the Code of Conduct.
 - b. Serious acts will require the involvement of police personnel.(Violent offenses according to the SAVE requirements)
 - c. Chronic offenders may require a behavior intervention plan, close monitoring, and police involvement.
 - d. Acts of violence placing students and staff in staff in imminent danger require an immediate call to the police.

The District Code of Conduct is annually:

- *reviewed by the Board of Education at a public meeting,
- *reviewed by the staff at the first Superintendent's Conference Day,
- *reviewed with all students on the first day of classes,
- *mailed to all parents, if requested, otherwise on website

The "Crisis Plan", included in Section III of this document, specifically outlines procedures to be followed for:

- a. Responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school
- b. Protecting students, staff and visitors from acts of violence.

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

Law enforcement officials (NYS Police, Otsego County Sheriff's Dept.) will be contacted by the Incident Commander as outlined in the Building Level Emergency Response Plan, and the School Crisis Plan. The building administrators will be responsible for contacting law enforcement agencies during an emergency.

C. Appropriate responses to emergencies

The District recognizes that appropriate response to emergencies varies greatly depending upon the actual threat or act as well as the magnitude of such an emergency. The Building Level Emergency Response Plan and the School Crisis Plan clearly detail the appropriate response to such emergencies.

D. 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

The District will contact appropriate parents, guardians or persons in parental relation to students via media release, telephone contact, electronic mass notification system or other appropriate means in the event of a violent incident or early dismissal. Conditions requiring such notification are outlined in the Building Level Emergency Response Plans. An example of the letter sent home to parents for the Emergency Evacuation Drill is included. (Section 1, Appendix 4, pg. 17)

SECTION V: PREVENTION AND INTERVENTION STRATEGIES

- A. Policies and procedures related to school building security, including, where applicable, the use of school safety officers and/or security devices or procedures have been established.**
- B. Procedures for the dissemination of informative materials to the media, staff, parents and students have been established.**
- C. Prevention and intervention strategies have been established.**
- D. Description of duties, hiring and screening process, and required training of hall monitors and other school safety personnel have been developed.**

E. Bomb Threat

The paramount concern shall be for the safety of the pupils and personnel in the district. All school district administrators have familiarized themselves with the Bomb Threat Standards outlined in the School Crisis Plan so that appropriate decisions may be made depending on the exact nature of the situation.

F. Hostage Taking

The School Crisis Plan procedures will be followed in the event of a hostage situation.

G. Intrusions

The School Crisis Plan procedures will be followed in the event of an intrusion.

H. Kidnapping

In the event of a kidnapping, the School Crisis Plan response action will be taken:

I. In the Event of School Cancellation.

In the event of a school cancellation the Superintendent or designee will be responsible for: notifying the media (radio and TV stations) for the purpose of notifying parents and students; and starting the district Mass Notification for the purpose of notifying staff.

J. In the Event of Early Dismissal or Evacuation.

In the event of early dismissal or evacuation, the Superintendent or designee will be responsible for notifying the staff to put the needed procedures in place and for notifying parents.

VI: RECOVERY – SCHOOL DISTRICT SUPPORT FOR BUILDINGS

The School Building Emergency Response Team will be supported in their efforts by all available in-district resources and personnel as required by the nature of the emergency. County and State resources and personnel will be obtained as dictated by the nature of the emergency. The District commits to monthly Safety Committee Meetings and will make every effort to commit resources to participation in the ONC BOCES Safety Risk Management service. The School District Safety Team will be used as necessary in all Recovery Efforts.

VII: DISASTER MENTAL HEALTH SERVICES

A District-Wide Post-Incident Response Team will respond in crisis situations to help provide disaster mental health services. This list includes school psychologists, school counselors, county mental health agencies, and area hospitals.

VIII. LOCK BOX SYSTEM

Cherry Valley-Springfield Central School
Otsego County
Procedures for a County-Wide School Lock Box System

A county-wide lock box system is intended to provide universal responder access to a school building in the event of a fire or other emergency during unoccupied hours or the event of a lockdown during normally occupied hours.

BOCES Health and Safety will oversee installation and maintenance of exterior wall mounted combination lock boxes for schools within Otsego County. The access combination will be loaded into the particular building's 911 address file. State, county and local emergency responders (law enforcement, fire department, EMS, etc.) can retrieve the code from 911 dispatch while responding to an emergency event. 911 dispatch should only provide the code to responders via cell phone, encrypted radio channel or other secure means.

ONC BOCES Health and Safety - Office Phone: 607-286-7715 Ext 2606	
STAFF NAME	EMAIL
Josh Reiss	jreiss@oncboces.org
Carrie Gullestad	cgullestad@oncboces.org
Rick Shaw	rshaw@oncboces.org

BOCES Health and Safety will:

1. Purchase the requested number of boxes for each school using bid pricing from Grainger Industrial Supply or similar vendor. Schools will then be billed actual costs via additional service request or cross contract.
2. Deliver boxes to each school, supervise installation and see that 2 sets of keys/FOBs are placed inside each box.
3. Set the access combination code and lock the box. The code will not be provided to the school.
4. Provide the following information to 911 dispatch:
 - a. The box access code for that building address
 - b. The door number(s) closest to where each box is placed
 - c. Emergency contact information for the health and safety staff
5. Change the access code in the event it is provided by 911 dispatch over publicly accessible radio channels or other public methods.

6. Provide annual awareness training to all possible responding agencies including but not limited to:
 - a. NYS Police
 - b. County Sheriff
 - c. Local police
 - d. NYS Park Police
 - e. Local Fire/EMS Departments
 - f. County Office of Emergency Services

The School District will:

1. Create two key sets for each box. Depending on the electronic access system and door lock core system, each set should consist of a grand master FOB/key or:
 - a. 1 FOB/key for exterior doors
 - b. 1 FOB/key for interior doors
2. Immediately inform BOCES Health and Safety if the access combination is provided to an emergency responder, even if the code was provided via secure means.
3. Contact BOCES Health and Safety if the keys/ FOBs inside each box need to be changed or if the box needs to be serviced for another reason.
4. If desired, provide 911 dispatch with updated school district emergency contact information.
5. Provide awareness training to local emergency responders.

911 Dispatch will:

1. Ensure the following information is added to the correct building address file:
 - a. Access code
 - b. Box location(s)
 - c. Instructions to provide the code via secure means
 - d. Instructions to inform BOCES Health and Safety when the code is given to a responder
2. Provide the access code to responders via cell phone, encrypted radio channel or other secure means.
3. Immediately inform BOCES Health and Safety if the access code is provided to an emergency responder, even if the code was provided via secure means.
4. Provide awareness training to all dispatchers.

Lock box locations:

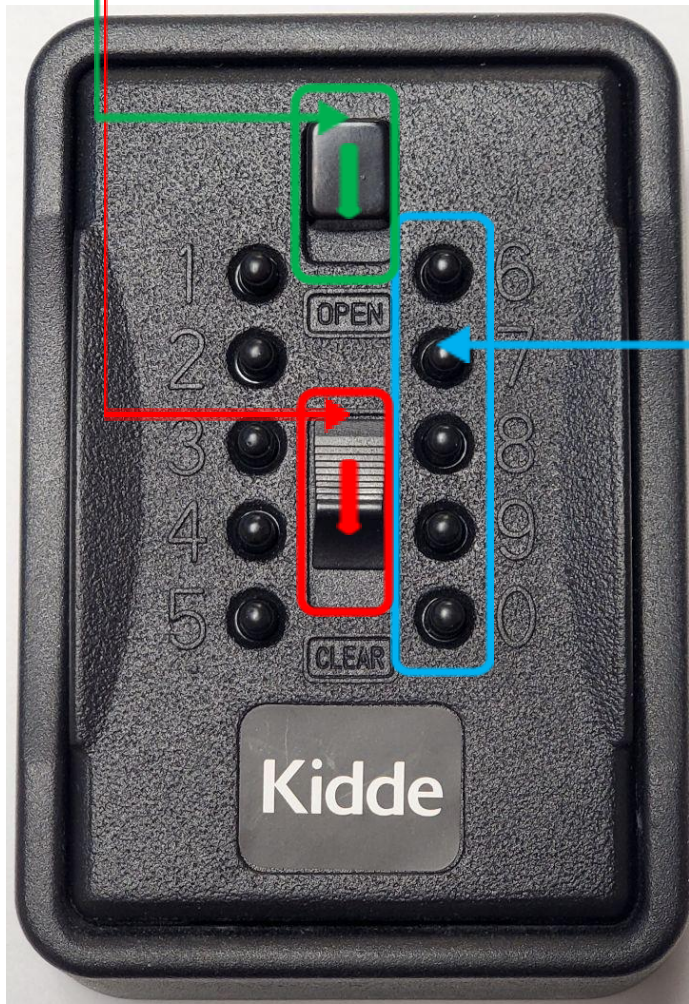
Building	Door Number
Main Building	Door 1 - Main Entrance
Main Building	Door 7 – Superintendent’s Entrance
Main Building	Door 12 - High School Entrance, Southeast Corner of building
Main Building	Door 23 - PK Entrance

Lock box type:

- Kidde model 1267, Grainger item #2XLC6
- 10 digit push button, numbered 0 through 9
- Combination selectable from inside the box

To open the lock box:

1. Slide the CLEAR button down
2. Push numbered buttons to enter the code
3. Slide the OPEN button down and pull out



To close the lock box:

1. Slide the CLEAR button down
2. Enter the access code

Slide and hold the OPEN button down while closing

APPENDIX IX: REMOTE INSTRUCTION PLAN

I. INTRODUCTION

Cherry Valley-Springfield Central School District, hereafter known as District, recognizes the need for continuous learning and is committed to providing a high-quality educational program regardless of the setting. While the intention is to remain open for in-person learning, recent events have proven that in some circumstances, to provide such an educational program may require the transition to virtual or remote instruction. The District must be prepared to quickly and efficiently shift from one method of instruction to the other if the need arises.

II. PURPOSE

This document was created to assist in preserving the continuity of instruction in the event that assembling in person is not possible. It should provide general guidance for students, faculty, staff, administrators, and parents/guardians in preparing for a remote learning environment. This is a living document that should be revised when needs and circumstances realign.

III. TECHNOLOGY PLAN

The District is committed to providing every student with equitable access and opportunities for success. To this end, the District should, to every 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, and;

A. Equipment

To the extent practicable, address the need to provide devices to students and teachers who currently do not have sufficient access; and

B. Internet Access

To the extent practicable, address the need to provide internet access to students and teachers who currently do not have sufficient access. In the event that a student does not have access to a stable network connection due to location, alternate means of instruction will be provided.

IV. EXPECTATIONS AND RESOURCES

The purpose of remote learning is to maintain continuity of education in the event of an emergency closure of a school facility. The District holds the belief that students learn best under the direct supervision of a teacher. To this end, it is the expectation of the District that an emphasis will be placed upon synchronous instruction, supplemented when necessary by asynchronous instruction. In order to meet this expectation, teachers will instruct their classes and students will participate “live” via Google Meet or other approved

method of holding live classroom sessions. It is understood that schedules and assignments will vary depending on the age and grade-level of the students, however, they should follow the in-person scheduled days and curriculum as closely as possible, with teachers beginning classes and students joining in at the regularly scheduled times. Following is a list of resources, means of conducting assessments, and student expectations for each grade-level.

Pre-K - 6th Grade:

In the event that our students are required to learn remotely, they will be expected to continue working to the best of their ability in all academic pursuits and strive toward their highest level of achievement possible.

Elementary Students (Grades PK-6) will follow their regular classroom schedule. This schedule will be provided by teachers by the end of the first week of school (hard copy), and in each teacher's Google Classroom. Students will not be expected to attend Google Meets for the entire period for each class. Classes will meet through Google Meets for direct instruction and guided practice (mini lesson), then students will practice independently.

Q: How is attendance determined during remote learning?

A: Attendance at virtual class meetings via Google Meet is expected for any student that has internet access. Students with limited or no internet connectivity are expected to connect with their teachers each day via phone or other means established between the teacher and student in order to be marked present for the day. Teachers and students will communicate on an individual basis to establish a communication procedure.

Student Responsibilities

- Seek help when needed (teachers, guidance, principal) and reach out if you are overwhelmed. When teachers give feedback, examine it and make corrections if necessary.
- Conduct yourself with integrity when you complete assignments. Please complete your OWN work and do not plagiarize.
- Sign into Google Classrooms daily- keep connected, demonstrate online learning etiquette, and support each other in this new way of learning
- Follow your Google Calendar to stay organized and on schedule with your classes. Demonstrate learning with completion of assignments in a timely manner.

- Engage with the classroom and use tools (like headphones) to focus on instructional videos, etc., and collaborate with peers using respectful language and behaviors.
- Follow the Code of Conduct/Acceptable Use Policy with actions and equipment
- Wear attire acceptable for school
- Be patient with yourselves and your teachers- we are all learning together

Teacher Responsibilities

- Teachers will be utilizing Google Classroom daily to communicate with students and post assignments.
- Teachers may post recorded lessons/directions so they can be played by the student at any time.
- Regular communication, group emails, phone calls, Google classroom, Google Meet discussions, etc. will be used to maintain student-teacher relationships and support learning.
- Teachers will communicate where to find resources, assignments, assessments.
- Work assigned should be graded in a timely manner and feedback provided for improvement when the grade is less than current or expected achievement levels so that students can re-do and improve their performance.

Parent Responsibilities

We want to emphasize to all parents that we understand the challenges you face when we need to learn remotely. Our goal is 100% student participation. We are here to lead, guide and support learning efforts at home. You are encouraged to reach out to the teachers with any questions and or concerns you may have.

- Encourage their child to complete assignments.
- Get familiar with each of the [digital tools](#) your child will use while learning from home.
- Review expectations for completing assignments and appropriate behavior on internet-enabled devices.
- Set up a space for your child to use that considers their unique learning styles.
- Create a routine and daily schedule that will support your child's success while learning from home.
- If your student is absent due to sickness, family vacation, etc. parents need to call the attendance line and report your student's absence.

*If your student is sick, but still able to participate in remote learning, we ask that you contact the nurses office to report the student's illness.

- Communicate concerns with teachers, related service staff, and/or support staff.
- Consider appropriate working conditions for your child(ren) to find success throughout the entire school closure period.
- Support your child(ren)'s participation and engagement in Remote Learning each day.

7th - 12th Grade:

In the event that our students are required to learn remotely, they will be expected to continue working to the best of their ability in all academic pursuits and strive toward their highest level of achievement possible.

Secondary students (grades 7-12) will follow the bell schedule. Students will not be expected to attend Google Meets for the entire period for each class. Classes will meet through Google Meets for direct instruction and guided practice (mini lesson), then students will practice independently.

First Bell	7:55
Office Hours	8:00 - 8:20
Period 1 (41 min)	8:23 - 9:04
Period 2 (41 min)	9:07 - 9:48
Period 3 (41 min)	9:51 - 10:32
Period 4 (41 min)	10:35 - 11:16
Lunch (30 min)	11:19 - 11:49
Period 6 (41 min)	11:52 - 12:33
Period 7 (41 min)	12:36 - 1:17
Period 8 (41 min)	1:20 - 2:01
Period 9 (41 min)	2:04 - 2:45

Q: How is attendance determined during remote learning?

A: Attendance at virtual class meetings via Google Meet is expected for any student that has internet access. Students with limited or no internet connectivity are expected to connect with their teachers each day via phone or other means established between the teacher and

student in order to be marked present for the day. Teachers and students will communicate on an individual basis to establish a communication procedure.

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- Seek help when needed (teachers, guidance, principal) and reach out if you are overwhelmed. When teachers give feedback, examine it and make corrections if necessary.
- Conduct yourself with integrity when you complete assignments. Please complete your OWN work and do not plagiarize.
- Sign into Google Classrooms daily- keep connected, demonstrate online learning etiquette, and support each other in this new way of learning
- Follow your Google Calendar to stay organized and on schedule with your classes. Demonstrate learning with completion of assignments in a timely manner.
- Engage with the classroom and use tools (like headphones) to focus on instructional videos, etc., and collaborate with peers using respectful language and behaviors.
- Follow the Code of Conduct/Acceptable Use Policy with actions and equipment
- Wear attire acceptable for school
- Be patient with yourselves and your teachers- we are all learning together

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- Teachers will be utilizing Google Classroom daily to communicate with students and post assignments.
- Teachers may post recorded lessons/directions so they can be played by the student at any time.
- Regular communication, group emails, phone calls, Google classroom, Google Meet discussions, etc. will be used to maintain student-teacher relationships and support learning.
- Teachers will communicate where to find resources, assignments, assessments.
- Work assigned should be graded in a timely manner and feedback provided for improvement when the grade is less than current or expected achievement levels so that students can re-do and improve their performance.

Parent Responsibilities

We want to emphasize to all parents that we understand the challenges you face when we need to learn remotely. Our goal is 100% student participation. We are here to lead, guide

and support learning efforts at home. You are encouraged to reach out to the teachers with any questions and or concerns you may have.

- Encourage their child to complete assignments.
- Get familiar with each of the **digital tools** your child will use while learning from home.
- Review expectations for completing assignments and appropriate behavior on internet-enabled devices.
- Set up a space for your child to use that considers their unique learning styles.
- Create a routine and daily schedule that will support your child's success while learning from home.
- If your student is absent due to sickness, college visits, family vacation, etc. parents need to call the attendance line and report your student's absence.

*If your student is sick, but still able to participate in remote learning, we ask that you contact the nurses office to report the student's illness.

- Communicate concerns with teachers, related service staff, and/or support staff.
- Consider appropriate working conditions for your child(ren) to find success throughout the entire school closure period.
- Support your child(ren)'s participation and engagement in Remote Learning each day.

V. ALTERNATE MEANS OF INSTRUCTION

The District understands that in some circumstances, instruction via digital technology is not available or is inappropriate. In such instances, the District is committed to providing high-quality educational services through alternate means.

VI. SPECIAL EDUCATION AND RELATED SERVICES

The District is committed to providing equitable, high-quality educational services to all students and ensuring the proper delivery of Special Education and Related Services to students with disabilities to the greatest extent possible. To meet this goal, the District will provide reasonable accommodations for individuals with disabilities. The District will ensure that its students will continue to receive individualized supports that meet the requirements of their IEP.

VII. INSTRUCTIONAL HOURS

The length of a school day during Remote Instruction will be equivalent to regular instruction. This will be a minimum of four (4) hours, not including lunch and/or recess.

ADDENDUM I: MEAL SERVICES

In the event that a situation arises that requires the transition to remote instruction, consideration should be given to providing meal services to students. Below are procedures for the distribution of food in the event an all-remote learning situation occurs during the Academic Year:

1. A district-wide all-call and email will be sent to all parents providing information on meal delivery
 - a. Would they like meal delivery? If yes, where drop off will be.
 - b. Number of students requesting meal delivery for
 - c. Frequency of meal delivery
 - d. Who to contact with questions

ADDENDUM II: DISTRICT COMMUNICATION PLAN

The district will use Parent Square to make phone calls, send emails, and forms to communicate with families of students. The website will also be a source of information where letters and updates will be posted. When necessary hard copies of letters/information will be mailed.

APPENDICES

Appendix 1:

Listing of all school buildings covered by the district-wide school safety plan with addresses of buildings, and contact names and telephone numbers for building staff

<i>Building Name</i>	<i>Address</i>	<i>Contact Name</i>	<i>Telephone Number</i>
CVSCSD PK-12	597 Cty Hwy 54 Cherry Valley, NY 13320	TheriJo Snyder Superintendent	(607) 264-9332
CVSCSD PK-12	597 Cty Hwy 54 Cherry Valley, NY 13320	Kevin Keane Secondary Principal	(607) 264-3265
CVSCSD PK-12	597 Cty Hwy 54 Cherry Valley, NY 13320	Rachel Wright Elementary Principal	(607) 264-3265
CVSCSD PK-12	597 Cty Hwy 54 Cherry Valley, NY 13320	Samantha Seamon CSE Chair	(607) 264-3265
CVSCSD PK-12	597 Cty Hwy 54 Cherry Valley, NY 13320	Dave Mayton Head Maintenance	(607) 264-3265
Transportation Building	183 Neilson Road Cherry Valley, NY 13320	Rick Collins, Jr. Transportation	(607) 264-3265

Appendix 2:

Building Risk Determination

<i>Building</i>	<i>Address</i>	<i>Internal Hazards</i>	<i>External Hazards</i>
CVSCSD PK-12	597 Cty Hwy 54 Cherry Valley, NY 13320	Stored Chemicals Cleaning Supplies Science Labs	Playground Athletic Fields

Community Risk Determination

The communities of Cherry Valley and Springfield are not homes to typical hazardous sites, such as railroad tracks, industrial sites, water/sewage treatment plants, etc. The school is located in-between the two communities on farmland.

Appendix 3:

Training Procedures and Frameworks

I. Training

A. Violence Prevention

1. The Cherry Valley-springfield Central School District staff will receive training in the area of violence prevention and intervention annually. Training will occur during Superintendent's Conference Days and/or faculty meetings.
 - a. Training topics will be decided upon by the School Safety/ Crisis Team.
 - b. Training will be provided by any of the following: Local ONC BOCES, State Police, local law enforcement agencies, local or county emergency management teams.
2. Emergency Drills: The Cherry Valley-Springfield Central School District staff will receive training in the area of all emergency drills annually.

II. Emergency Drills

- A. The district will run multiple training drills throughout the school year. All drills will be organized/coordinated by the school Safety/Crisis Team.
- a. Eight evacuation drills and four lockdown drills each year, eight of the required drills must be completed by December 31 each school year.
 - b. Four of the required drills must be through use of the fire escapes on buildings where fire escapes are provided or through the use of identified secondary means of egress.
 - c. Conducting drills at different times of the school day.
 - d. Pupils shall be instructed in the procedure to be followed in the event that a fire occurs during the lunch period or assembly;
 - e. at least one early dismissal drill each school year that is no more than 15 minutes before the normal dismissal time, including
 - i. notifying parents and guardians at least one week prior to the drill;
 - ii. testing the usefulness of the communications and transportation system during emergencies.
- B. The School Safety/Crisis Team will meet annually to review the procedures for all drills. The team will meet to review individual situations as necessary.
- C. A copy of the plan will be shared with Local Emergency Responders (LER). LER will be asked to meet with the district on an as needed basis to review the plan, conduct tabletop exercises and make revisions as necessary.

Local Emergency Responders:

- Fire Departments
 - Cherry Valley
 - Springfield
 - Middlefield
 - South Minden
- Emergency Squad
 - Cherry Valley
 - Springfield
- New York State Police
- Otsego County Sheriff's Department

- ONC BOCES, Safety Management Office

Appendix 4:

Policies Dealing with Violence on School Property

Policy 0100	Non-discrimination and Equal Opportunity
Policy 0115	Student Harassment and Bullying Prevention and Intervention
Policy 5220	School-sponsored Student Expression
Policy 5300.15	Code of Conduct Student Rights and Responsibilities
Policy 5300.30	Code of Conduct Prohibited Student Conduct
Policy 5300.35	Code of Conduct Reporting Violations
Policy 5300.70	Code of Conduct Public Conduct on School Property
Policy 8130	School Safety Plans and Teams

Appendix 5:

CHERRY VALLEY-SPRINGFIELD CENTRAL SCHOOL

TO: Parents, Students and Staff of CV-S Central School
 FROM: TheriJo Snyder, Superintendent
 DATE:
 RE: EMERGENCY MANAGEMENT PLAN

All school districts in the State of New York are required to comply with the Commissioner’s Regulation 155.13 which requires written annual instructions to parents, students and staff regarding district emergency management plans. The completed plans are on file in the District Office and are available to parents, students and staff at any time school is open, between 8:30 A.M. and 3:30 P.M.

The object of emergency planning is to anticipate problems in dealing with natural and manmade disasters. Depending on the kind of intensity of the disaster, the school may be required to carry out any of the following procedures: school cancellation, evacuation, sheltering. It is important to take note that emergency procedures may be carried out without advance notice. Children may be coming home to either empty

homes, or locked doors. Parents must make contingency plans with their children to go to the homes of a neighbor if the children require supervision. A form has been sent home to all elementary parents requesting this information.

Early dismissal or “go home” drills are held at least once a year. The date and time of the drill will be determined by the school administration, but will not be made public.

Early dismissal drills may alter your child’s normal arrival time home from school. Parents should therefore discuss the purpose of this drill with their children, especially younger ones, in an effort to alleviate any fears or concerns children may have with leaving school at an unusual time.

Parents who pick their child up from school may do so only after the drill has been completed. All children participating in any after school activity, will be escorted back to the school after the drill.

If you have any questions concerning this plan, or wish to make a contribution to increasing its effectiveness, please contact the Emergency District Coordinator at (607) 264-9332.

Appendix 6:

Policies reading Building Security, School Safety Officers and Dissemination of Information Materials.

Policy 8110	School Building Safety
Policy 8112	Health and Safety Committee
Policy 8130	School Safety Plans and Teams
Policy 8220	Building and Grounds Maintenance and Inspection
Policy 5300.75	Dissemination and Review
Policy 2342	Agenda Preparation and Dissemination
Policy 0115	Student Harassment and Bullying Prevention and Intervention
Policy 24526.1	Internet Safety
Policy 8630	Computer Resources and Data management

Appendix 7:

Description of Duties, Hiring and Screening Processes

All positions will be posted through the district office. All teaching positions will be posted on OLAS. Other positions will be posted in either the Daily Star, local Pennysavers and the school website.

Teaching positions:

The process will include a four-step process:

- Initial screening by building principal/CSE chair
- Committee interview
- Final two candidates teach a lesson (when applicable)
- Finalist (1-2) interview with Superintendent
 - Salary will be determined by Superintendent

Building principal/CSE chair will *screen* all applications

- Prior to selecting candidate for interview check to make sure certified, if required
- When secretary is calling to schedule interview have them ask candidate to download application from website and bring to interview (if candidate from OLAS)

Building principal/CSE chair will form a *committee* of appropriate personnel

- Interview questions will be provided to the committee by the building principal/CSE chair
- Do not have committee rank candidates, rather Committee feedback sheet to state strengths/weaknesses

Teach a lesson

- Bring 2-3 candidates in to teach a lesson
- Building principal and/or CSE chair observe lesson
- When possible try to have candidate teach same group of students, same content area (i.e. math lesson, grade 3, Mrs. Smith)

Select 1-2 candidates to bring to Superintendent for *final* interview

- Discuss with Superintendent the strengths and weaknesses of each candidate

Submit to Superintendent/District clerk:

- Resume
- Completed CV-S application
- At least 2, prefer 3 reference checks – use form
- Letters of recommendations
- Official transcripts
- Letter of recommendation from building principal/CSE chair
 - Use form – electronically

Unsuccessful candidates that were invited for an interview will receive a phone call, not a letter that he/she did not get the job.

All other positions:

The process will include a three-step process:

- Initial screening by supervisor
- Interview by supervisor
- Finalist (1-2) interview with Superintendent
 - Salary will be determined by Superintendent

Supervisor will *screen* all applications

- Prior to selecting candidate for interview check to make sure certified, if required

Select 1-2 candidates to bring to Superintendent for *final* interview

- Discuss with Superintendent the strengths and weaknesses of each candidate

Submit to Superintendent/District clerk:

- Resume
- Completed CV-S application
- At least 2, prefer 3 reference checks – use form
- Letters of recommendations
- Official transcripts, if applicable
- Letter of recommendation from supervisor

Unsuccessful candidates that were invited for an interview will receive a phone call, not a letter that he/she did not get the job.

Appendix 8:

Listing of all current building-level emergency response plans. Identification of local and state law enforcement agencies where building-level plans are filed.

Building Level Emergency Response Plans - Section 2, SAVE Document

Crisis Plan - Section 3, SAVE Document

New York State Police - Richfield Springs, New York

Otsego County Sheriff's Department - Cooperstown, New York

Appendix 9

Communicable Diseases - Pandemic Plan

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Communicable Disease - Pandemic Plan

This Pandemic Plan is built upon the components already existing in our District-Wide School Safety Plan that also incorporates our Building-Level Emergency Response Plans. It is a flexible Plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. The Plan will be tested (exercised) routinely as part of the overall exercise of the District-Wide School Safety Plan. The District-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-Level Emergency Response Team.

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. Public employers shall prepare a plan for the continuation of operations if the Governor declares a public health emergency involving a communicable disease. Education Law §2801-a requires School Districts to develop plans consistent with the new Labor Law requirement. **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.**

This Plan addresses the required components in the sections as noted below:

Prevention/Mitigation

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

Protection/Preparedness

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

Response

- (5) Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms, or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and common areas. It must also address the policy on available leave with respect to testing, treatment, isolation, or quarantine.
- (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 Otsego County County Department of Health to determine the need for activation of our Plan. Suspected and confirmed cases of communicable disease will be reported to:
 - Otsego County Public Health -
https://www.otsegocounty.com/departments/health_department/index.php
 - *Main Phone - 607.547.4230*
 - *Email - bondh@otsegocounty.com*
 - *Address - 140 County Highway 33W, Suite #3 Cooperstown, NY 13326*
 - *Coronavirus Hotline: 1-888-364-3065*
 - *Weekend/After-hours Consultation and Reporting: 607-547-1697*
- The County Department of Health will monitor County-wide cases of communicable disease and inform School Districts as to appropriate actions.
- The Superintendent will help coordinate our pandemic planning and response effort. This person will work 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 Nurse and District Medical Director 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 Human Resources Director, Business Official, Facility Director, Food Service Director, Transportation Coordinator, Public Information Officer and Curriculum Director will also be vital to the planning effort. Other individuals may be part of the Team as needed.
- The District-Wide School Safety Team will review and assess any obstacles to implementation of the plan. The Team will review the *CDC School District Pandemic Influenza Planning Checklist* (see appendix) to assist in this determination and has considered issues related to planning and coordination; continuity of student learning; core operations; infection control policies and procedures; and communication.
- The School District will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.
- 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 most staff would be able to work remotely. However, some positions may be required to be on-site or in-district for us to continue to function. The following information is addressed in the table below:

- **Title** – a list of positions/titles considered essential which could NOT work remotely in the event of a state-ordered reduction of in-person workforce.
- **Description** – brief description of job function.
- **Justification** - brief description of critical responsibilities that could not be provided remotely.
- **Work Shift** – brief description of how the work shifts of those essential employees or contractors (if utilized) will be staggered to reduce overcrowding at the worksite.
- **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 created in consultation with Central Administration, Human Resources, Facilities Services, Transportation, Food Service, Communications, Technology, Instructional Programs, Athletics, Special Education, Messenger/Mail Services, and Security.

Human Resources Essential Positions				
Title	Description	Justification	Work Shift	Protocol
Facility director, Custodian(s)	Facilities maintenance	Ensure building security and proper operation of building systems	single staff per shift or work in separate areas of the building	Daily entry/exit logs and work logs
Cafeteria manager, food service staff	Food service	Prepare/package meals for required food service	If multiple staff needed per shift, then alternate days with cohorts	Daily entry/exit logs and work logs
Transportation director, Driver(s)	Transportation	Delivery of meals and/or instructional materials	Staggered shifts not needed - drivers should not interact	Daily entry/exit logs and work logs
Technology director, service technician	Network administration	Maintain network service, device repair as needed	single staff per shift or work in separate rooms	Daily entry/exit logs and work logs

(2) Protocols Allowing Non-Essential Employees to Telecommute

Ensure Digital Equity for Employees

- **Mobile Device Assessments:**
 - Survey staff to determine who will need devices at home to maintain operational functions as well as instructional services.
 - Conduct a cost analysis of technology device needs.
- **Internet Access Assessments:**
 - Survey staff to determine the availability of viable existing at-home Internet service.
 - Conduct a cost analysis of Internet access needs.
- **Providing Mobile Devices and Internet Access:**
 - To the extent practicable, procure, configure, and distribute appropriate mobile devices to those in need as indicated by the survey results.
 - To the extent practicable and technically possible, procure, and when available, provide appropriate Internet bandwidth to those in need as indicated by the survey results. Wi-Fi

hotspots and residential commercial Internet options will be evaluated for effectiveness in particular situations.

Technology & Connectivity for Students - Mandatory Requirements:

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

Mobile Devices Delivery:

To increase options for continuing learning during extended closures technology will be leveraged in different ways to meet local needs, including but not limited to:

- Communication (e-mail, phone, online conferencing, social media)
- Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)
- Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses)
- Learning Materials and Content (digital content, online learning activities)
- Additional Technology Devices Assessments:
 - Identify students' technology needs to include adaptive technologies
 - Use the Asset Tracking Management System procedures to check out all mobile devices
 - If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to those who cannot pick them up.
- Providing Multiple Ways for Students to Learn
 - Support instructional programs as needed in preparation of hard-copy work for students to participate in remote or blended models where students do not yet have sufficient access to devices and/or high-speed internet.

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

Depending on the exact nature of the communicable disease and its impact, Cherry Valley-Springfield School 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 work days or work weeks.
- Implement a four-day work week.
- Limit or eliminate visitors to the building.

The School District will utilize these base strategies and expand upon them as necessary to address any public health emergency.

Protection (Preparedness)

We will collaborate with County and local partners to assure complementary efforts.

- The School District Superintendent has been designated the communicable disease safety coordinator (COVID Coordinator for COVID-19), whose responsibilities include compliance with the school’s reopening plan, and any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal levels. The coordinator shall be the main contact upon identification of positive cases and is responsible for subsequent communication. Coordinators shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding a public health emergency and plans implemented by the school.

<i>Title</i>	<i>Name</i>	<i>Contact #</i>
<i>Elementary School Principal</i>	<i>Rachel Wright</i>	<i>607-264-3265 ext 220</i>
<i>Secondary School Principal</i>	<i>Kevin Keane</i>	<i>607-264-3265 ext 220</i>
<i>Superintendent</i>	<i>TheriJo Climenhaga</i>	<i>607-264-9332 ext 501</i>
<i>School Nurse</i>	<i>Becky Meehan</i>	<i>607-264-3265 ext 514</i>

- Communication with parents, students, staff, and the school community will be important throughout a pandemic outbreak. Communication methods may include websites, school postings, general mailings, e-mail, special presentations, telephone, text message, reverse 911 systems and the public media. TheriJo Climenhaga has been designated District Public Information Officer (PIO) to coordinate this effort and act as the central point for all communication. The PIO will work with our Technology Director to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available.
- 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:
 - o Overall Operations – 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 our normal phone system followed by e-mail and district automated phone notification system. (List your own, who has access to each system).
 - Superintendent and Secondary Principal - SchoolMessenger
 - o The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. Recognizing the need for job cross-training, we have trained individuals with the following job titles; Payroll Clerk, Accounts Payable Clerk and Purchasing. To maintain these essential functions off-site, business office staff will be provided computers, printers (also for printing checks), and Wi-Fi hotspots as needed to work remotely.
 - o 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. The Director of Facilities has provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc. along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems). If necessary, we will pool maintenance staff to assist in essential building functions.

- 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 Human Resources. The District Office/Business Office has provided cross-training of the following staff to ensure essential functions; Business administrator, District clerk, Account clerk, Principal secretary. Human Resources 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. Working with administration and local officials, the Human Resources Department will help 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 include:
 - o Hard copy, self-directed lessons.
 - o Use of mobile media storage devices for lessons (laptop computer, jump drive, tablet, etc.).
 - o On-line instruction, on-line resources, on-line textbooks (Kahoot, Blooket, Google forms, YouTube, etc.)
 - o Web-based modalities for live lessons (Google classroom/meet, Zoom, etc.)

(4) Obtaining and Storing Personal Protective Equipment (PPE)

PPE & Face Covering Availability

The 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.
- Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- Information will 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 basic preliminary purchases, will be done using cooperative purchasing whenever possible.
- Teach and reinforce use of face coverings among all staff and students.
- Staff are encouraged to utilize their own personal face coverings.
- Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

Specialized PPE (N95s, KN95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. N95 respirators are recommended only if staff will be in contact with a suspected positive case of a contagious disease. Those employees required to wear N95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so.

PPE Supply Management

As required by Labor Law §27-c, the District will procure appropriate personal protective equipment for essential employees and contractors, based upon the various tasks and needs of such employees and contractors in a quantity sufficient to provide at least two pieces of each type of personal protective equipment to each essential employee and contractor during any given work shift over at least six months.

This PPE will be stored and replaced as follows, unless manufacturer recommendations are different:

- Keep in a clean, secure, temperature-controlled environment to prevent damage or contamination.
- Avoid storage areas that are damp or have temperature extremes.
- Use the oldest supplies first and check facepiece, straps and seal material for signs of damage or deterioration.

Using the following charts for staff and students on site, the Facilities Department will work with programs to determine the overall PPE needs of the District.

Disposable Face Coverings					
Initial recommended quantities per 100 individuals					
Group	Quantity needed for 1 week	12 Week Supply 100% Attendance	12 Week Supply 50% Attendance	12 Week Supply 25% Attendance	Assumptions
100 Students	100	1200	600	300	1 Disposable Mask per Week per Student
100 Teachers and other staff	500	6,000	3,000	1,500	5 disposable masks per week per person
4 Nurses/Health Staff	40	480	240	120	10 Disposable masks per Week per School Nurse

PPE for Each Staff Having High Intensity Contact with Students			
<i>Item</i>	1 Week Supply per Staff	12 Week Supply per Staff	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
N-95 Respirators*	10	120	10 per Week per Staff

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

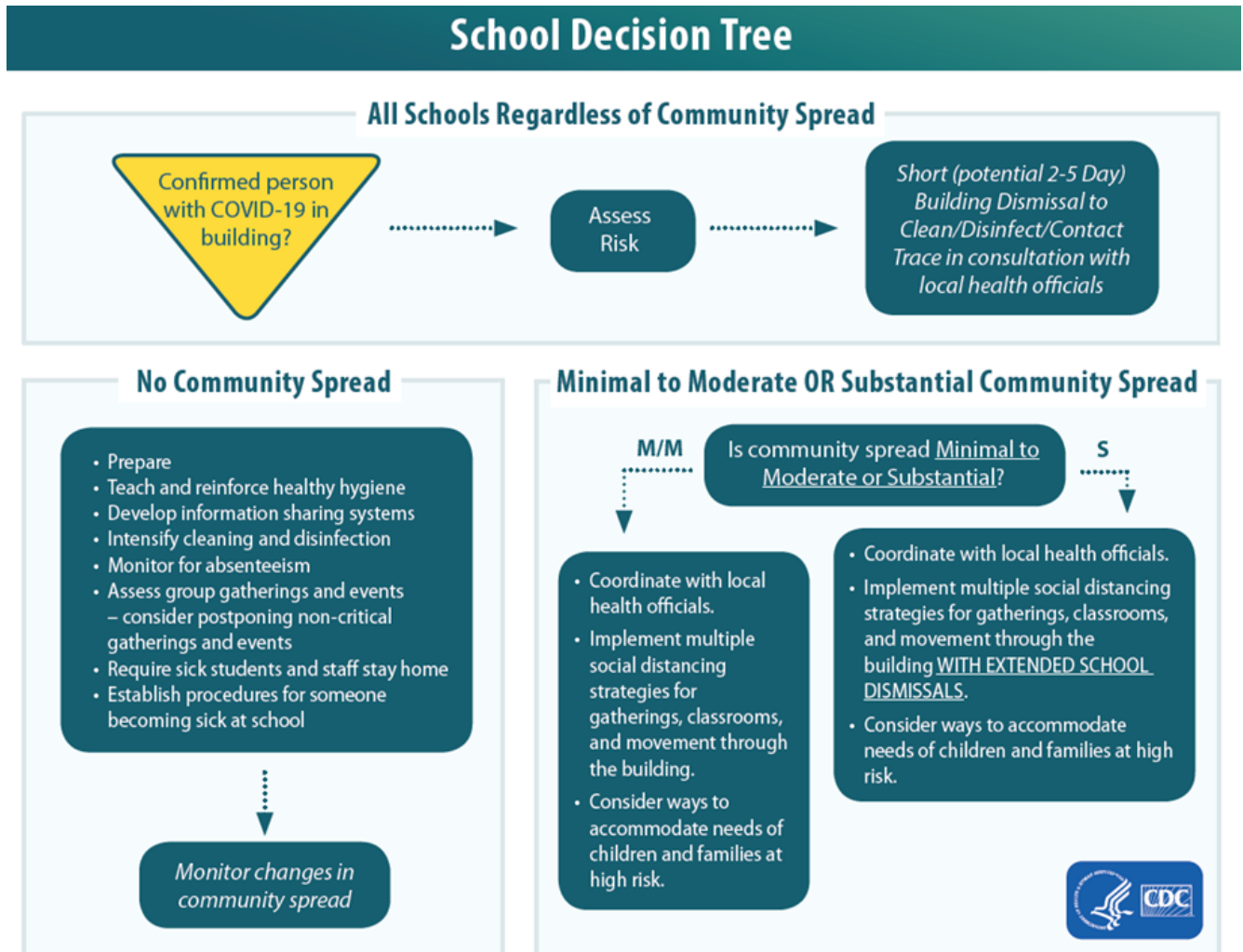
- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The PIO will work closely with the Technology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

- The Facility Director will meet with staff and monitor ability to maintain essential function. The Facility Director will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers. The Facility Director will work closely with the Business Official or designee to implement different phases of the Plan as necessary.
- The Human Resources Director will meet with staff to review essential functions and responsibilities of back-up personnel. The Human Resources Director will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
- **Any decision to close school will be made in collaboration with the Superintendent, Local Health Department and NYS Education Department.**

(5) Preventing Spread, Contact Tracing and Disinfection

Confirmed Case Requirements & Protocols

Instructional programs must be prepared for communicable disease outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission. The following example is a COVID-19 decision tree to help schools determine which set of mitigation strategies may be most appropriate for their current situation. This may need to be modified for different communicable disease outbreaks.



Center for Disease Control (CDC) and New York State Department of Health (NYSDOH) Recommendations:

- Close off areas used by a sick person and do not use those areas until after cleaning and disinfection has occurred.
- If possible, open outside doors and windows to increase air circulation in the area.
- Wait at least 24 hours before cleaning and disinfecting a contaminated room. If waiting 24 hours is not feasible, then wait as long as possible.
- Clean and disinfect all areas used by the suspected or confirmed infected person, 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 suspected or confirmed infected person can return to the area and resume school activities immediately after cleaning and disinfection.
- Refer to NYSDOH guidance for current information on close and proximate contacts, and how staff can safely return to work.
- If more than seven days have passed since the suspected or confirmed infected person 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 and NYSDOH guidance for allowing a student or staff member to return to school after exhibiting symptoms of a communicable disease. Depending on the disease, if a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) they can return to school:

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

If a person is diagnosed with a communicable disease by a healthcare provider based on a test or whether they had or currently have symptoms, they should not be at school and should stay at home until:

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

Refer to current CDC and NYSDOH guidance for individuals who are on home isolation regarding when the isolation may end.

CDC recommendations for discontinuing isolation in persons known to be infected with COVID-19 could, in some circumstances, appear to conflict with recommendations on when to discontinue quarantine for persons known to have been exposed to COVID-19. CDC recommends 14 days of quarantine after exposure based on the time it may take to develop illness if infected. Thus, it is possible that a person known to be infected could leave isolation earlier than a person who is quarantined because of the possibility they are infected.

Staff Absenteeism

- Instructional staff will call into the absence management system when they are absent due to illness. Substitutes will be provided as necessary and as requested.
- 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 Human Resources Department will handle medical and contagious disease accommodations, such as telework or shift modification. Requests for accommodations should be sent to tclimenhaga@cvsd.org.

New York State Contact Tracing Program

If a student or staff member tests positive for a contagious disease the New York State Contact Tracing Program will be implemented. As such, it is important for everyone to understand how contact tracing works.

It is recommended that all District-wide School Safety Team members, administrators, principals, nurses and others take the free Johns Hopkins University COVID-19 Contact Tracing Course at <https://www.coursera.org/learn/covid-19-contact-tracing>.

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. 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 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 other supplies. The Tracer will work with you to identify and reach out to anyone you’ve been in contact with while you were infectious to trace and contain the spread of the virus.

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

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 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 Disinfecting

Soiled surfaces and objects must be cleaned before being disinfected. Cleaning does not kill germs or viruses but rather removes many of them, along with dirt and other impurities, from surfaces or objects. Disinfecting then kills many of the remaining germs and viruses, lowering their number to a safe level, as judged by public health standards.

If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid contact with the fluid. Remove the spill, and then clean and disinfect the surface.

Routine cleaning of school settings includes:

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

Classroom/Therapy Rooms

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

Common Areas

Smaller common areas, like kitchenettes and copy room areas, should have staggered use. Face masks, or other identified PPE shall be worn in common areas, unless advised otherwise. Signage shall be posted in common areas to remind staff of health and safety etiquette.

Disinfecting

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

Upon request, facilities services will provide CDC approved disinfecting solutions for additional on the spot disinfecting. This should be done daily or between use as much as possible. Examples of frequently touched areas in schools may include:

- Bus seats and handrails.
- Buttons on vending machines and elevators.
- Changing tables.
- Classroom desks and chairs.
- Door handles and push plates.
- Handles on equipment (e.g., athletic equipment).
- Handrails, ballet barres.
- Dance studio floors.
- Kitchen and bathroom faucets.
- Light switches.

- Lunchroom tables and chairs.
- Positive Academic Support Solution (PASS) Rooms.
- Related Services Spaces.
- Shared computer or piano keyboards and mice.
- Shared desktops.
- Shared telephones.

Hand Sanitizing

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

Trash removal

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

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

It is recognized that as the work environment changes to adapt to the emergency situation and typical work schedules are modified it can become more difficult to track employees especially if they conduct work off site or in numerous locations. Daily work logs will be maintained by each staff. Student and staff sign in/sign out sheets will be utilized for each building and may be used for areas within a building as needed. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis.

(7) Emergency Housing for Essential Employees

Emergency housing for essential workers is generally not required for school employees as opposed to healthcare workers and other critical care employees. However, the following local hotels/motels can be accessed if necessary:

1. The Otesaga, Cooperstown (607.547.9931)
2. Holiday Inn Express, Cooperstown (607.547.8000)
3. Best Western, Cooperstown (607.547.7100)

If necessary, School Districts will work with the County 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

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Screening/Entry Log _____	18
Daily Work Log _____	19
School District Pandemic Influenza Planning Checklist _____	20

Cherry Valley-Springfield Central School District COVID-19 Preliminary On-Site Investigation

School Building Click or tap here to enter text. Today's Date Click or tap to enter a date.

Individual Completing Form _____ Telephone # _____

Name of Person Testing Positive: Click or tap here to enter text. Position: _____

Last Date Individual was in the School Building: Click or tap here to enter text.

Date of Birth: Click or tap here to enter text. County of Residence: Click or tap here to enter text.

Telephone #: Click or tap here to enter text. Please highlight case was: SYMPTOMATIC OR ASYMPTOMATIC

Documentation of Lab Confirmed Positive: Yes No Date of Test: Click or tap to enter a date.

Laboratory Conducting Test: Click or tap here to enter text. Telephone # Click or tap here to enter text.

Names of students in close contact (Less than 6 feet for more than 10 minutes)
 Include all contacts for 2 days prior to initial test if asymptomatic. If symptomatic, 2 days prior to symptoms.
 If no contacts, please write NO CONTACTS across the page)

STUDENT NAME	ADDRESS	DATE OF LAST CONTACT	PHONE #	EXPOSURE LOCATION
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				

Name of staff in close contact (Less than 6 feet for more than 10 minutes)
 Include all contacts for 2 days prior to initial test if asymptomatic. If symptomatic, 2 days prior to symptoms.
 If no contacts please write NO CONTACTS across the page

NAME/POSITION/ EMPLOYEE ID #	ADDRESS	DATE OF LAST CONTACT	PHONE #	EXPOSURE LOCATION
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				

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.

I. 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.