

South Jefferson Central School District

DISTRICT-WIDE SCHOOL SAFETY PLAN Commissioner's Regulation 155.17

(Updated August 1, 2018)

(Updated August 21, 2019)

(Updated July 15, 2020)

INTRODUCTION

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a district-wide school safety plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies.

The District-wide Plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. Districts stand at risk from a wide variety of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools.

The South Jefferson Central School District ("District") supports the SAVE Legislation through the regular review and updating of its safety plans. The District Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

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SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. Purpose

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

B. District-wide School Safety Team

Position	Name
Superintendent	Scott B. Slater
Assistant Superintendent	Lisa Parsons
School Resource Officer	Jeffrey Stevenson
HS Principal	Jeffrey Ginger
HS Assist. Principal	Rich Trowbridge
MS Principal	Jon Christopher
Mannsville Elem. Principal	James Pelton
Wilson Elem. Principal	Tony Gianfagna
Director of Facilities	David Hatchell
Transportation Administrator	Rebecca Dalrymple
Food Service Director	Casey Morse
Athletic Coordinator/Parent	Jay Wiley
Nurse Supervisor	Lou Ann Gleason
Technology Coordinator	RaeAnn Thomas
Parent	Michelle Jaques
Board of Education	Randy Jerome

C. Concept of Operations

- The District-wide School Safety Plan shall be directly linked to the individual Building-level Emergency Response plans for each school building. This District-wide School Safety Plan will guide the development and implementation of individual Building-Level Emergency Response plan.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by the School Emergency Response Team. Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
- Emergency response actions, including Crisis Response, may be supplemented by County and State resources through existing protocols.

D. Plan Review

- This plan shall be reviewed and maintained by the District-Wide School Safety Team and reviewed on an annual basis.
- Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan will be made available for public comment 30 days prior to its adoption. The District-wide plan 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.
- While linked to the District-wide School Safety Plan, Building-level Emergency Response Plan shall be confidential and shall not be subject to disclosure 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. Building-level Emergency Response Plan will be supplied to both local and State Police, local Fire and Rescue, Jefferson County Emergency Management, Jefferson County Sheriff's Department, and NY Safe Schools within 30 days of adoption.

SECTION II: RISK REDUCTION/PREVENTION and INTERVENTION

Prevention is always preferred over risk reduction. However, not all emergency situations can be prevented despite our best efforts and careful planning. Therefore, we must formulate plans to reduce risks and intervene in order to minimize the impact of negative events.

A. Prevention/Intervention Programs and Initiatives

The South Jefferson CSD utilizes the following initiatives and strategies to promote a positive culture and climate in our schools and to improve communication at all levels in order to substantially enhance our ability to prevent negative events from occurring.

- Responsive Classroom (PK-5)
- CARES Character Education Activities (PK-5)
- Military Students Support Group (PK-5)
- PBIS (K-12)
- Spartan Pride Program and MS Character Ed Forums (6-8)
- Sources of Strength (6-12)
- Above the Influence (6-8)
- LEAD Your School, SADD, Key Club, Spartan Helpers and other student groups
- Rachel's Challenge - Spartan Chain Reaction (PK-12)
- Building-level presentations (DASA, Internet Safety, Drug Prevention, Cyberbullying)
- Pupil Services Team Meetings (each building team meets weekly)
- Health Education (K-12)
- Health, Wellness & Life Skills lessons (K-6)
- Mental Health education for staff and students
- New Student Buddy System
- Peer Mentoring Program – Spartan Helpers
- Parent-Teacher Conferences
- School Counseling (individual and group), Conflict Resolution/Mediation
- Crisis Intervention Team
- Established procedures to report and address bullying/harassment
- Referrals to/collaboration with outside agencies
- Hosting annual Community Forums
- CLPS Bullying Prevention Program
- CLPS Threat Assessment Program
- CPI Training
- NYS Juvenile Officers Association meetings
- Meetings led by the District Attorney and Sheriff's Office
- Annual DASA Training
- Annual Training in the Steps to School Violence
- New Staff and Substitute Teacher/Staff Training
- New Teacher Mentor Program
- Greeter / Monitor Training

B. Training, Drills and Exercises

The District will provide annual multi-hazard and school safety training for all staff and students. The components of this training will be consistent across the district while the means of dissemination will likely be varied due to the grade levels involved and other building specific issues. Training for staff includes, but is not limited to, Violence Prevention and Intervention, Right to Know, DASA, Blood-Borne Pathogens, and any other health issues that are on the forefront. Students receive age-appropriate instruction regarding health and safety issues and procedures.

The District will ensure that each building conducts drills (at a minimum: 8 fire drills and 4 lock down drills annually) and exercises to test the components of their respective Building-level Safety Plans.

The use of table top exercises to accomplish this task in coordination with local and county emergency response and preparedness officials may be considered when live drills are impractical or not sufficient to meet training goals. Specific drills and training will be conducted for selected crisis response protocols including: Shelter-In-Place, Hold-In-Place, Evacuation, Lockout, Lock Down. Additionally, fire, natural gas, bomb threat and alternate site evacuations will be conducted annually and may involve a staff drill, a whole school drill or training session only.

The District has identified the following standard response actions to emergency situations:

- Shelter-in-Place
- Hold-in-Place
- Evacuate
- Communication and Reunification
- Lockout
- Lockdown
- School Cancellation, Delay of Opening (2 hours), or Early Dismissal

The Building-level Emergency Response Plans include identification of specific procedures for each action depending on the emergency situation.

In addition, an Early Dismissal drill will occur annually, not more than 15 minutes earlier than normal dismissal time. Transportation and communication procedures will be included in the drill, and parents and guardians will be notified in writing at least one week prior to such a drill.

Emergency back-up generators and lighting are also tested annually and all systems verified functional without electricity.

C. School Security Measures

School Resource Officer – The District employs an experienced School Resource Officer whose role includes: assessing and informing district-wide safety measures, policies and procedures; establishing positive relationships with students; educating staff and students on safety-related topics; serving as an integral member of the District's safety teams and pupil

services team; serving as a resource for the District and a liaison with local and state law enforcement agencies.

Limited Access to Buildings – Building access during school hours is limited to one main entrance at each school which is locked and monitored by a Greeter. Anyone wishing to enter a building during school hours must ring the main entrance doorbell and be admitted by the Greeter.

Visitors - All visitors must sign in and wear school issued ID badges when they are in the buildings. District policy 3210 requires advance permission from the building principal for visitations to any classroom in order to allow teachers the opportunity to accommodate such requests. Should an unannounced visitor appear at a classroom, office or be observed in the hallways without proper identification, staff are encouraged to approach and inquire as to the individual's business or contact their school's main office immediately.

Student Sign-Out Procedures – Schools are diligent in ensuring that only those persons authorized to sign-out students are allowed to do so utilizing the appicate data maintained in School Tools. Staff may also require a photo ID if the requesting party is unknown to them and may contact a parent/guardian for confirmation when deemed appropriate. The student information management system contains data regarding custody orders and orders of protection.

Staff ID Badges – All South Jefferson CSD staff must wear school-issued ID badged during school hours so they can be readily identified as District employees by students, staff and visitors.

Video Surveillance – A video surveillance system is in service at South Jefferson CSD to assist in monitoring and recording activity in high use areas, as well as areas of chronic concern or perceived vulnerability. Video cameras are located inside and outside school buildings and on school buses.

Fire/Emergency Alarm System – A fire/gas detection alarm system that is linked to a central monitoring station is in service in each District building. These alarms and response procedures are tested regularly consistent with NYSED regulations.

Emergency Drills – District emergency drill procedures are in compliance with Education Law and NYSED regulations. Each school conducts at least twelve drills (eight evacuation drills and four lock down drills) per year. Eight of the required drills are completed between September 1 and December 31 of each school year.

Mass Communication System (ParentSquare) – The District utilizes the Parent Square mass communications system to notify parents/guardians (who are registered to receive text messages, phone calls and/or email alerts) of emergency situations, including school delays, closings and early dismissals. District residents who wish to receive Parent Square notifications should contact their child's building directly to register.

Coordinated Door Checks – School monitors perform door checks making sure doors are secure and access is through the main door in each building. Checks are performed 2x a day at

each elementary building and 4x a day at the MS/HS. Monitors keep a record of daily door checks.

Policies – District policies that address student and employee safety are listed in Appendix 2 of this document.

Code Blue Teams – Each building has a Code Blue Team comprised of personnel who are trained in First Aid, CPR and AED use. Code Blue Team members respond to medical emergencies in the building when “Code Blue” is announced on the PA system.

Emergency Responders – The District cooperates with state and local law enforcement agencies and emergency responders to facilitate quick access to District facilities should emergency services be required.

District Code of Conduct

D. Identification of potential threats and hazards

Site Hazards: The District has established procedures for the identification of potential threats and hazards that may impact the school. These procedures are developed in coordination with the local Emergency Management Office, Fire Department and Law Enforcement Agencies, and the use of a Risk Probability Checklist. Appendix 3 of this plan lists the situations which could present potential threats and hazards in the District. Each Building Level Safety Team has assessed their own facility for any unique hazards and has documented them in their own Building Level Safety Plan.

Potentially Violent Behaviors: Students, parents and all staff members are encouraged to immediately report to their building principal or any adult in the building any information they have received or observations they have made regarding anything that could possibly impact the safety and security of anyone within the school community. The District operates and teaches ‘if you see something / say something’. People are encouraged to err on the side of caution and communicate any information regarding potential threats as soon as possible so that an investigation can commence in a timely fashion if deemed necessary. This communication may extend beyond the South Jefferson CSD personnel to include members of law enforcement officials, mental health professionals, etc. when deemed appropriate and within existing legal parameters.

A software system is deployed that identifies potential threats of violence on any school owned devices or Google program. These threats are flagged and the administrative and counseling team is notified for follow-up.

Implied/Direct Threats of Self-Harm - The District’s Pupil Services Team has an established protocol for contacting parents/guardians in the event of an implied or direct threat of violence by a student against themselves, including threats of suicide. This protocol is outlined in each Building-Level Safety Plan. The District deploys both a Threat Assessment and Suicide Assessment tool that helps identify risks.

A software system is deployed that identifies potential threats of self-harm on any school owned devices or Google program. These threats are flagged and the administrative and counseling team is notified for follow-up.

SECTION III: EMERGENCY RESPONSE

A. Incident Command in Emergency Situations

In the case of a district-wide emergency, the Incident Commander will be the Superintendent. In building-level emergencies, the administrator in charge or his/her designee will act as the Incident Commander. The Incident Commander provides leadership, organizes resources and disseminates information with the support of his/her School Emergency Response Team.

The Incident Commander is authorized to initiate contact with appropriate law enforcement officials and activate such District resources and personnel as are appropriate to the emergency. 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 Plans.

The Incident Commander will, based on the situation, determine the appropriate steps to be taken. Steps may include, but are not limited to: Shelter-in-Place, Hold-in-Place, Evacuation, Lock Out, and Lock Down.

The Incident Commander will monitor the incident, adjust his/her response as appropriate during the incident, and work to protect students and staff.

In most instances where this level of school response is warranted, the school will be seeking assistance from outside emergency responders. As such, the immediate objective is generally to ***contain and manage*** the incident until support arrives. Law Enforcement officials will take over Incident Command upon arrival at the scene as appropriate and school personnel will assist as needed/requested.

Resources available to Emergency Responders:

- *Security Camera access – Building Administrators, Director of Facilities, Technology Dept. Personnel, Greeters, and some administrative support staff*
- *Emergency Binders in each classroom*
- *Building Emergency Binders in each principal's office*
- *Telecommunication Systems (i.e. VOIP)*
- *Facilities Management– Director of Facilities, Custodial Staff*
- *Administrative Team*
- *School Safety Officer*
- *Technology Department staff*
- *Floor Plans & Utility Maps – Director of Facilities, Building Level Safety Plans*
- *Emergency Messaging System – All Main Office Personnel, Technology Dept. Personnel*
- *Code Blue Teams – Building level emergency response teams*
- *Transportation –Transportation Administrator*
- *Food Service – Food Service Supervisor*

B. Multi-Hazard Response

In the event of a catastrophic emergency (fire, building collapse, etc.) the evacuation of the building and preservation of life is the only consideration. It is anticipated that specific procedures outlined in this plan, particularly as they relate to notifications, chain of command, etc. may well be activated in cases involving catastrophic emergencies.

There are variables that could impact the manner in which the School Emergency Response Teams respond to a particular occurrence. These variables could include: time of day, weather, age of students, location of students, anticipated response time of emergency responders, availability of support personnel, and availability of transportation. Specific emergency situation(s) are identified and standard response procedures are detailed in Building-level Safety Plans; however, given the aforementioned variables, it is impractical to map out the specific steps to take for every conceivable scenario. It is more practical to focus on just a few critical decisions that need to be made in every emergency pursuant to our primary goal of preventing injury and loss of life.

C. Implied or Direct Threats of Violence toward self, others or property

The District's policies and procedures for responding to implied or direct threats of violence, including mental health-related concerns, by students, teachers, other school staff or visitors to the school are included in the Building-level Safety Plans. Such plans are confidential and not available to the public. General responses include:

- Inform Superintendent and Building Administration of any implied or direct threats
- Deploy CLPS Threat Assessment program
- Deploy CLPS Suicide Assessment Program
- Prompt investigation to determine level of threat
- Monitor situation and initiate Emergency Response actions, as necessary
- Contact appropriate law enforcement agencies and support services, as necessary

D. Acts of Violence

The District's policies and procedures for responding to acts of violence are included in the Building-level Safety Plans. Such plans are confidential and not available to the public.

In crisis situations, the Incident Commander or his/her designee will contact the appropriate law enforcement agency by calling 9-1-1 to requested support based upon the "closest response agency" concept to ensure that the response to the incident is as rapid as possible.

SECTION IV: COMMUNICATION

A. Communication with Law Enforcement and Emergency Responders

South Jefferson Central School District will work with Jefferson County and other local officials when an emergency is declared. The Incident Commander will contact the Emergency Management Office for guidance by calling 9-1-1. Contact information for other emergency resources is listed in Appendix 4. Agencies with whom copies of this District-wide plan have been shared are listed in Appendix 5.

B. Communications with School Personnel and Parents/Guardians

Incident Commanders are authorized to and will initiate contact with the appropriate law enforcement officials in the event of an emergency.

The process for informing staff and students within the District of an emergency include the following possible forms of communication:

- PA system
- email
- ParentSquare or other district approved Emergency Alert System, and
- other means as appropriate or necessary.

The District has plans and procedures to contact parents/guardians through the use of the Parent Square Emergency Alert system and local media in the event of a District or Building level emergency. Specific procedures are outlined in the Building-level Plan to handle early dismissals, evacuations, and sheltering.

The Incident Commander, based on the situation, will make the determination as to which form(s) of communication will be used: Parent Square, radio, television, etc.

While it is important that parents be contacted and informed of the status of their children in the event of violent incident or other emergency situation, it is critically important that the information be correct and delivered in a professional manner. For that reason, notifications to parents in emergency situations will be made only after district personnel have fully determined the nature and extent of the incident. At that time, district personnel will make every effort to rapidly convey factual information to parents. *In any emergency situation, the safety of our students and staff is our top priority. Communication with parents and the public will occur once action has been taken to address the immediate needs of students and staff impacted by the emergency situation.*

C. Communication with other Educational Agencies

The District will notify any appropriate educational agencies within its boundaries, as well as, those adjacent to its boundaries in case of a disaster that would affect any of these agencies. The Incident Commander will determine the extent of notification and delegate its delivery. Appendix 6 is a list of educational agencies within the area.

Appendix 1

South Jefferson CSD Buildings – Contact Information

Building Name	Address	Contact Name	Phone Number
Clarke High School	11060 US Route 11 Adams, NY 13605	Jeffrey Ginger, Principal	(315) 232-4531 Ext. 1
Clarke Middle School	11060 US Route 11 Adams, NY 13605	Jon Christopher, Principal	(315) 232-4532 Ext. 1

Wilson Elementary	13180 US Route 11 Adams Center, NY 13606	Tony Gianfagna, Principal	(315) 583-5418 Ext. 8
Mannsville Elementary	423 North Main St. Mannsville, NY 13661	James Pelton, Principal	(315) 465-4281 Ext. 1
District Office	13180 US Route 11 Adams Center, NY 13606	Scott B. Slater, Superintendent Lisa Parsons, Asst. Superintendent	(315) 583-6104

Appendix 2

District Policies

Student Rights & Safety	Prohibition of Sexual Harassment Drug-Free Environment Student Records Code of Conduct Mandated Reporter Drug/Alcohol/Tobacco Use Dangerous Weapons
Employee Rights & Safety	Drug-Free Workplace Prohibition of Sexual Harassment Family and Medical Leave Prohibition of Sex Discrimination Dangerous Weapons in School Policy on Drug and Alcohol Testing

The Code of Conduct has been developed and adopted by the Board of Education of the South Jefferson Central School District as required by Project SAVE and 100.2(1) of the Regulations of the Commissioner of Education. The District has considered zero-tolerance policies and has determined that South Jefferson CSD will not adopt them. Consequences for Code of Conduct violations will be determined on a case-by-case basis according to the Code and District policies.

Appendix 3

Potential Risks

<p><u>Violent Incidents</u> Bomb Threat Active Shooter/Intruder Hostage Situation Kidnapping Civil Unrest Bio-Terrorism</p> <p><u>Fire/Explosion</u> Fire Natural Gas Emergency Bomb</p> <p><u>Systems Failure</u> Electrical System failure Fuel Shortage Gas Leak Heating System failure Roofing failure (leak) Sewage System failure Structural failure Water System failure Information Technology failure</p>	<p><u>Medical Emergency</u> Allergic Reaction/Bleeding/Head Injury Broken bones/Burns/Choking Diabetic Shock/Heart Attack/Stroke Infectious Disease Seizures Bites Body Fluid Exposure Electric Shock Toxic Exposure Food Poisoning</p> <p><u>External Hazards</u> Weather Emergencies Natural Disasters Hazardous Materials Spills Water Contamination School Bus Accident Highway/Railroad Accidents Cyber-attack</p>
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Appendix 4

Community Resources:

Adams Fire Department- Brian Berkey, Fire Chief

Adams Center Fire Department- Mark Thomas, Fire Chief

Mannsville Fire Department- Ron Graves, Fire Chief

Rodman Fire Department – Dave Sischo, Fire Chief

South Jeff Rescue Squad- Debbie Singleton

Jefferson County Emergency Management- Joe Plummer

NYS Police – 782-2112

Jefferson County Sherriff Department - 786-2700

Appendix 5

Copies of the Building-level Emergency Response Plans are filed with the following agencies:

New York State Police

Jefferson County Sheriff's Department

Jefferson County Emergency Management Office

Adams Fire Department

Adams Center Fire Department

Mannsville Fire Department

Rodman Fire Department

School Safety, State of New York <http://SafeSchools.NY.Gov>

Appendix 6

Local Educational Agencies

District Name	Address	Phone
Adirondack Central School	110 Ford Street, Boonville, NY	(315)942-9200
Alexandria Central School	34 Bolton Avenue, Alex Bay, NY	(315) 482-9972
Beaver River Central School	Artz Road, Beaver Falls, NY	(315)346-1211
Belleville-Henderson Central School	8372 County Rte 75, Belleville, NY	(315) 846-5826
Carthage Central School	25029 County Rte. 197, Carthage, NY	(315)493-0510
Copenhagen Central School	Mechanic Street, Copenhagen, NY	(315)688-4411
General Brown Central School	Cemetary Road, Dexter, NY	(315)639-4711
Indian River Central School	32735 County Rt. 29 Philadelphia, NY	(315)642-3481
Inlet Common School	Inlet, NY	(315)357-3222
LaFargeville Central School	20414 Sunrise Ave, LaFargeville, NY	(315)658-2241
Lowville Academy & Central School	7668 State Street, Lowville, NY	(315) 376-9001
Lyme Central School	Chaumont, NY	(315) 649-2417
Sackets Harbor Central School	Sackets Harbor, NY	(315)646-3575
Sandy Creek Central School	124 Salisbury St. Sandy Creek NY	(315)387-3445
South Jefferson Central School	US Route 11, Adams, NY	(315) 583-6108
South Lewis Central School	4264 East Road, Turin, NY	(315) 348-2508
Thousand Islands Central School	8481 County Route 9, Clayton, NY	(315)686-5521
Town of Webb Union Free School	3002 State Route 28, Old Forge, NY	(315)369-3222
Watertown City Schools	1335 Washington St. Watertown, NY	(315) 785-3704
Augustinian Academy	317 West Street, Carthage, NY	(315)493-1301
Christian Heritage School	Martin Street Road, Carthage, NY	(315) 493-2940
Faith Fellowship Christian School	131 Moore Ave, Watertown, NY	(315) 782-9342
Hope Mennonite School	10468 East Road, Lowville, NY	(315)376-7916
River Valley Mennonite School	Box 141, Castorland, NY	(315)493-0187
IHC Primary School	Sterling Place, Watertown, NY	(315)788-7011
IHC Intermediate School	733 South Massey St. Watertown, NY	(315)788-3935
Immaculate Heart Central HS	1316 Ives Street, Watertown, NY	(315) 788-4670
Jeff-Lewis BOCES	20104 US RTE 3, Watertown, NY	(315) 779-7000

Communicable Disease - Pandemic Plan Addendum

Our District-Wide School Safety Plan is based on addressing the currently accepted phases of emergency management (Prevention/Mitigation; Protection; Response; Recovery). This concept is more simplistically defined as a way of looking at a potential emergency before, during and after the event.

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 reviewed 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. Education Law §2801-a requires school districts to develop plans consistent with the new Labor Law requirement. The new law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a. This Pandemic 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 in order to facilitate the provision of any benefits that may be available to them on that basis.

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

Prevention/Mitigation:

- We will work closely with Jefferson County Public Health Services to determine the need for activation of our Plan. The following procedures will be followed by administrators, principals, school nurses for reporting communicable disease, including Coronavirus, Influenza, etc., and communicating with the Health Department:
 - Report suspected and confirmed cases of influenza on the monthly school's *Communicable Disease Report*, (DMS-485.7/93; HE-112.4/81) and submit to: Jefferson County Public Health Services – Infectious Diseases
 - Public Health Consultation and Immediate Reporting: 315-786-3720
 - *Coronavirus Hotline: 888-364-3065*
 - *Fax: 315-779-8607*
 - *Weekend/After-hours Consultation and Reporting: 315-786-3720*
- Jefferson County Public Health Services may monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.
- The Superintendent of Schools will help coordinate our Pandemic planning and response effort. This person will work closely with the District-Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The school district Medical Director and RN Nurse Supervisor are vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the school district technology coordinator is also an important team member. The Business Administrator, Transportation Administrator, Building and Grounds Supervisor, Food Service Supervisor, Assistant Superintendent, Building Principals, CSEA and SJTA Representatives, the Board, and School Resource Officer are vital to the planning effort. Other non-traditional individuals may also be required to be part of the Team.
- In the event this plan needs to be enacted, the District-Wide School Safety Team will review and assess any obstacles to implementation. Issues considered relate 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 Parent Square mass communication system, website, social media postings, email and direct mailings for this purpose.

(1) Essential Positions/Titles

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

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

The worksheet below has been completed by each department which includes Central Administration, Human Resources, Facilities Services, Transportation, Food Service, Technology, Instructional Programs, Athletics, Special Education, and Security. **Actual information can be found in the Appendix, Essential Employee Worksheets, page 25.**

Human Resources Essential Positions				
Title	Description	Justification	Work Shift	Protocol

(2) Protocols Allowing Non-Essential Employees to Telecommute

Ensure Digital Equity for Employees

Mobile Device Assessments:

- Staff were surveyed in the spring and fall of 2020. If the Plan needs to be enacted, the District will survey departmental staff to determine who will need devices at home to maintain operational functions as well as instructional services. All staff who need access to a device currently have access.
- A cost analysis of technology device needs was conducted. All instructional staff received a device. Key staff in each department also received a device.

Internet Access Assessments:

- Staff were surveyed determine the availability of viable existing at-home Internet service
- Staff have access to WiFi hotspots located in the parking lots of each of the three main campuses.

Providing Mobile Devices and Internet Access:

- A procurement process is in place for getting appropriate mobile devices to those determined to be in need.
- To the extent practicable and technically possible, decide upon, develop procurement processes for, and when available, provide appropriate Internet bandwidth to those determined to be in need. WIFI hotspots and residential commercial Internet options will be evaluated for anticipated effectiveness in particular situations.

Staff surveys were conducted during the spring and fall of 2020 using Google forms and Parent Square. This gave the District information needed to ensure all staff had access to devices and the internet. A similar survey will be conducted should this Pandemic Plan need to be implemented.

Technology & Connectivity for Students - Mandatory Requirements:

- To the extent possible, have knowledge of the level of access to devices and high-speed broadband all students and teachers have in their places of residence;
- To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access; and
- Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.
- The District provides limited mobile Wi-Fi hotspots for in home use.
- The District provides three, outdoor Wi-Fi hotspots – one on each school campus.

The District will keep on file the Reopening Plan associated with the COVID-19 Pandemic of 2020. This plan outlines multiple ways for students to participate in learning including remote only options and hybrid options with some in-person teaching and learning combined with remote teaching and learning.

Families were surveyed in the spring and fall of 2020 to assess access to devices and to the internet. A similar model will be used should this Pandemic Plan need to be implemented. Surveys are saved in either Google Drive or Parent Square and are ready to be edited and deployed as needed.

Mobile Devices Delivery:

The District has a plan for device pick-up from each of the buildings for both students and staff including a contract and acceptable usage policy. Home delivery is available to any students or families needing that option.

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

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

- Learning Materials and Content (digital content, online learning activities)
- Additional Technology Devices Assessments:
 - The District will Identify students' technology needs to include adaptive technologies using an online survey and individual calls to those not responding to the survey.
 - The District will use the Asset Tracking Management System procedures to check out all mobile devices and have families sign acceptable usage policies for all devices distributed.
 - If a shutdown happens abruptly, the District will 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
 - The District supports instructional programs as needed in preparation of non-digital, alternative ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models in circumstances in which students do not yet have sufficient access to devices and/or high-speed internet (learning packets).

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

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

- Limiting building occupancy to 25%, 50% or 75% of capacity or the maximum allowable by State or Local guidance.
- Forming employee work shift cohorts to limit potential contacts.
- Limit employee travel within the building.
- Limit restroom usage to specific work areas.
- Stagger arrival and dismissal times.
- Alternate work-days or work weeks.
- Implement a four-day work week.
- Limit or eliminate visitors to the building.

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

Protection (Preparedness):

We have collaborated with our partners to assure complementary efforts. This will allow us to send consistent messages to the school community on pandemic related issues.

- The District-wide Command Center will be at the District Office in Wilson Elementary School in Adams Center with the alternate at the Clarke Building (MS/HS) in Adams, NY and will be activated at the direction of the School District Incident Commander. We have established our District-wide Incident Command Structure as follows:

Name	Title	Number
Scott B. Slater	Superintendent of Schools / Primary Incident Commander	315.583.6104 (W) 315.771.8749 (C)

Lisa Parsons	Assistant Superintendent / Secondary Incident Commander	315.583.6104 (W) 315.489.8904 (C)
Jon Christopher	Principal - Middle School Incident Response Leader	315.232.4532 (W) 315.777.7434 (C)
Jeff Ginger	Principal - High School Incident Response Leader	315.232.4531 (W) 315.778.4531 (C)
Jim Pelton	Principal - Mannsville Incident Response Leader	315.465.4281 (W) 315.783.9823 (C)
Tony Gianfagna	Principal - Wilson Incident Response Leader	315.583.5418 (W) 315.790.1835 (C)
Lou Ann Gleason	RN Supervisor – District-wide Incident Support	315.232.4531 (W) 315.486.9376 (C)
David Hatchell	Supervisor - District-wide Incident Support (Buildings and Grounds)	315.232.4519 (W) 315.489.1857 (C)
Rebecca Dalrymple	Administrator - District-wide Incident Support (Transportation)	315.583.5221 (W) 315.767.8044 (C)
Cora Harvey	Administrator – District-wide Incident Support	315.583.6104 (W) 315.796.5180 (C)
Sarah OYong	Administrator – District-wide Incident Support	315.583.6104 (W) 315.408.3772 (C)
Jeff Stevenson	SRO – District-wide Incident Support	315.804.4562 (C)
HS Assistant Principal TBD	Administrator – District-wide Support	315.232.4531 (W) 315.583.1513 (C)
Casey Morse/Bailey Mackey	Supervisor – District-wide Incident Support (Food Service)	315.232.4519 (W)

Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems. <https://www.coursera.org/learn/covid-19-contact-tracing>.

- The school district has designated a COVID-19 safety coordinator (administrator), for each of its schools, whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels. The coordinators shall be the main contact upon the identification of positive COVID-19 cases and are responsible for subsequent communication. Coordinators shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the COVID-19 public health emergency and plans implemented by the school.
-

Name	Safety Coordinator / Administrator	Number
Scott B. Slater	Superintendent of Schools District Safety Coordinator	315.583.6104 (W) 315.771.8749 (C)
Lisa Parsons	Assistant Superintendent / District Safety Support	315.583.6104 (W) 315.489.8904 (C)
Lou Ann Gleason	RN Supervisor District Safety Support	315.232.4531 (W) 315.486.9376 (C)
Jon Christopher	Principal - Middle School Safety Coordinator	315.232.4532 (W) 315.777.7434 (C)
Jeff Ginger	Principal - High School Safety Coordinator	315.232.4531 (W) 315.778.4531 (C)
Jim Pelton	Principal - Mannsville Elementary Safety Coordinator	315.465.4281 (W) 315.783.9823 (C)
Tony Gianfagna	Principal - Wilson Elementary Safety Coordinator	315.583.5418 (W) 315.790.1835 (C)

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods will include: Parent Square or other mass communication tool, social media, District website, email, school postings, general mailings, special presentations, phones and cell phones, texting, and the media outlets. School district Public Information Officers (PIO), either the superintendent or assistant superintendent, are designated to coordinate this effort and act as the central point for all communication. The PIOs will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIOs will work closely with our Technology Coordinator 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:
 - Overall Operations – we have defined the following decision-making authority for the district:
 - Superintendent of Schools
 - Assistant Superintendent of Schools
 - Business Administrator
 - Coordinator of Student Services

Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by cell phones, Parent Square, hand- held radios, e-mail, district automated phone notification system.

- The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. We have defined the job titles for having back-up responsibility in these areas. We have also established the ability to maintain essential functions off-site from remote locations.

- Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee will keep the business office informed of such status and of the point at which buildings can no longer be maintained. If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building function and cleaning of critical areas such as bathrooms. The District provides spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Desktops will be misted with the provided disinfectant and left to dry. Training for teachers on this process was provided on at the Fall 2020 opening days. *At no time will products not approved by the school district be utilized.*
 - Business Administration and Human Resources will be essential in monitoring absenteeism and assuring appropriate delegation of authority. Changes to district policies and procedures to reflect crisis response may become necessary and will be implemented by the Business Administration Office. This office will help develop the Plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal work-day such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Business Administration Office will help to decide if schools need to be closed.
- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include:
 - Standards-based Prioritized Instruction
 - Hybrid Model with both in-person and on-line teaching and learning
 - Hard copy, self-directed lessons
 - Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone, cell phone mail, text messages; e-mail; automated notification systems; website postings

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

PPE & Face Covering Availability:

- The school district will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.
- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (many people carry COVID-19 but do not have symptoms).
- Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- Information 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 some very basic preliminary purchases will be done on a consolidated basis to ensure that the District is getting the most for its PPE dollars.
- Teach and reinforce use of face coverings among all staff.
- We have encouraged all staff to utilize their own personal face coverings but have secured and will provide PPE for any employee requesting such protection. Specialized PPE (N95s, face

shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. Those individuals that are required to wear N-95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so. We will work in partnership with the Health and Safety Office of Jefferson Lewis BOCES to provide this capability. 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.

PPE Supply Management

- The Nursing Department, Buildings and Grounds Department, and District Business Administrator will work collaboratively to identify PPE needs, inventory and track current supplies of PPE, and procure PPE dependent on the situation. Centralized purchasing will be used when possible.

The chart represents basic guidelines when considering PPE needs. This is only a guideline and the numbers will change depending on the situation.

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

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

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

Response:

The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring, consulting with the District Medical Director, and partnership / communication with Jefferson County Health Services and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.

- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The PIO will work closely with the Technology Director to re-test all communication systems to assure proper function. The District-wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the PIO will utilize the communication methods previously described to alert the school community of the activation of our District-Wide School Safety Plan as it specifically applies to pandemics.
- The Business Administrator 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 Director of Buildings and Grounds will meet with staff and monitor ability to maintain essential function. The director will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers. The director will work closely with the Business Administrator or designee to implement different phases of the Plan as necessary.
- The Business Administrator will meet with staff to review essential functions and responsibilities of back-up personnel. The Business Administrator will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
- Based on recommendations from Local and State Authorities, schools may be closed. Our Plan for continuity of instruction will be implemented as previously described.
- If the decision is made to close a school building the school district will notify the NYS Education Department and District Superintendent at YOUR BOCES.

(5) Preventing Spread, Contact Tracing and Disinfection

Confirmed COVID-19 Case Requirements & Protocols

Instructional programs must be prepared for COVID-19 outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission. Jefferson County Health Services has provided a decision tree to help schools determine which set of mitigation strategies may be most appropriate for their current situation. Please see pages 19-23.

CDC and NYSDOH Recommendations:

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;
- Opening outside doors and windows to increase air circulation in the area.
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- Refer to DOH's [Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure](#) for information on "close and proximate" contacts.
- If more than seven days have passed since the person who is suspected or confirmed to have COVID-19 visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

Return to School After Illness:

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

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

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

- It has been at least ten days since the individual first had symptoms;
- It has been at least three days since the individual has had a fever (without using fever reducing medicine); and

- It has been at least three days since the individual's symptoms improved, including cough and shortness of breath.

The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end. **Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings**[↗].

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, the building principal or a designee will call into the Substitute Caller when they are absent due to illness. Substitutes will be provided as necessary and as requested.
- The instructional department will monitor absenteeism of staff, cross-train staff, and create a roster of trained back-up staff.

Employee Assistance Program (EAP)

- The Business Administrative Office will continue to disseminate information to employees about EAP resources offered through PIVOT. 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 continue to handle medical and COVID-19 accommodations. Requests for COVID-19 accommodations should be sent to both the building principal or department supervisor and the Business Administrative Office.

New York State Contact Tracing Program

If a student or staff member tests positive for Coronavirus the New York State Contact Tracing Program will be implemented. As such, it is important for everyone to understand how contact tracing works. The information below is provided by the New York State Contact Tracing Program:

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

Contact Tracers work with people who have tested positive for COVID-19 to identify people they have had contact with and let them know they may have been exposed to the disease.

If you get a call from “NYS Contact Tracing” (518-387-9993), PLEASE answer the phone. Answering the phone will keep your loved ones and community safe.

A contact tracer will:

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

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

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

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

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

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

Facilities: Cleaning and Sanitizing

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

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

Routine cleaning of school settings includes:

- Cleaning high contact surfaces that are touched by many different people, such as light switches, handrails and doorknobs/handles
- Dust- and wet-mopping or auto-scrubbing floors
- Vacuuming of entryways and high traffic areas
- Removing trash

- Cleaning restrooms
- Wiping heat and air conditioner vents
- Spot cleaning walls
- Spot cleaning carpets
- Dusting horizontal surfaces and light fixtures
- Cleaning spills

Classroom/Therapy Rooms:

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. If users cannot maintain six feet of distance, they shall wear a mask. Signage should be posted in common areas to remind staff of health and safety etiquette.

Disinfecting:

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

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

Upon request, Buildings and Grounds 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 will ensure that all existing and new alcohol-based hand-rub dispensers, installed in any location, are in accordance with the Fire Code of New York State (FCNYS) 2020 Section 5705.5.

Trash removal:

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

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

It is recognized that as the work environment changes to adapt to the emergency situation and typical work schedules are modified it can become more difficult to track employees especially if they conduct work off site or in numerous locations. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis. Our plan to track such individuals includes health screenings and sign in / sign out sheets for each building and for offices where interactions may last more than 10 minutes. These logs will be kept until the emergency no longer calls for keeping such records.

(7) Emergency Housing for Essential Employees

Emergency housing for essential workers is not considered to be generally required for school employees as opposed to healthcare workers and other critical care employees.

If it is necessary for the school district to establish school building shelter sites, the district will work in cooperation with the Jefferson County Office of Emergency Management which may be utilized in the event of any emergency situation. If deemed necessary, school districts will work closely with the Jefferson 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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SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST



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

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

Further information on pandemic influenza can be found at www.pandemicflu.gov.

1. Planning and Coordination:

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

1. Planning and Coordination (cont.):

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Consider developing in concert with the local health department a surveillance system that would alert the local health department to a substantial increase in absenteeism among students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Implement an exercise/drill to test your pandemic plan and revise it periodically.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Share what you have learned from developing your preparedness and response plan with other LEAs as well as private schools within the community to improve community response efforts.

2. Continuity of Student Learning and Core Operations:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop scenarios describing the potential impact of a pandemic on student learning (e.g., student and staff absences), school closings, and extracurricular activities based on having various levels of illness among students and staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop alternative procedures to assure continuity of instruction (e.g., web-based distance instruction, telephone trees, mailed lessons and assignments, instruction via local radio or television stations) in the event of district school closures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a continuity of operations plan for essential central office functions including payroll and ongoing communication with students and parents.

3. Infection Control Policies and Procedures:

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

4. Communications Planning:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assess readiness to meet communication needs in preparation for an influenza pandemic, including regular review, testing, and updating of communication plans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a dissemination plan for communication with staff, students, and families, including lead spokespersons and links to other communication networks.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensure language, culture and reading level appropriateness in communications by including community leaders representing different language and/or ethnic groups on the planning committee, asking for their participation both in document planning and the dissemination of public health messages within their communities.

4. Communications Planning (cont.):

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and test platforms (e.g., hotlines, telephone trees, dedicated websites, and local radio or TV stations) for communicating pandemic status and actions to school district staff, students, and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and maintain up-to-date communications contacts of key public health and education stakeholders and use the network to provide regular updates as the influenza pandemic unfolds.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure the provision of redundant communication systems/channels that allow for the expedited transmission and receipt of information.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Advise district staff, students and families where to find up-to-date and reliable pandemic information from federal, state and local public health sources.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disseminate information about the LEA's pandemic influenza preparedness and response plan (e.g., continuity of instruction, community containment measures).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disseminate information from public health sources covering routine infection control (e.g., hand hygiene, cough/sneeze etiquette), pandemic influenza fundamentals (e.g., signs and symptoms of influenza, modes of transmission) as well as personal and family protection and response strategies (e.g., guidance for the at-home care of ill students and family members).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Anticipate the potential fear and anxiety of staff, students, and families as a result of rumors and misinformation and plan communications accordingly.

Contract Tracing Form:

Covid-19 School and JCPHS Coordination for Contact Tracing of Students/Staff (48 hours after symptom onset with no HCP evaluation or test result)

School Building:

[illegible]

Positive COVID-19 or Other Disease Check List

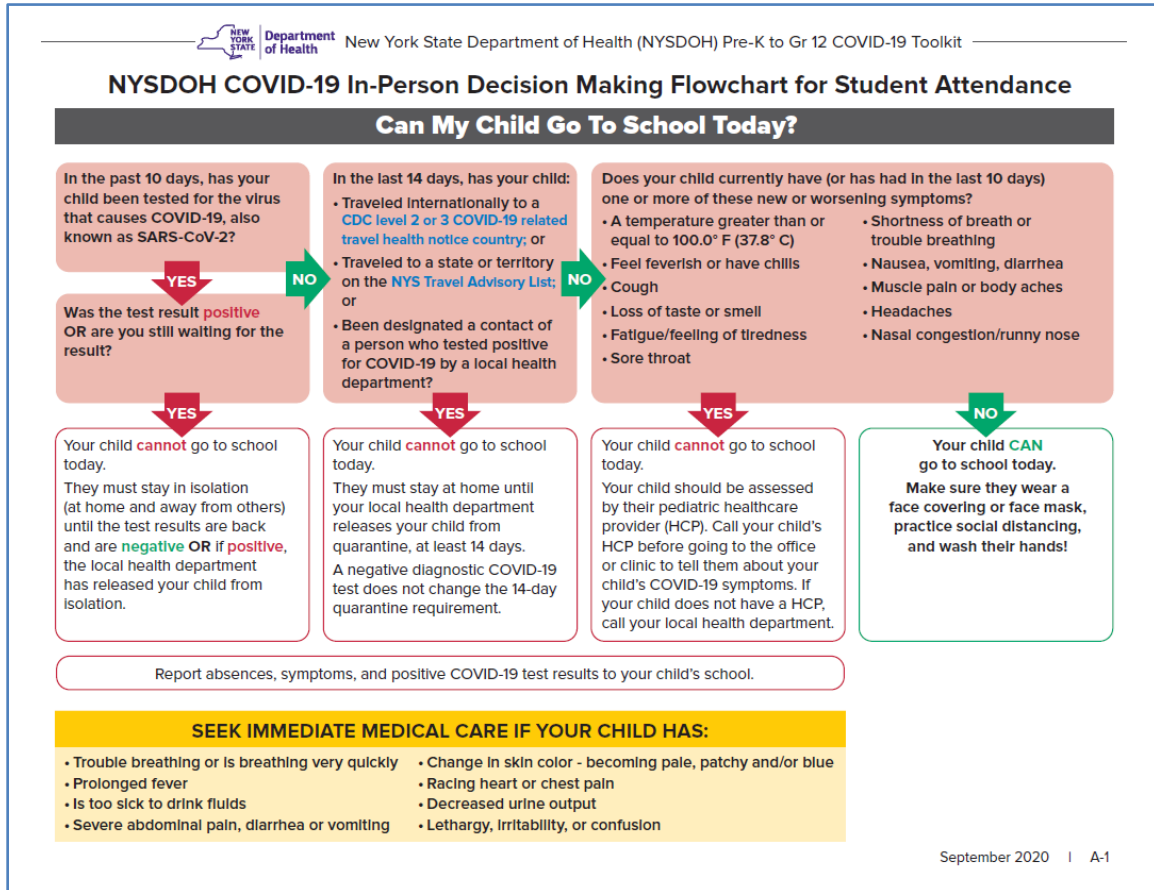
Date:

Case #:

Date	Contact / Action	Notes
	Confirm w Public Health 315.786.3720	
	Contact Bldg. Administrator, Building Nurse and RN Supervisor	
	Begin Work on Required DOH Contact Excel sheet	
	Share DOH Contact Excel sheet with DOH	
	Contact BOE	
	Contact the Individual Staff or Family Impacted with +	
	Contact Buildings and Grounds	
	Contact Transportation	
	Contact Food Services	
	Contact JL BOCES	
	Contact Staff Impacted as Close Contact	
	Contact Families of All Students Impacted	
	Contact All Staff	

	Contact Community / Parent Square	
	Contact Media Outlets	

Flowcharts for COVID-19 Decision Making





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

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

HCP Recommends COVID-19 Diagnostic Test

OR

HCP Gives
Alternate Diagnosis

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

Child Is
Not Evaluated
by HCP

STAY OUT OF SCHOOL
and in Isolation until test result is back

Positive Test Result

Negative Test Result

Your local health department will contact you to follow up.
Your child must remain in isolation (at home and away from others) until your local health department has released them from isolation, which is typically:

- 10 days after symptom onset; **AND**
- Child's symptoms are improving; **AND**
- Child is fever-free for at least 72 hours without use of fever reducing medicines.

While your child is in isolation, **all members of the household must quarantine at home until released by the local health department, typically 14 days.**

Note: A repeat negative COVID-19 test is not required for return to school.

If your child's symptoms are improving **AND** they are fever-free for at least 24 hours without the use of fever reducing medicines, your child **may return to school** with:

- A note from HCP indicating the test was negative **OR**
- Provide a copy of the negative test result.

If your child's HCP provides a diagnosis of a known chronic condition with unchanged symptoms, or a confirmed acute illness (examples: laboratory-confirmed influenza, strep-throat) **AND** COVID-19 is not suspected, then a note signed by their **HCP explaining the alternate diagnosis is required** before your child will be allowed to return to school. They may return to school according to the usual guidelines for that diagnosis.

Note: a signed HCP note documenting unconfirmed acute illnesses, such as viral upper respiratory illness (URI) or viral gastroenteritis, will not suffice.

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

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

COVID-19 diagnostic testing includes molecular (e.g., PCR) or antigen testing for SARS-CoV-2, the virus that causes COVID-19. Diagnostic testing may be performed with a nasopharyngeal swab, nasal swab, or saliva sample, as ordered by the health care provider and per laboratory specifications. At times, a negative antigen test will need to be followed up with a confirmatory molecular test. Serology (antibody testing) cannot be used to rule in or out acute COVID-19.

NYSDOH COVID-19 In-Person Decision Making Flowsheet for Staff To Go To Work

Can I Go to Work at the School Today?



Report absences, symptoms, and positive COVID-19 test results to your school.

SEEK IMMEDIATE MEDICAL CARE IF YOU HAVE:

- Trouble breathing or are breathing very quickly
- Are too sick to drink fluids
- Severe abdominal pain, diarrhea or vomiting
- Change in skin color - becoming pale, patchy and/or blue
- Racing heart or chest pain
- Decreased urine output
- Lethargy, irritability, or confusion

**I have COVID-19 symptoms. When can I go back to work at the school?**

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

HCP Recommends COVID-19 Diagnostic Test

OR

HCP Gives
Alternate DiagnosisCOVID-19
Diagnostic Test
Recommended
but Not
Done and
No Alternate
DiagnosisNOT Evaluated
by HCPSTAY OUT OF SCHOOL
and in Isolation until test result is back

Positive Test Result

Negative Test Result

Your local health department will contact you to follow up.

You must remain in isolation (at home and away from others) until your local health department has released you from isolation, which is typically:

- 10 days after symptom onset; **AND**
- Your symptoms are improving; **AND**
- You are fever-free for at least 72 hours without use of fever reducing medicines.

While you are in isolation, **all members of the household must quarantine at home until released by the local health department,** typically 14 days.

Note: A repeat negative COVID-19 test is not required for return to school.

If your symptoms are improving **AND** you are fever-free for at least 24 hours without the use of fever reducing medicines, you **may return to school** with:

- A note from HCP indicating the test was negative **OR**
- Provide a copy of the negative test result.

If your HCP provides a diagnosis of a known chronic condition with unchanged symptoms, or a confirmed acute illness (examples: laboratory-confirmed influenza, strep-throat) **AND** COVID-19 is not suspected, then a note signed by your **HCP explaining the alternate diagnosis is required** before you will be allowed to return to school. You may return to school according to the usual guidelines for that diagnosis.

Note: a signed HCP note documenting unconfirmed acute illnesses, such as viral upper respiratory illness (URI) or viral gastroenteritis, will not suffice.

You must remain in isolation at home and are not able to go back to work at the school until your local health department has released you from isolation, which is typically:

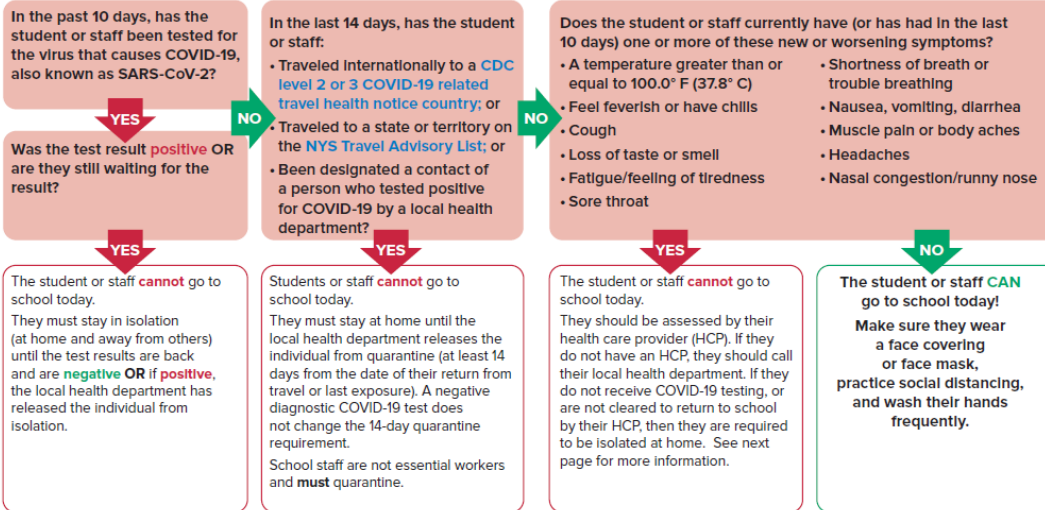
- At least 10 days have passed since date of first symptoms; **AND**
- Your symptoms are improving; **AND**
- You are fever-free for at least 72 hours without use of fever reducing medicines.

Note: You may not qualify for Paid Sick Leave benefits due to COVID-19 without a confirmed COVID-19 diagnosis.

COVID-19 diagnostic testing includes molecular (e.g., PCR) or antigen testing for SARS-CoV-2, the virus that causes COVID-19. Diagnostic testing may be performed with a nasopharyngeal swab, nasal swab, or saliva sample, as ordered by the health care provider and per laboratory specifications. At times, a negative antigen test will need to be followed up with a confirmatory molecular test. Serology (antibody testing) cannot be used to rule in or out acute COVID-19.

NYS DOH COVID-19 Guide for School Administrators and Schools Nurses

COVID-19 Screening Flowsheet for Students and Staff



Communicate to your students and staff that they must report absences, symptoms, and positive COVID-19 test results to your school.

CALL 911 IF A STUDENT OR STAFF HAS:

- Trouble breathing or is breathing very quickly
- Severe abdominal pain, diarrhea or vomiting
- Change in skin color - becoming pale, patchy and/or blue
- Racing heart or chest pain
- Lethargy, irritability, or confusion

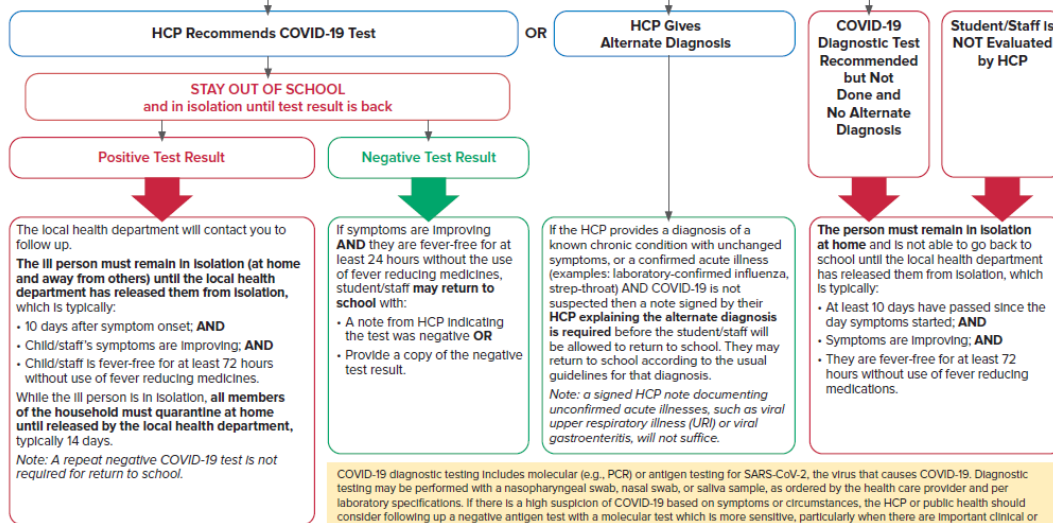
COVID-19 Flowsheet for Student or Staff with COVID-19 Symptoms

Student/staff has symptoms consistent with COVID-19:

- Student/staff member should keep face mask on.
- Staff members should be sent home immediately.
- Students awaiting transport home by the parent/guardian must be isolated in a room or area separate from others, with a supervising adult present using appropriate personal protective equipment (PPE).
- School administration and the parent/guardian should be notified.

- Provide instructions that the individual must be seen by an HCP for evaluation and have COVID-19 testing (unless determined not necessary by HCP). If they do not have an HCP they should call their local health department.
- Schools should provide a list of local COVID-19 testing locations.
- Clean and disinfect area where the student/staff member was located.

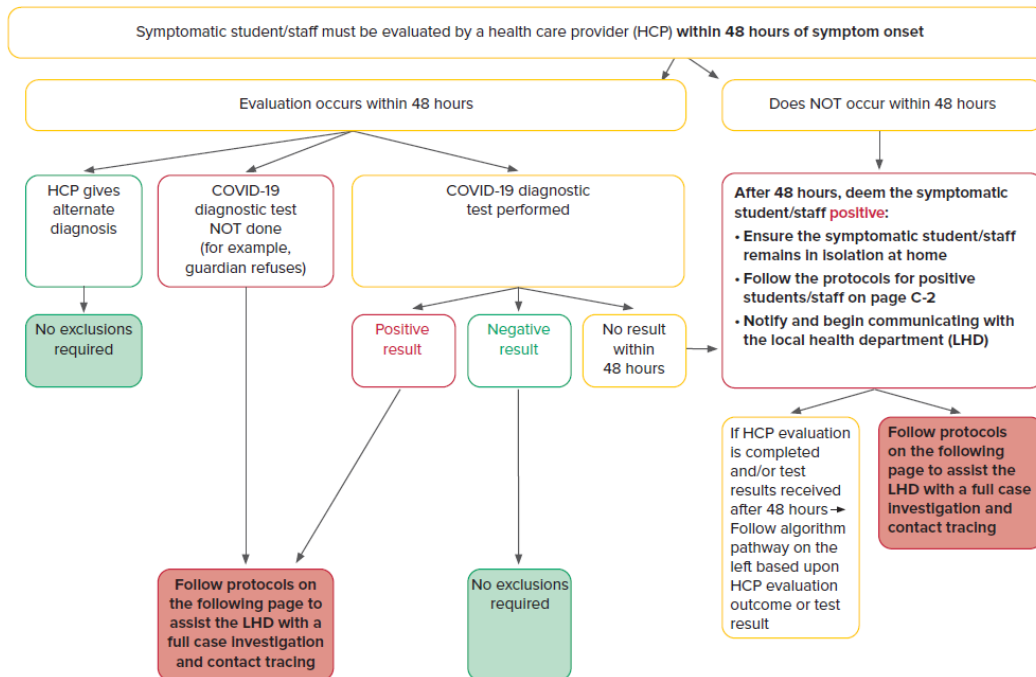
HEALTHCARE PROVIDER (HCP) EVALUATION FOR COVID-19 (can be in-person or by video/telephone as determined by HCP)



COVID-19 diagnostic testing includes molecular (e.g., PCR) or antigen testing for SARS-CoV-2, the virus that causes COVID-19. Diagnostic testing may be performed with a nasopharyngeal swab, nasal swab, or saliva sample, as ordered by the health care provider and per laboratory specifications. If there is a high suspicion of COVID-19 based on symptoms or circumstances, the HCP or public health should consider following up a negative antigen test with a molecular test which is more sensitive, particularly when there are important clinical or public health implications. Serology (antibody testing) cannot be used to rule in or out acute COVID-19.



COVID-19 exclusion protocol for contacts of symptomatic students and staff



COVID-19 School and Local Health Department Coordination for Contact Tracing

Notify the local health department (LHD):

- Immediately upon learning of a positive case
- 48 hours after symptom onset in a staff member or student if no HCP evaluation or test result has been received. The LHD will collaborate with the school for contact tracing and to identify contacts.

Begin to identify contacts of the case to provide to the LHD.

Provide the LHD with contact information of school personnel who will assist in the LHD's contact investigation. Include the names and phone numbers of at least two points of contact, as appropriate, such as:

- School Principal
- Administrative Support Person
- Principal Designee

Provide the LHD with a list of people who are possible contacts of the case including:

- Contact's full name
- Parent(s)/Guardian(s) full name(s)
- Phone number(s)
- Home address
- Nature of contact (e.g., persons in same classroom, bus, etc.)
- Student, teacher, or type of staff member

Contacts will include students/staff who had exposure to the individual suspected or confirmed to have COVID-19 beginning two days before their symptom onset (or if the case was asymptomatic, two days before the date they were tested) until the case is excluded from the school and in isolation. Schools and LHDs should work together to ensure any before, after, or other daycare; transportation; extracurricular; and other non-school setting contacts are identified and notified of their exposure risk.

THEN

Move forward with preestablished communication plan in consultation with LHD (e.g., notifying the school community of confirmed case(s), as appropriate).

THEN

The LHD will determine which students/staff should be quarantined and excluded from school in addition to any other close contacts, such as social or household contacts. Contacts will be quarantined and excluded from school for 14 days from the date of last exposure to the case, advised to monitor for symptoms, and recommended to get a diagnostic COVID-19 test at least 3 days after their last date of exposure. The local health department will initiate isolation and quarantine orders.

When to welcome back affected students/staff:

The LHD will determine when students and staff are released from isolation or quarantine and can return to school.

The LHD should communicate to the school a release from isolation or quarantine in order for the student/staff to be welcomed back to the school.

Essential Employee Worksheet

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

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

Essential Employee Determination				
Title	Description	Justification	Work Shift	Protocol
Superintendent	District Safety and Command Lead	Oversee response to pandemic and run day to day operations	As needed on site, work from home when possible	Health screening and/or sign in before entering buildings, mask required when in buildings, social distance
Director of Buildings and Grounds	Day to day operations	Oversee small crew to maintain necessary building functions	As needed on site	Health screening and/or sign in before entering buildings, mask required when in buildings, social distance
Maintenance Mechanic (3)	Day to day operations	Keep buildings up and running maintaining necessary systems, prevent or respond to issues	Assign one staff per building, stagger schedules if more than one is needed in a building	Health screening and/or sign in before entering buildings, mask required when in buildings, social distance
Senior Custodians (3)	Day to day operations	Keep buildings up and running maintaining necessary systems, prevent or respond to issues	Assign one staff per building, staggers schedule if in the same building	Health screening and/or sign in before entering buildings, mask required when in buildings, social distance
Custodians (3)	Snow Removal	Call into on site work only when snow removal is needed	Assign one staff per building	Health screening and/or sign in before entering buildings, mask required when in buildings, social distance
RN Supervisor	Maintain health and safety standards in the District	Help with planning, liaison with the District Medical Director, maintaining records and schedule	As needed on site, work from home when possible	Health screening and/or sign in before entering buildings, mask required when in buildings, social distance

Food Service Director	Plan for community / student meals if needed	Oversee food service operations, inventory control, staff management, menu planning, purchasing, and plan for feeding if required	As needed on site, work from home when possible	Health screening and/or sign in before entering buildings, mask required when in buildings, social distance
Food Service Other	Cook Managers, Cooks, and Food Service Helpers will be called in as needed	To prepare and distribute food if mandated by the State or Federal Government	Staggered when possible, only on site if needed	Health screening and/or sign in before entering buildings, mask required when in buildings, social distance
Transportation Administrator	Plan to meet any transportation / community needs	Oversee daily function of the department	As needed on site, work from home when possible	Health screening and/or sign in before entering buildings, mask required when in buildings, social distance
Bus Drivers	Depending on need	Depending on Need	As needed	Health screening, sign-in, mask wearing, social distance
Lead Mechanic	Maintain Fleet	Maintain fleet, meet required inspection and parts replacement / repair schedules, inventory, parts ordering, etc.	Work on site, typical schedule	Health screening and/or sign in before entering buildings, mask required when in buildings, social distance
Business Administrator	Personnel, payroll, accounts receivable / payable, budget, health insurance	Work with support staff to maintain critical personnel functions including payroll, health insurance, and leave time as well as day today fiscal responsibilities associated with running a school district	As needed on site, work from home when possible	Health screening and/or sign in before entering buildings, mask required when in buildings, social distance

School Safety Officer Employment Agreement

Between the South Jefferson Central School District and Jeffrey Stevenson

This Agreement made by and between the **Board of Education of the South Jefferson Central School District**, with offices located at 13180 U.S. Route 11, Adams Center, NY 13606 (the “**District**”) and Jeffrey Stevenson residing at 16668 US Route 11, Watertown, NY 13601 (the “**SSO**”).

WHEREAS, the District, in accordance with its authority set forth under Education Law section 1709(9), desires to employ a School Safety Officer to provide a presence within its schools as a deterrent to criminal behavior on the school campus and to promote the goal of ensuring a caring, safe, respectful and orderly learning environment in its schools; and

WHEREAS, the SSO is desirous of being hired as, and of providing the services of a School Safety Officer at the times and places, and under the terms and conditions hereinafter indicated; and

WHEREAS, the Parties desire to set forth in this Agreement the specific terms and conditions of the SSO’s employment and the services to be performed and provided by the same;

NOW, THEREFORE, in consideration of the terms of the agreement set forth herein, and other good and valuable consideration, the parties agree as follows:

- 1. Offer of Employment:** The District has employed the SSO, and the SSO has accepted employment, in the position of School Safety Officer for the District. This Agreement sets forth the compensation and fringe benefits of said employment, and is not a guarantee of employment. The SSO’s status is provisional under Civil Service Law. Permanent appointment is contingent upon successful attainment of required civil service status. The term of said employment and the termination thereof, is governed by law and not by this Agreement. In addition, nothing in this Agreement shall affect the ability of the Board of Education (hereinafter referred to as the “Board”) to abolish, reorganize, or consolidate positions pursuant to law.
- 2. Term, Termination and Renewal.**
 - a. The term of the SSO’s employment shall be August 31, 2021 to June 30, 2022 (the “Term”), unless further extended or sooner terminated as hereinafter provided.
 - b. Any extension or renewal of said agreement shall be authorized by the School District Board of Education.

3. General Terms and Conditions of Employment.

- a. The SSO and District enter into this Agreement for the purpose of placing a School Safety Officer on site at the District. The District will assign the SSO to provide services at school buildings in accordance with the terms set forth herein.
- b. The SSO agrees that services rendered under this Agreement will be in compliance with applicable Federal and State constitutional requirements, local laws, rules, regulations, including but not limited to, applicable regulations of the Commissioner of Education.
- c. The SSO's primary point of contact will be the Superintendent and/or the Superintendent's designee.
- d. The SSO's regular duty hours shall be 7.5 hours per day during each day that school is in session (7:30 a.m. to 3:00 p.m.) unless otherwise directed or agreed to by the Superintendent or his or her designee, plus 5 days in July-August.
- e. For school vacations, holidays and other times when school is not scheduled to be in session, the SSO shall not be required to report for duty.
- f. The SSO shall not receive vacation, personal leave or sick days. Instead, with the Superintendent's approval, the SSO will be allowed to "flex" his regular schedule to attend to personal/family business, in exchange for which, the SSO agrees to make up any regularly scheduled work hours as directed and/or agreed to by the Superintendent or her designee.

4. Compensation.

- a. The SSO shall be paid an annual stipend of \$34,950.00, paid in equal bi-weekly installments over the 10 month period September 1, 2021 – June 30, 2022.
- b. The SSO shall be eligible, and receive, the additional fringe benefits described and set out in the annexed Exhibit A.

5. Civil Service Certification: SSO must successfully pass and be reachable on the civil service exam given for this position at the next time the School Safety Officer civil service test is given for Jefferson County in order to secure civil service permanent status.

6. Termination Clause: This contract shall remain in full force and effect until June 30, 2022, unless otherwise mutually agreed upon in writing by the SSO and the District, or unless the employment is terminated pursuant to applicable law.

7. Duties of the District: In addition to any responsibilities of the District set forth in this Agreement, the District will:

- a. Pay for SSO's training and professional development required under the terms of this Agreement;
- b. Train staff annually regarding appropriate role of SSO in schools, and appropriate conditions under which SSO assistance may be requested.
- c. Provide any safety equipment reasonably deemed necessary by the SSO and approved by the Board.

- 8. Duties of the SSO:** The general duties and responsibilities of the SSO shall include, but not be limited to the following:
- a. Provide for the security and safety of all students, staff, and visitors, protect school property and maintain order in and around the school site.
 - b. Report all violations of law, school rules, regulations or policies to school administration.
 - c. Enforce, to the extent of his legal authority, all governing New York State and federal laws, rules, and regulations and assist schools in meeting requirements mandated by New York State law.
 - d. Provide intervention between students and/or staff using appropriate techniques to calm and control situations.
 - e. Assist local law enforcement agencies in investigating any criminal activity that occurs either in the school buildings or on the school grounds.
 - f. Serve as liaison between the District and the criminal justice system and assist District administrators in informally resolving non-criminal incidents.
 - g. Act as a resource to administrators, students and staff members, working to improve the safety and security of the school.
 - h. Advise school administration of any circumstance or situation that may create any potential harm to persons, or damage to, or loss of property.
 - i. When feasible and requested to do so by school officials, and in a manner which does not infringe upon individuals' Constitutional rights, screen persons entering the building or school grounds.
 - j. Maintain an open and obvious presence in the building; for example, patrol the hallways, visit the cafeteria, speak with and develop a rapport with the students.
 - k. Refrain from unnecessary fraternization with employees of the School District.
 - l. Take necessary action to prohibit loitering and trespassing on school grounds.
 - m. Question any individual not having appropriate identification to ascertain his/her status.
 - n. Conduct prevention/education presentations at selected grade levels to address high risk factors such as poor decision making, alcohol/drug abuse and conflict resolution.
 - o. Assist school personnel in conducting conflict resolution sessions and work with student support services to diminish escalation of problems brought into the school from the home or community.
 - p. When requested, participate in meetings with school officials, parents or the School Board to assist in developing policy and procedures concerning school safety, and assist with staff professional development and trainings on safety-related topics.
 - q. Provide firearm and ammunition, and be solely responsible for completing any and all registration, licensing, training or other requirements for the carry and use of said firearm;
 - r. The School Security Officer shall not enforce school rules or policies or act as a school disciplinarian. Matters of school discipline shall be referred to the appropriate building principal;
 - s. The School Security Officer shall not detain or question students about their immigration status;
 - t. Possess a valid license to operate a motor vehicle in New York State or otherwise demonstrate their ability to meet the transportation needs of the job; and
 - u. Other duties and activities as directed by the Superintendent or the Superintendent's designee.

- 9. Non-Discrimination.** The SSO shall be prohibited during the performance of his/her duties under this Agreement from discriminating against students and staff based upon race, color, national origin, language status, disability, religion, sex/gender, sexual orientation, or any other protected category.
- 10. Training/Professional Development.** The District shall provide trainings and/or professional development to the SSO as requested by the SSO and approved by the Board of Education. Topics for such trainings may include (but are not limited to) exercising discretion to minimize arrests for minor misbehaviors and use all available diversion programs and other alternatives to arrest; topical areas such as child and adolescent development and psychology; age-appropriate responses; cultural competence; restorative justice techniques; special accommodations for students with disabilities; practices proven to improve school climate; and challenges relative to lesbian, gay, bisexual, transgender and questioning students.
- 11. Possession of Firearm on School Grounds.** The parties agree that the SSO may maintain possession of a firearm on school grounds during the term of this agreement so long as the SSO is duly licensed to possess any such firearm and is acting in his capacity as SSO. Notwithstanding the foregoing, should any changes or variations in law prohibit the SSO from maintaining possession of a firearm on school grounds, this section shall become null and void.
- 12. Governing Law:** The Agreement shall be construed and interpreted in accordance with the laws of New York State.
- 13. Assignment:** This Agreement may not be assigned by either party without written permission of the other party.
- 14. Waiver:** The failure of any party to insist on the strict performance of any provision of this Agreement or to exercise any right under this Agreement shall not constitute a waiver of such provisions or right. A waiver is effective only if in writing and signed and delivered by the waiving party.
- 15. Severability:** In the event that any provision of this Agreement should be declared invalid or unenforceable, it shall in no way affect the validity or enforceability of any other provision herein.
- 16. Written Agreement:** This Agreement shall continue in full force and effect for the term expressed herein unless otherwise terminated, modified or extended in a writing subscribed by both parties.

17. Complete Agreement: This Agreement constitutes the entire understanding between the SSO and the District and shall supersede any other agreements, oral or written, related to the terms and conditions of the SSO's employment by the District.

IN WITNESS WHEREOF, the parties hereto have caused this Agreement to be executed.

School Safety Officer

By: Jeffrey Stevenson

Date

South Jefferson Central School District

By: Scott B. Slater
Superintendent of Schools

Date

Exhibit A

- 1) Dental & Vision insurance at the annual rates approved by the Board of Education.
- 2) Monthly cell phone reimbursement of \$100/month for Mandatory Availability.
- 3) Membership in up to two (2) professional organizations that support the SSO's training, knowledge and work in the District.
- 4) The District shall provide, at no cost to the employee, a \$20,000 life insurance policy.
- 5) Mileage reimbursement for work-related travel at the rate approved by the Board of Education.