

# Worcester Central School

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## District-Wide School Safety Plan

For Public Information

**2023-2024**

**Board of Education Adoption:**

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## **Purpose**

The Worcester Central School District (WCSD) District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the WCSD Board of Education, the Superintendent of the WCSD appointed a District-Wide Health, Safety and Wellness Team (HSWT) and charged it with the development and maintenance of the District-Wide School Safety Plan.

## **Identification of Team**

The WCSD is comprised in one school building, Therefore, the District-Wide HSWT membership also fulfills all requirements for the building-level team and is comprised of the following members:

Glenn Jaquish, Building Maintenance Mechanic II  
TBD, School Nurse  
Timothy Gonzales, Superintendent  
Katie Sill, Elementary Principal  
Melissa Leonard, Secondary Principal  
Jillian Hahn, Parent Organization Member  
Jennifer Kersmanc, RTI Teacher  
Kyle Fabiano, Network Administrator  
Eric Haley, Transportation  
Margaret Nelson, Keyboard Specialist (WNTA Representative)  
TBD, Cafeteria Manager  
Jill Thompson, Parent Representative  
Stacey Serdy, Board of Education Representative  
Dave Chase, Fire Department/EMS Representative  
Shannon Hartz, New York State Police  
Jessica Gatske, SBHC  
Harold Southworth, Bassett Public Safety

## **Concept of Operations**

The initial response to all emergencies at the Worcester Central School will be by the District-Wide HSWT. Upon activation of the HSWT, the Superintendent of Schools or his/her designee will be notified and, where appropriate, local emergency officials will also be notified. Efforts may be supplemented by county and state resources through established protocols.

## **Plan review and public comment**

Pursuant to Commissioner's Regulation, Section 155.17 (e)(3), a summary of this plan will be made available for public comment at least 30 days prior to its adoption. A copy of this plan shall be reviewed annually by the HSWT prior to adoption by the Board of Education not later than October 1 of each year and shall be kept on file in the District Office.

- Building-level emergency response plans may be adopted by the School Board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. The plans must be formally adopted by the Board of Education.

- Building-level emergency response plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.
- Full copies of building-level emergency response plans will be supplied to both local and State Police within 30 days of adoption.
- This plan will be reviewed periodically during the year and will be maintained by the HSWT. The required annual review will be completed on or before July 1 of each year after its adoption by the Board of Education.

## **Section II: Risk Reduction/Prevention and Intervention**

### **Prevention/Intervention Strategies**

- The building administrators will meet during the first two weeks of the school year, to inform students of their rights and responsibilities, the Code of Conduct and individual student rules and responsibilities where such written rules and responsibilities exist. Students will be informed during these sessions and/or during classroom presentations by teachers (depending on the development of the child) to report to responsible school representatives' suspicion of threats to the health and safety of the school community. These opportunities will be made known through announcements about anonymous reporting procedures, classroom presentations on harassment and bullying and other presentations.
- The District has issued employee photograph identification badges that identify employees by name, function, and designation as a HSWT member.
- The school building has a single point of entry to which a staff member is assigned full-time, during school hours. Visitors are required to present photo identification and a driver's license; and a background check is performed via web-based service.
- The District maintains a Safety-Risk Management Team that meets at least quarterly to review district practices and procedures and identify potential risks.

### **Training and Drills**

- Teachers, staff and substitutes will receive annual training on school safety including emergency procedures, identification of potential student generated threats, school Code of Conduct and Maintenance of Public Order policies, and Right-to-Know information. This training shall include informing substitute staff of the district's procedures for emergency situations. Should Main Office personnel be absent, either a trained substitute or internal coverage must be arranged.
- Appropriate and necessary drills of all components of the building-level emergency management plan will be performed annually.
- All such exercises shall be under the direction of either the District Safety Officers or the building administrator.

### **Early Detection:**

- Prior to the opening of school, training will be provided on the early warning signs that faculty and staff should know as indicators of potential violence or disruptive behaviors. Included in this training will be an emphasis on procedures for recognizing persons with a weapon, protocols for lock downs, evacuations, and similar emergency situations, etc.
- The school counselors and social workers will be provided training as needed in assessing violent or potentially violent student behaviors. Where appropriate, Functional Behavior Assessment plans will be developed for special education students.

- The District shall annually notify parents about information on identification of early warning signs for those who may exhibit potential for violence or disruptive behaviors. The list will include information from materials printed by the New York State Center for School Safety.
- Students identified by faculty or staff in need of intervention are referred to school counselors or social workers. Both counselors and social worker groups have formal training through graduate work in de-escalation techniques.
- When suspicion demands, a referral to County mental health is made.

### **Hazard Identification**

As a single-building school district, the HSWT also serves as the hazard safety team and investigates patterns of reported injuries to faculty and staff and monitors the environmental, building and property needs related to school safety.

- This team meets not less than quarterly under the supervision of the Superintendent.
- This team meets all requirements of the RESCUE Regulation.
- Right-to-Know training is provided and is required of all employees annually.
- The school building has a single point of entry to which a staff member is assigned full-time, during school hours. Visitors are required to present photo identification and a driver's license; and a background check is performed via a web-based service.

### **Identification of Sites of Potential Emergencies**

The HSWT, through quarterly meetings and the annual review of the District-Wide Emergency Response Plan, identifies potential sites of emergencies and the internal and external hazards that may be present on District property and within District buildings.

## **Section III: Response**

### **Assignment of Responsibilities**

The District employs the Incident Command System model for emergency situations. Given that the District is comprised of a single school building, the Incident Commander for all emergencies is the Superintendent or his designee.

- The Incident Commander is authorized to activate such resources and personnel as appropriate to manage the incident and ensure the safety of students and staff.
- The Incident Commander is empowered to render decisions as necessary to enact response actions consistent with building-level response plans. Incident command staff and their roles are identified in building level response plans.
- On activation of a building response action, the HSWT shall meet to implement its plan for responding to the crisis. Law enforcement agencies in the county, and local fire departments have building floor plans, aerial plans, and maps of roads leading to the school buildings that indicate routes for emergency vehicles, assembly areas, and parent pickup locations.

### **Continuity of Operations**

- Upon activation of a building response action, the HSWT shall meet to implement its plan, consistent with established building-level response plans, for responding to the crisis. Building level response plans provide for the continuity of operations through the assignment of roles within such plans.

- Depending on the crisis to be managed, the Incident Commander may be replaced by a member of a local emergency response agency.
- Annual review of the District-Wide School Safety Plan and Building-Level Response Plans will include review of action supporting the continuity of operations.

### **Access to Floor Plans**

Law enforcement agencies in the county and local fire departments have building floor plans, aerial plans, and maps of roads leading to the school buildings that indicate routes for emergency vehicles, assembly areas, and parent pickup locations.

### **Notification and Activation**

- Students and parents are made aware of practice drills conducted for employees.
- The public address system, if operational, will be used to notify students of implementation or activation of a response plan.
- Employee runners, emergency signs, two-way radios, telephone communications between rooms, cell phones and bus radios are available for communication during response actions.
- Additionally, local media, NOAA Weather Radio and the Emergency Alert System (EAS) are available and employed as needed.

### **Hazard Guidelines**

The District-Wide School Safety Plan includes multi-hazard response plans for taking actions in response to the following types of emergencies:

- Threats of Violence
- Intruder/Active Shooter
- Hostage-Taking/Kidnapping
- Explosives/Bomb Threat
- Natural/Weather Related Emergencies
  - Severe Storm
  - Severe Winter Storm
  - Flood
  - Fire
  - Wildfire
  - Earthquakes
  - Lightning
  - Tornadoes
- Hazardous Material
  - Accidental Release
  - Toxic Materials Present in School Laboratories or Other Classrooms
- Civil Disturbance
- School Bus Accident
- Mechanical/System Failures
  - Loss of Building/Structural Failure
  - Power Failure
  - Gas Leak/Carbon Monoxide
  - Water System Failure
  - Wastewater/Septic System Failure
- Medical Emergencies/Infectious Disease/Epidemic/Suicide/Infestation
- Other Emergencies
  - Suspicious Packages
  - Wildlife
  - Domestic Violence and Abuse
  - Cyber Attack

## **Evacuation Procedures**

- Evacuation procedures are reviewed with staff and students the first day of school each year.
- Not less than eight (8) evacuation drills are performed prior to December 31st of each year. Not less than twelve (12) evacuation drills will be performed each school year.
- All Building-Level Response Plans will be exercised not less than two (2) times each school year.
- A full, off-site evacuation drill will be performed each school year.
- Evacuation routes are clearly posted in every space within the school building. External evacuation routes are kept on each school bus and such routes are reviewed not less than two (2) times each school year.
- Internal and external sheltering sites are identified within Building-Level Response Plans.
- Procedures for addressing medical needs are identified within Building-Level Response Plans.
- Transportation procedures are identified within Building-Level Response Plans.
- Procedures for the emergency notification of persons in parental relation to the students are identified within Building-Level Response Plans.

## **Security of Crime Scene**

- The Superintendent or designee is responsible for crime scene security until relieved by law enforcement officials.
- No items shall be moved, cleaned, or altered without prior approval from the appropriate law enforcement agency.
- Nothing in this section should be interpreted to preclude the rescue and aid of injured persons.

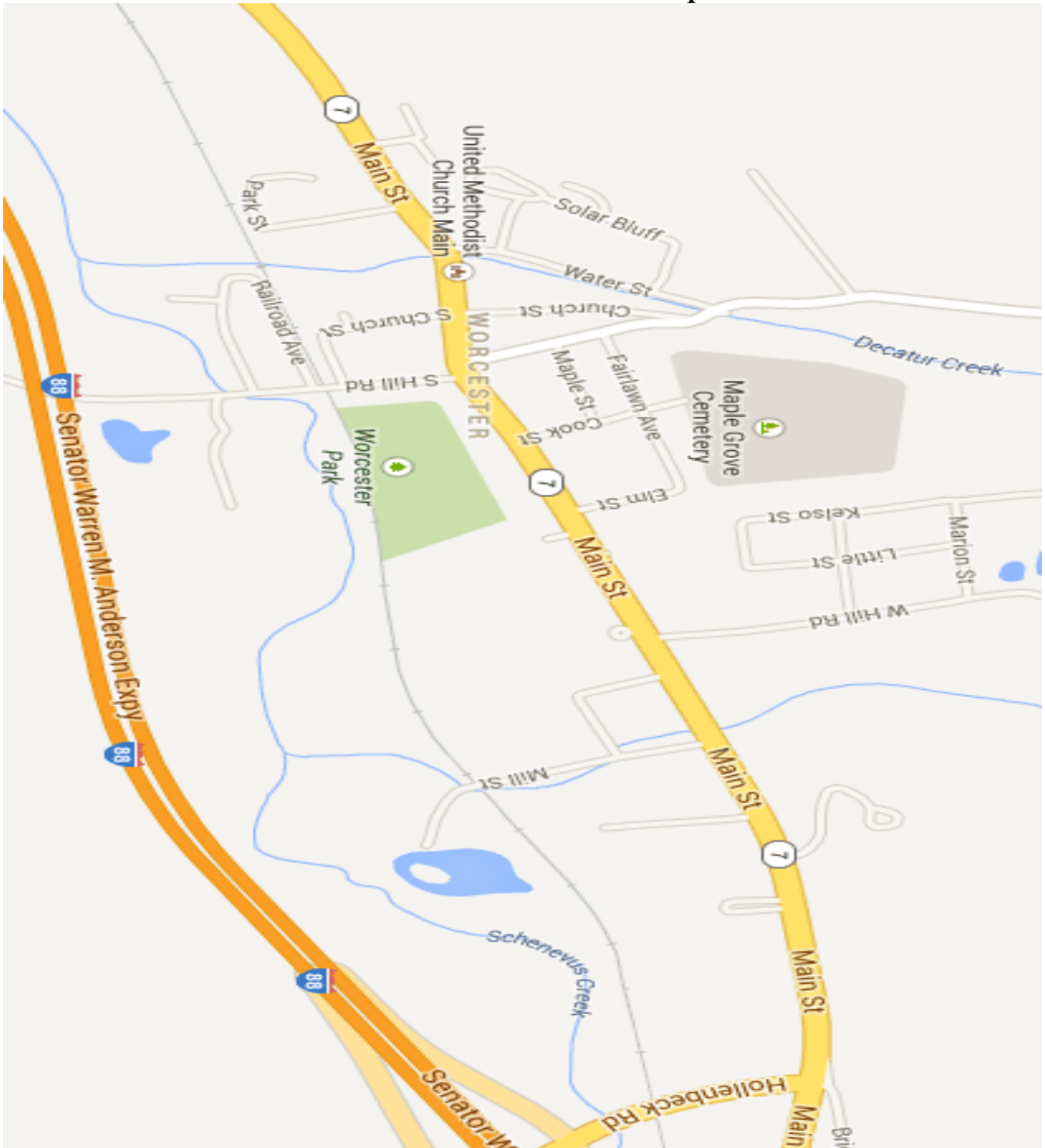
## **Section IV: Recovery**

The District HSWT consists of personnel from all aspects of the school program as well as representatives from external agencies. The team is prepared to provide appropriate support and leadership during the recovery phase.

- The HSWT will support each other to implement the district's established School-Wide Safety Plan, including the preparation of faculty and staff following a traumatic incident, service to students and families and the monitoring of students during the days following a traumatic incident.
- If needed, counselors from other school districts, local clergy, and county agency counseling personnel may be accessed by pairing those providers with district staff. Additional resources, available in the event of an act of violence, include County Probation, Social Service, Mental Health, and Health Departments. Such agencies shall be contacted by the Superintendent, or his designee, should assistance be needed.
- Following every incident of trauma to students and staff, the HSWT will meet to debrief and evaluate actions and reactions and to identify improvements to the plan as needed.
- The HSWT serves as the post-incident response team, under the direction of the Superintendent and addresses the post-incident effects on human needs. This can include counseling students and adults and monitoring behaviors of both groups. The HSWT will determine the need for the continuation of services provided by additional social workers, school counselors and county agency personnel.

APPENDIX 1

District Street Map





## APPENDIX 2

### District Contacts Information Chain of Command

<b>NAME</b>	<b>POSITION</b>	<b>BUSINESS</b>
Timothy Gonzales	Superintendent	(607) 397-8785
Katie Sill	Elementary Principal	(607) 397-8785
Melissa Leonard	Secondary Principal	(607) 397-8785
Glenn Jaquish	Maintenance Mechanic II	(607) 397-8785

### Safety, Health & Wellness Team Members

<b>NAME</b>	<b>POSITION</b>	<b>BUSINESS</b>
Timothy Gonzales	Superintendent	(607) 397-8785
Katie Sill	Elementary Principal	(607) 397-8785
Melissa Leonard	Secondary Principal	(607) 397-8785
Kyle Fabiano	Network administrator	(607) 397-8785
Shannon Hartz	New York State Police	
Jillian Hahn	Parent Organization Member	(607) 397-8785
Glenn Jaquish	Maintenance Mechanic	(607) 397-8785
Dave Chase	Fire Department/EMS	(607)3978032
Jennifer Kersmanc	Teacher (WTA Representative)	(607) 397-8785
Eric Haley	Transportation	(607) 397-8873
Margaret Nelson	Secretary (WNTTP Representative)	(607) 397-8785
TBD	School Nurse	(607) 397-8785
Stacey Serdy	Board Member	(607) 397-8785
Jill Thompson	Parent	
TBD	Cafeteria Manager	(607)397-8785
Jessica Gatske	SBHC	(607) 397-8785
Harold Southworth	Bassett Public Safety	

### Safety-Risk Management Team

<b>NAME</b>	<b>POSITION</b>	<b>BUSINESS</b>
Timothy Gonzales	Superintendent	(607) 397-8785
Katie Sill	Elementary Principal	(607) 397-8785
Melissa Leonard	Secondary Principal	(607) 397-8785
Glenn Jaquish	Maintenance Mechanic II	(607) 397-8785
Eric Haley	Transportation	(607) 397-8873
TBD	School Nurse	(607) 397-8785

**APPENDIX 3**

**Local Resource Contact Information**

<b>NAME</b>	<b>POSITION</b>	<b>BUSINESS</b>
Timothy Gonzales	Superintendent	(607) 397-8785
Katie Sill	Elementary Principal	(607) 397-8785
Melissa Leonard	Secondary Principal	(607) 397-8785
Glenn Jaquish	Maintenance Mechanic	(607) 397-8785
Eric Haley	Transportation	(607) 397-8873
TBD	School Nurse	(607) 397-8785
Fire Department		Emergency – 911 (607) 397-8032
St. Joseph’s Catholic Church		(607) 397-9373 Fax: (607) 397-7732
Rick Evans	Town of Worcester Highway Department	(607) 397-9467
New York State Police		Emergency: 911 Troop C HQ: (607) 561-7400 Oneonta Station: (607) 432-3211
Otsego County Sherriff		Emergency – 911 (607) 547-4271
Otsego County Office of Emergency Services		(607) 547-4226 (607) 547-4227 (607) 547-4328 24-Hour: (607) 547-5351
Otsego County Health Department		(607) 547-4230 24-Hour: (607) 547-1697
Otsego County Department of Social Services		(607) 547-4355
Otsego County Department of Mental Health		(607) 547-2343
Otsego County Department of Chemical Dependency		(607) 431-1033 (607) 547-1607
Hospital - Fox		(607) 432-2000
Hospital - Bassett		(607) 547-3456
Media		
Radio Stations		
WGY, WRGB, WNYT, WTEN, WRVE, WFLY		(518) 207-2900
WDOS, WSRK, WZOZ,		(607) 432-1030
WSKG FM		(607) 729-0100
TV Stations		
WBNG		(607) 729-8965
WKTV		(315) 793-3475
WRGB		(518) 346-6666
WTEN		(518) 436-4822
WNYT		(800) 999-9698
Newspapers		
The Daily Star		(607) 432-1000
The Times Journal		(518) 234-2515



The Worcester Central School  
District  
Communicable Disease –  
Pandemic Plan

Board approved

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## Communicable Disease - Pandemic Plan

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

**Effective April 1, 2021**, Labor Law §27-c amends Labor Law §27-1 and adds a new provision to Education Law §2801-a. Labor Law §27-c requires public employers to develop operation plans in the event of certain declared public health emergencies. Public employers shall prepare a plan for the continuation of operations if the Governor declares a public health emergency involving a communicable disease. Education Law §2801-a requires School Districts to develop plans consistent with the new Labor Law requirement. **Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a.**

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

### Prevention/Mitigation

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

### Protection/Preparedness

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

### Response

- (5) Protocols to prevent spread in the workplace in the event an employee or contractor is exposed, exhibits symptoms, or tests positive for the relevant communicable disease. Such protocols must include disinfection of the individual's work area and common areas. It must also address the policy on available leave with respect to testing, treatment, isolation, or quarantine.
- (6) Protocols for documenting precise hours and work locations of essential workers for purposes of aiding in tracking the disease and identifying exposed workers to facilitate the provision of any benefits that may be available to them on that basis.
- (7) Protocols for coordinating with the locality to identify sites for emergency housing for essential employees to contain the spread of the disease, to the extent applicable to the needs of the workplace.

## Prevention/Mitigation

- We will work closely with the Otsego County Department of Health to determine the need for activation of our Plan. Suspected and confirmed cases of communicable disease will be reported to:
  - Otsego County Public Health - [https://www.otsegocounty.com/departments/health\\_department/index.php](https://www.otsegocounty.com/departments/health_department/index.php)
    - Main Phone - 607.547.4230
    - Email - [bondh@otsegocounty.com](mailto:bondh@otsegocounty.com)
    - Address - 140 County Highway 33W, Suite #3 Cooperstown, NY 13326
    - Coronavirus Hotline: 1-888-364-3065
    - Weekend/After-hours Consultation and Reporting: 607-547-1697
- The County Department of Health will monitor County-wide cases of communicable disease and inform School Districts as to appropriate actions.
- The Superintendent will help coordinate our pandemic planning and response effort. This person will work with the District-Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The School Nurse and District Medical Director will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the School District network administrator will also be an important team member. The Business Official, Head Maintenance Mechanic II, Food Service Manager, Transportation Coordinator, Public Information Officer and Principals will also be vital to the planning effort. Other individuals may be part of the Team as needed.
- The District-Wide School Safety Team will review and assess any obstacles to implementation of the plan. The Team will review the *CDC School District Pandemic Influenza Planning Checklist* (see appendix) to assist in this determination and has considered issues related to planning and coordination; continuity of student learning; core operations; infection control policies and procedures; and communication.
- The School District will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, postings, and direct mailings for this purpose.

### **(1) Essential Positions/Titles**

In the event of a government ordered shutdown most staff would be able to work remotely. However, some positions may be required to be on-site or in district for us to continue to function. The following information is addressed in the table below:

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

The worksheet below has been created in consultation with Central Administration, Human Resources, Facilities Services, Transportation, Food Service, Communications, Technology, Instructional Programs, Athletics, Special Education, Messenger/Mail Services, and Security.

<b>Human Resources Essential Positions</b>				
Title	Description	Justification	Work Shift	Protocol
Head Maintenance Mechanic II, Cleaners(s)	Facilities maintenance	Ensure building security and proper operation of building systems	single staff per shift or work in separate areas of the building	Daily entry/exit logs and work logs
Cafeteria manager, food service staff	Food service	Prepare/package meals for required food service	If multiple staff needed per shift, then alternate days with cohorts	Daily entry/exit logs and work logs
Transportation director, Driver(s)	Transportation	Delivery of meals and/or instructional materials	Staggered shifts not needed - drivers should not interact	Daily entry/exit logs and work logs
Network Administrator	Network administration	Maintain network service, device repair as needed	single staff per shift or work in separate rooms	Daily entry/exit logs and work logs
School Nurse	Medical service	Assess staff, possibly provide testing, maintain medical records	single staff per shift or as required by administration--works in separate location	Daily entry/exit logs and work logs
Clerical/Secretarial Staff	Clerical and support services	Maintain communication and record keeping	single staff per shift or as required by administration--works in separate location	Daily entry/exit logs and work logs
Treasurer	Business and financial services	Maintain financial continuity	single staff per shift or as required by administration--works in separate location	Daily entry/exit logs and work logs
District and Building Administration	Education and organizational services	Maintain continuum of all academic and organizations functions	single staff per shift or as required--works in separate location	Daily entry/exit logs and work logs

## **(2) Protocols Allowing Non-Essential Employees to Telecommute**

### **Ensure Digital Equity for Employees**

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

### **Technology & Connectivity for Students - Mandatory Requirements:**

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

### **Mobile Devices Delivery:**

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

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



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

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

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

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

### Protection (Preparedness)

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

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

<i>School/Program</i>	<i>Safety Coordinator/Administrator</i>	<i>Contact #</i>
<i>Elementary School</i>	<i>Katie Sill</i>	<i>607-397-8785</i>
<i>Secondary School</i>	<i>Melissa Leonard</i>	<i>607-397-8785</i>
<i>Administration</i>	<i>Tim Gonzales</i>	<i>607-397-8785</i>

- Communication with parents, students, staff, and the school community will be important throughout a pandemic outbreak. Communication methods may include websites, school postings, general mailings, e-mail, special presentations, telephone, text message, reverse 911 systems and the public media. The Superintendent has been designated District Public Information Officer (PIO) to coordinate this effort and act as the central point for all communication. The PIO will work with our Technology Director to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available.
- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
  - Overall Operations – Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by e-mail and district automated phone notification system (Schoolmessenger), Facebook and the District Website.
  - The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. The District utilizes BOCES services which are off-site. To maintain these essential functions off-site, business office staff will be provided computers, printers (also for printing checks), and Wi-Fi hotspots as needed to work remotely.

- Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Head Maintenance Mechanic II or back-up designee will keep the business office informed of such status and of the point at which buildings can no longer be maintained. The Head Maintenance Mechanic II has provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc. along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems). If necessary, we will pool maintenance staff to assist in essential building functions.
- The District Office 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 District. The Superintendent and designees have provided cross-training of the following staff to ensure essential functions; (Principals on AESOP). The Superintendent and designees will help develop the plan, in conjunction with all bargaining units, for emergency use of personnel in non-traditional functions and changes in the normal workday such as alternate or reduced work hours, working from home, etc. Working with administration and local officials, the Human Resources Department will help decide if schools need to be closed.
- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented include:
  - Hard copy, self-directed lessons.
  - Use of mobile media storage devices for lessons (laptop computer, jump drive, tablet, etc.).
  - On-line instruction, on-line resources, on-line textbooks (Kahoot, Blooket, Google forms, YouTube, etc.)
  - Web-based modalities for live lessons (Google classroom/meet, Zoom, etc.)

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

##### **PPE & Face Covering Availability**

The District will provide employees with an acceptable face covering at no-cost to the employee and have an adequate supply of coverings in case of replacement.

- Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected.
- Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- Information will be provided to staff and students on proper use, removal, and washing of cloth face coverings.
- Masks are most essential in times when physical distancing is difficult.
- Procurement, other than basic preliminary purchases, will be done using cooperative purchasing whenever possible.
- Teach and reinforce use of face coverings among all staff and students.
- Staff is encouraged to utilize their own personal face coverings.
- Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

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

## PPE Supply Management

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

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

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

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

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

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

## Response

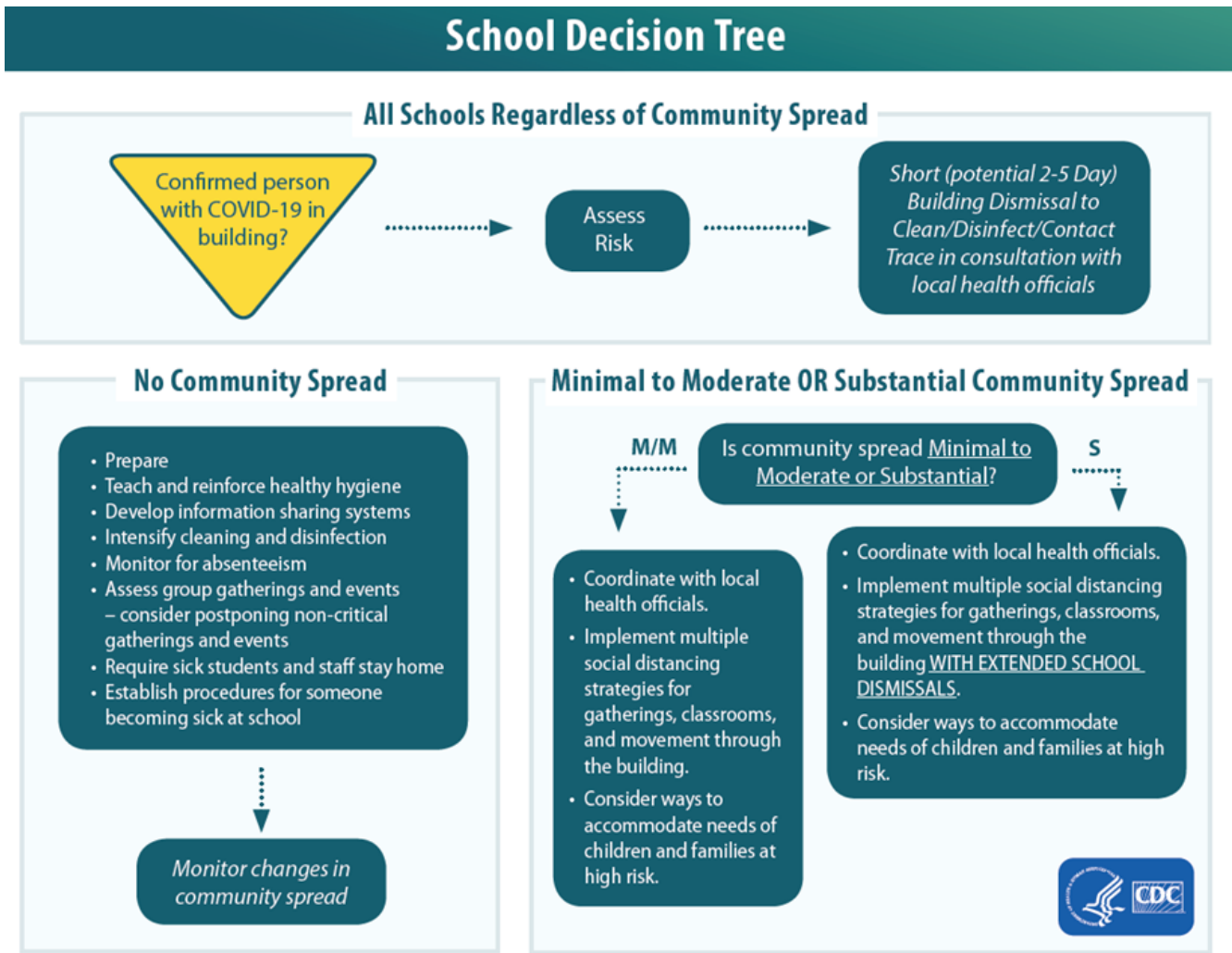
The District-Wide School Safety Team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the County Department of Health and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.

- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review responsibilities and communication procedures.
- The PIO will work closely with the Network Administrator to test all communication systems to assure proper function. The District-Wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the PIO will utilize the communication methods previously described to alert the school community of the activation of our District-Wide School Safety Plan as it specifically applies to pandemics.
- The Business Official will meet with staff to review essential functions and responsibilities of back-up personnel. Ability to utilize off-site systems will be tested. The Business Official will monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary.
- The Head Maintenance Mechanic II will meet with staff and monitor ability to maintain essential function. The Facility Director will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers. The Head Maintenance Mechanic II will work closely with the Business Official or designee to implement different phases of the Plan as necessary.
- The Superintendent will meet with staff to review essential functions and responsibilities of back-up personnel. The Human Resources Director will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
- **Any decision to close school will be made in collaboration with the Superintendent, Local Health Department and NYS Education Department.**

## **(5) Preventing Spread, Contact Tracing and Disinfection**

**Confirmed Case Requirements & Protocols** Instructional programs must be prepared for communicable disease outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission. The following example is a COVID-19 decision tree to help schools

determine which set of mitigation strategies maybe most appropriate for their current situation. This may need to be modified for different communicable disease outbreaks.



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

- Close off areas used by a sick person and do not use those areas until after cleaning and disinfection has occurred.
- If possible, open outside doors and windows to increase air circulation in the area.
- Wait at least 24 hours before cleaning and disinfecting a contaminated room. If waiting 24 hours is not feasible, then wait as long as possible.
- Clean and disinfect all areas used by the suspected or confirmed infected person, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals without close or proximate contact with the suspected or confirmed infected person can return to the area and resume school activities immediately after cleaning and disinfection.

- Refer to NYSDOH guidance for current information on close and proximate contacts, and how staff can safely return to work.
- If more than seven days have passed since the suspected or confirmed infected person visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

### **Return to School After Illness:**

Schools must follow CDC and NYSDOH guidance for allowing a student or staff member to return to school after exhibiting symptoms of a communicable disease. Depending on the disease, if a person is not diagnosed by a healthcare provider (physician, nurse practitioner, or physician assistant) they can return to school:

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

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

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

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

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

### **Staff Absenteeism**

- Instructional staff will call into the absence management system when they are absent due to illness. Substitutes will be provided as necessary and as requested.
- The teachers will monitor absenteeism of students and staff, cross-train staff, and create a roster of trained back-up staff.

### **Employee Assistance Program (EAP)**

- The District Office will continue to disseminate information to employees about EAP resources. EAP is a voluntary, work-based program that offers free and confidential assessments, short-term counseling, referrals, and follow-up services to employees who have personal and/or work-related problems. EAPs address a broad and complex body of issues affecting mental and emotional well-being, such as alcohol and other substance abuse, stress, grief, family problems, and psychological disorders.

## Medical Accommodations

- The District Office will handle medical and contagious disease accommodations, such as telework or shift modification. Requests for accommodations should be sent to the Superintendent.

## New York State Contact Tracing Program

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

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

New York State has partnered with Bloomberg Philanthropies, Johns Hopkins Bloomberg School of Public Health and Vital Strategies to create the NYS Contact Tracing Program, a nation-leading initiative to help slow the spread of COVID-19. Contact Tracers work with people who have tested positive for COVID-19 to identify people they have had contact with and let them know they may have been exposed to the disease.

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

### A contact tracer will:

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

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

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

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

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

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

## Facilities: Cleaning and Disinfecting

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

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

### Routine cleaning of school settings includes:

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

### Classroom/Therapy Rooms

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

### Common Areas

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

### Disinfecting

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

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

- Bus seats and handrails.
- Buttons on vending machines and elevators.
- Classroom desks and chairs.
- Door handles and push plates.
- Handles on equipment (e.g., athletic equipment).



- Handrails, ballet barres.
- Kitchen and bathroom faucets.
- Light switches.
- Lunchroom tables and chairs.
- Related Services Spaces.
- Shared computer or piano keyboards and mice.
- Shared desktops.
- Shared telephones.

#### **Hand Sanitizing**

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

#### **Trash removal**

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

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

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

### **(7) Emergency Housing for Essential Employees**

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

1. Super 8, Cobleskill, NY (518.254.6994)
2. Holiday Inn Express, Oneonta, NY (607.684.2000)

If necessary, School Districts will work with the County Office of Emergency Management to determine housing options.

### **Recovery**

- Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to our normal process. We will use all described communication methods and our PIO to keep the school community aware of the transition process.
- We will work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- We will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.
- Each Building-Level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.

- The District-Wide School Safety Team and Building-Level Emergency Response Teams will meet to debrief and determine lessons learned. Information from the PIO, Business Office, Head Maintenance Mechanic II, and Principals 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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## Worcester Central School District COVID-19 Preliminary On-Site Investigation

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

**Individual Completing Form** \_\_\_\_\_  
**#** \_\_\_\_\_

**Telephone**

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

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

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

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

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

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

**Names of students in close contact (Less than 6 feet for more than 10 minutes)**

**Include all contacts for 2 days prior to initial test if asymptomatic. If symptomatic, 2 days prior to symptoms.**

**If no contacts, please write NO CONTACTS across the page)**

STUDENT NAME	ADDRESS	DATE OF LAST CONTACT	PHONE #	EXPOSURE LOCATION
1.				
2.				
3.				
4.				
5.				
6.				
7.				

8.				
9.				
10.				
11.				
12.				

**Name of staff in close contact (Less than 6 feet for more than 10 minutes)**

**Include all contacts for 2 days prior to initial test if asymptomatic. If symptomatic, 2 days prior to symptoms.**

**If no contacts please write NO CONTACTS across the page**

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

**(Enter Building Name) Screening/Entry Log**

Assessment responses must be reviewed every day and such review must be documented.

Screening conducted by: \_\_\_\_\_

<b>Date</b>	<b>Name</b>	<b>All Screening Questions answered <span style="color: green;">No</span></b>	<b>Any Screening Questions answered <span style="color: red;">Yes</span></b>	<b>Time In</b>	<b>Time Out</b>

Date	<p style="text-align: center;"><b>Remote Work Log</b></p> <p>What actions were completed? [activity/means]            What type of activity was it?(meeting, pd, instructional, etc.) [type/method]</p>	<p style="text-align: center;"><b>How was this work completed?</b></p> <p>(e.g. zoom, call, text)</p>	<p style="text-align: center;"><b>Duration*</b></p> <p>*(if applicable)</p>	<p style="text-align: center;"><b>District*</b></p> <p>*(if applicable)</p>

# 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](http://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 <a href="http://www.hhs.gov/pandemicflu/plan">www.hhs.gov/pandemicflu/plan</a> ).

### 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.



## ***Appendix 6***

### **Remote Learning Protocols**

#### **A. TEACHING AND LEARNING-CONTINUITY OF LEARNING-SCHEDULES**

In order to maintain the continuity of learning for our students WCSD has created the following remote learning schedules.

The remote learning model will provide learning opportunities for students at their homes or an offsite location of their choice. Teachers will use virtual, electronics, textbooks, novels and other teacher-created resources to instruct students. Students will not attend campus for in person instruction. It is important to note that this model will also be implemented in the event of a COVID-19 school closure of any kind when utilizing either of the hybrid or full in person scenarios.

In remote learning the teachers will provide synchronous and asynchronous learning through Google Meet and Google Classroom. Students who do not have internet access will be provided teacher created resources. These materials will be distributed by the WCSD. Learning, communication, and assessment will be conducted telephonically. In either internet delivered instruction or teacher provided resources, lessons will be aligned to the New York State Learning Standards. Students' completed work whether on-line or via teacher created resources will be assessed to determine a student's mastery of the learning standards.

## Elementary Remote Schedule

Grade Level	Time
PreK	<ul style="list-style-type: none"> <li>• Teachers will communicate individually on a daily basis with all students that do not have access to devices for Google Meet</li> <li>• Teachers will hold daily virtual morning meetings via Google Meet from 8:00-8:30 a.m. for attendance and check-ins regarding paper packet work</li> </ul> <p style="text-align: center; background-color: yellow;">*Students will be required to check-in for attendance purposes and complete paper packets.</p>
Kindergarten	
1st Grade	
2nd Grade	<ul style="list-style-type: none"> <li>• Teachers will host daily whole class morning meetings via Google Meet from 8:30-9:00 am to complete attendance and explain Google Classroom assignments for the day</li> <li>• Students will work independently on class assignments (9:00-11:00)</li> <li>• Teachers will be available via Google Meet for open Office Hour from 11:00-12:00 for any students needing help with assignments</li> <li>• Teachers will have a 2nd whole group Google Meet each day for math and ELA lessons from 1:00-2:00 (synchronous learning)</li> </ul> <p style="text-align: center; background-color: yellow;">*Students will be required to check-in for attendance purposes and complete daily Google Classroom assignments.</p>
3rd Grade	
4th Grade	
5th Grade	<ul style="list-style-type: none"> <li>• Teachers will host daily whole class morning meetings via Google Meet from 9:00-9:30 am to complete attendance and explain Google Classroom assignments for the day</li> <li>• Students will work independently on class assignments (9:30-11:30)</li> <li>• Teachers will be available via Google Meet for open Office Hour from 10:00-11:00 for any students needing help with assignments</li> <li>• Teachers will have a 2nd whole group Google Meet each day for math and ELA lessons from 11:30-12:30 (synchronous learning)</li> </ul> <p style="text-align: center; background-color: yellow;">*Students will be required to check-in for attendance purposes and complete daily Google Classroom assignments.</p>
6th Grade	

## Secondary Remote Schedule

- Students will have a Google Meet for each of their classes at their current scheduled time during 7:55 a.m. to 2:58 p.m., unless otherwise stated by an individual teacher. (Some teachers may have students use emergency work packets due to connectivity issues.)
- Teachers will take attendance for each class period.
- Students will NOT have Google Meets for lunch or study hall.
- BOCES students will still have in-person instruction and transportation will be provided.

### B. ATTENDANCE and CHRONIC ABSENTEEISM

Attendance will be collected in a remote schedule in order to report daily teacher student engagement.

- Students in PreK-6 have daily check-ins with teachers.
- Students 7-12 will have daily check-ins with teachers each period.
- Teachers will record attendance daily in SchoolTool.

Students chronically absent

- Teachers will call and email students and parents to inform them of chronic absenteeism.
- If after 3 attempts or student absences do not improve, school administration and counselor will be notified.
- Written notification will be sent via the US Postal Service.
- Administration and/or school counselors will schedule a parent meeting.

### C. TECHNOLOGY and CONNECTIVITY

Internet and Devices

- The WCSD conducted surveys of students, families and teachers to determine internet and device capabilities.
- Teachers and students in grades 2-12 have been provided devices such as Chromebooks to conduct remote learning.
- The district is purchasing cellular 'mifi' devices to assist teachers and families who do not have internet capabilities.
- The WiFi on the school campus will remain open so that students can access the internet from

the school parking lot.

- During remote learning teachers will conduct classes from the school and access the school's high speed internet.

#### **D. SOCIAL EMOTIONAL**

The WCSD maintains a counseling plan that frequently monitors to address current and anticipated needs of students. The plan is developed and maintained by a team consisting of counselors, the student support service coordinator, a staff development consultant, teachers, administrators, board members and parents.

- Faculty and school counselors have and will continue to provide digital resources, teacher/counselor created materials via US mail or WCSD delivery.
- Counselors will maintain contact with students in person when/if students are in school and via google meet, telephone, email, and US mail.
- The WCSD will continue to utilize a referral process to address mental health, behavioral, and emotional support services and programs.
- System of Care counselors will also assist students and families with community level resources.
- Teachers and staff will receive professional development opportunities through Public SchoolWorks and faculty meetings on how to talk with and support students during and after the ongoing COVID-19 public health emergency.
- The district will provide support for developing coping and resilience skills for students, faculty, and staff.

#### **E. ATHLETICS/EXTRACURRICULARS**

- As interscholastic sports and extracurricular activities are an important aspect of student life and the school community, it is our priority to maintain as many offerings as we can.
- Extracurricular activities may be conducted virtually if necessary.
- WCSD will follow current state and local DoH guidance when determining Athletic protocols. Each season information will be provided to players and spectators that reflect the most recent guidance and instructions.

#### **F. SPECIAL PROGRAMS**

Special Education services provided in person, remote, and/or through a hybrid model, will address the provision of free appropriate public education (FAPE) consistent with the need to protect the health and safety of students with disabilities and those providing special education and services.

- Students in self-contained, special education programs (K-12) may, at times, be onsite during remote learning.
- Students receiving special services (Special Education, Speech, Physical Therapy, Occupational Therapy, etc.) will continue to receive those services either in person or remotely.
- Special Education Teachers will plan with regular education teachers to create learning activities tailored to meet the needs of individual students IEP and 504 plans to the extent possible.
- Special Education Teachers, in remote or hybrid situations, will remain in communication with their students and families via email, phone and Google Meet. Translation services will be provided as necessary.
- Each student will be provided access to the necessary accommodations, modifications, supplementary aids and services, and technology (including assistive technology) to the extent possible to meet the needs of individual IEP and 504 plans.
- CPSE and CSE meetings will continue virtually via Google Meet or conference call.
- CPSE and CSE committees will continue to meet to monitor student progress and determine the needs and recommendations of students ensuring the understanding of the provisions of services consistent with a students Individual Education Plan (IEP).
- Related service providers (AIS, OT, PT, SLP, etc.) will continue to provide services to students either in person or remote.

### **Vulnerable Populations/Accommodations**

We recognize that some students, faculty, and staff members are at an increased risk for severe COVID-19 illness, or live with a person who is at an increased risk. It is our goal that these individuals are able to safely participate in educational activities. For students requesting accommodations, please contact your child's principal, Mrs. Sill grades PreK-6 or Mrs. Leonard grades 7-12 at (607) 397-8785. For staff members, please contact the Superintendent.

### **G. BILINGUAL EDUCATION and WORLD LANGUAGES**

Students who qualifies while the school is in person or hybrid will complete the ELL identification process within the required 10 school days of initial enrollment as required by Commissioner's Regulations Part 154.

- The District will provide instructional Units of Study to all newly identified ELLs based on their most recently measured English language proficiency level during in-person or hybrid instruction.
- The WCSD will maintain regular communication with parents/guardians of ELLs to ensure that they are engaged in their children's education.
- The WCSD will provide all communications for parents/guardians of ELLs in their preferred language and mode of communication.