

2025-2026 School Year

**Andes Central School
District-Wide School Safety Plan
2025-2026 SY**

Andes Central School
District-Wide School Safety Plan

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Project SAVE
(Safe Schools Against Violence in Education)

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

The District supports the SAVE Legislation and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates ongoing district-wide cooperation and support of Project SAVE.

SECTION I: DISTRICT-WIDE SCHOOL SAFETY PLAN

GENERAL CONSIDERATIONS AND PLANNING GUIDELINES

A. Purpose

This district-wide safety plan was developed pursuant to Commissioner's Regulation Section 155.17. It shall be a general guideline of school safety concerns.

Amendments to Education Law § 2801-a require district-wide safety plans to designate a chief emergency officer who is responsible for coordinating communication between staff and law enforcement and first responders. The chief emergency officer shall also ensure staff understanding of their respective building-level emergency response plan, and for ensuring completion and yearly updates of the building-level emergency response plans (BLERPs). BLERPs shall be kept confidential and shall not be disclosed except to authorized department staff, law enforcement officials and other designated first responders.

B. Identification of School Teams

The District has created a district-wide school safety team including the following persons:

Chief Emergency Officer: Samantha Candreva

Position	Name
Superintendent:	Samantha Candreva
Building Principal:	TBD
School Business Manager	Hanna Mokay-Rossley
Secretary to the Superintendent:	Heather Evangelista
District Treasurer	Hanna Mokay-Rossley
Building Maintenance Mechanic:	Sal Ventimiglia
Transportation Supervisor:	Rick Reed
Guidance	Maria Argyros
Instructional:	Grace Bacon
Instructional:	Lauren Green
School Nurse:	Jenna Weaver
Chief Information Officer:	Megan Shelton

C. Concept of Operations

The Andes Central School District is located at 85 Delaware Ave., Andes, NY in Delaware County. The District, comprised of 1 location and currently holds approximately 80 students and 40 staff.

In the event of an emergency or violent incident, the initial response to all emergencies at any of the locations there will be by the School Safety Team.

Upon the activation of the building-level emergency response team (BLERT), the Principal of the location or their designee will be notified and, where appropriate, local emergency officials will also be notified. The exact procedures to be followed, including flowcharts for effective communication are included in the BLERP.

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

D. Plan Review and Public Comment

The plan shall be maintained and reviewed annually by the District-Wide School Safety Team.

Pursuant to Commissioner's Regulation 155.17 (e) (3), this plan will be made available for public comment for 30 days prior to its adoption. This 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 prior to September 1st each year (A listing of dates of board approval will be kept with the district plan).

While linked to the District-wide School Safety Plan, Building-Level Emergency Response Plan(BLERP)) shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a. The BLERP(s) must also be formally adopted by the Board of Education prior to September 1st each year, but shall NOT be made available for public comment.

Within 30 days from adoption, this plan will be posted on the District website. The URL must be submitted to the NYS Education Department via the annual Basic Educational Data System (BEDS) collection each October to comply with the requirement that the plan be submitted to the Commissioner within 30 days from adoption.

SECTION II: GENERAL EMERGENCY RESPONSE PLANNING

A. Identification of sites of potential emergency

Each School has established procedures for the identification of potential sites and the internal and/or external hazards that may be present. These procedures are developed in coordination with the local Emergency Management Office, Fire Department and law enforcement agencies. These informant agencies can be found in the BLERP(s).

B. Actions in response to an emergency

Each School has identified the following general response actions to emergency situations. These actions include school cancellation, early dismissal, evacuation, and sheltering. The BLERPs include identification of specific procedures for each action depending upon the emergency.

Emergencies include, but are not limited to:

- **Natural Hazards:** Earthquakes, Tornadoes, Lightning, Severe Wind, Hurricanes, Floods, Wildfires, Extreme Temperatures, Landslides or mudslides, Winter precipitation, Wildlife
- **Technological Hazards:** Explosions, Release of hazardous materials within the school, Release of hazardous materials from outside the building, Dam Failure, Power Failure, Water Failure
- **Biological Hazards:** Infectious diseases, Contaminated food outbreaks, Toxic materials present in school
- **Adversarial, Incidental and Human-caused Threats:** Fire, Active shooters, criminal threats or actions, Gang violence, Bomb threats, Domestic Violence and abuse, Cyber-attacks, Suicide.

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

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

Specific resources, personnel and their responsibilities are identified in the BLERPs. However, some examples would include:

Personnel:

EMT's, staff with CPR/AED certification, Registered Nurse, etc.

Building Resources:

sheltering, food, water, phone, fax, radio communications, transportation, etc.

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

The District uses the Incident Command System (ICS) model for emergency actions. For all emergencies the Incident Commander will be the Superintendent, or their designee. The Incident Commander is authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the BLERP(s). All Incident Command staff are identified in the BLERP(s).

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

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

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

F. Training procedures and frameworks

Training procedures for staff in violence prevention and all emergency drills will be as outlined in Appendix 2.

SECTION III: COMMUNICATION WITH OTHERS

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

During emergencies, including state declared emergencies, local government agencies, including emergency services, can be accessed via the local emergency management office or through the local emergency communication center. The Incident Commander will authorize the procurement of these agencies. (Section I, Appendix 2; Section II)

B. System for informing all education agencies where students are sent for specific educational programs

The District will notify all appropriate educational agencies, such as Otsego Northern Catskills BOCES, in the case of a disaster that would affect any of these agencies. The Incident Commander will determine the extent of notification and delegate its delivery.

The District bus garage will be notified by phone. All teachers by intercom, phone or email. Media by direct communication with Superintendent, Principal or designee only (phone, fax, or face to face contact.)

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

Students are encouraged to report bullying, harassment, or the threat of violence to a teacher, administrator, or other staff member. They may use the anonymous bullying reporting system found on the school website. Students are also encouraged to seek out their guidance counselor or a member of the DASA team.

D. Outside agencies to be contacted during emergencies

All agencies and districts available for support during emergencies are listed in the BLERP(s).

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

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

SECTION IV: RESPONDING TO THREATS AND ACTS OF VIOLENCE

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

A. Reporting of threats of violence to school authorities:

1. Students are encouraged to inform school staff about any indirect or direct threat of violence to themselves, others or property.
2. Staff are required to inform administration of any direct or indirect threat of violence to students, themselves, others or property.
3. Parents and visitors are encouraged to tell school staff about any indirect or direct threats of violence towards students, themselves, others or property.
4. Students, staff, parents, and others will be educated about the importance of reporting threats and the procedures of reporting.

B. Investigation of threats of violence

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

C. Reporting acts of violence to school authorities

1. Students are encouraged to inform school staff about acts of violence toward themselves, others and property.
2. Staff are required to inform administration of any act of violence to students, themselves, others or property.
3. Parents and visitors are encouraged to tell staff about any acts of violence toward students, themselves, others or property.
4. Students, staff, parents and others will be educated about the importance of reporting acts of violence and the procedures of reporting these acts.
5. Investigation acts of violence
5. The building administrator will investigate reported acts of violence and will make the determination of disciplinary measures consistent with the Code of Conduct.
6. Serious acts will require the involvement of police personnel.(Violent offenses according to the SAVE requirements)
7. Chronic offenders may require a behavior intervention plan, close

- monitoring, and police involvement.
8. Acts of violence placing students and staff in imminent danger require an immediate call to the police.

The District Code of Conduct is annually:

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

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

Law enforcement officials will be contacted by the Incident Commander as outlined in the BLERP(s).

E. Appropriate responses to emergencies

The District recognizes that appropriate response to emergencies varies greatly depending upon the actual threat or act as well as the magnitude of the emergency. The BLERP(s) clearly detail appropriate responses to such emergencies.

F. Policies and procedures to contact parents, guardians or persons in parental relation to students in the event of a violent incident or an early dismissal

Conditions requiring such notification are outlined in the BLERP(s).

SECTION V: PREVENTION AND INTERVENTION STRATEGIES

A. Policies and procedures related to school building security, including, where applicable, the use of school safety officers and/or security devices or procedures

In addition, the following safety precautions have been put in place:

1. The outside doors are locked at all times, and remain locked during the day. All entries must be granted from within the main office.
2. Hand held communication devices such as cell phones and radios are used by all supervising staff when monitoring students outside the building (i.e. during recess or PE)
3. All visitors are required to announce themselves by ringing the intercom at the front door and check in and out at the receptionist desk.
4. The staff is trained annually in procedures to follow regarding visitors in the building
5. Building Safety Committee meetings are held periodically.

B. Procedures for the dissemination of informative materials to the media, staff, parents and students

The District will provide information concerning early detection of potentially violent behaviors, including, but not limited to the identification of community, family and environmental factors through a variety of mechanisms. These include; open houses, annual reviews of the District Code of Conduct, staff development opportunities and open communication with the districts.

In addition, the policies and procedures for the dissemination of informative material for specific crisis situations is clearly outlined in the BLERP(s).

C. Prevention and intervention strategies

The District continues to develop and investigate various strategies regarding violence prevention and intervention. These strategies include, but are not limited to:

1. Collaborative agreements with state and local law enforcement officials as well as outside agencies designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations,
2. Therapeutic Crisis Intervention annual training for staff members in high risk areas.

D. Description of duties, hiring and screening process, and required training of hall monitors and other school safety personnel.

1. Hiring and screening process:

The District follows the NYS Fingerprinting Laws.

2. Duties of hall monitors and school safety personnel:

- a. The District does not hire hall monitors, however, all staff are trained on an annual basis regarding safety, emergency drills, violent incidents, etc.
- b. Staff have specific hall monitoring responsibilities to fulfill during their regular day as well as emergencies. These responsibilities are clearly outlined in the BLERP(s).
- c. All staff receive training and participate in drills assigned to implement skills learned on an annual basis.

E. Bomb Threat

The paramount concern shall be for the safety of the pupils and personnel on District property or at school sponsored events. All administrators have familiarized themselves with the Bomb Threat Standards outlined in the BLERP(s) so that appropriate decisions may be made depending on the exact nature of the situation. A copy of the New York State Police "Bomb Threat Instructions" has been placed under or at every phone in the building.

1. If you receive a bomb threat:

- If you have a display phone, follow the directions listed on the bomb threat instructions and record the incoming phone number.
- Signal to other staff that you are receiving a bomb threat and have them immediately notify a school administrator.
- Listen carefully to the call.
- Ask the questions listed on the NYSP "Bomb Threat Instructions" to evaluate the threat.
- Write down the answers as soon as you can.
- You will be interviewed by school Administrator and/or Police to ascertain the degree of threat.

2. District Administer

The Superintendent or designee makes the decision regarding evacuation, lockdowns and/or shelter in place. First responders can assist and consult with them to make their decision (joint decision making / unified command).

The school administration has the duty to instruct and train pupils by means of drills so that they may, in a sudden emergency, be able to leave the school building in the shortest

time possible.

F. Hostage Taking

The Building Safety Plan procedures will be followed in the event of a hostage situation. In general, the following response actions will be taken:

- The first person aware of the situation will immediately notify the building administration who will notify the local police at 911.
- The building Principal, or designee, will issue the appropriate alert if necessary (i.e. lockdown or hold in place) and isolate the area.
- No response to the media will be given at this time.
- The Building Principal or designee will turn over authority to the police upon their arrival and assist as requested.

G. Intrusions

The Building Safety Plan procedures will be followed in the event of an intrusion. In general the following response action will be taken:

- The first person becoming aware of an intruder or suspicious person will immediately report this information to the building administration or designee.
- The building administration or designee will approach the intruder to determine the nature of their presence and ask them for identification.
- The building administration or designee will accompany the individual(s) to the proper office or if no acceptable purpose can be ascertained, ask the individual(s) to leave. The administrator or designee should ensure that the individual(s) has exited the building and alert staff to prevent unrecognized re-entry.
- If the individual(s) refuse to leave, inform them that they are in violation of the law and that the police will be notified. Dial 911 and notify police of the situation.
- If the situation escalates, plain language will be utilized to notify all teachers to lock down the building as per the instructions outlined in the BLERP(s). Students attending classes outside of the building will be evacuated to a safe area designated by the BLERP(s).
- The administrator in charge or designee will turn over authority to the police upon their arrival and assist as requested.

H. Kidnapping

In the event of a kidnapping, the following response action will be taken:

1. During school hours, **when a student has already been documented as present**, the first person aware of a kidnapping or missing student will immediately notify the building administration, who will obtain student information and photo I.D.

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2. School building staff will search the building and also utilize the public announcement system.
3. Parent/guardian will be notified. If a student is not found, police will be notified.
4. The administrator in charge or designee will turn over the investigation to the police upon arrival and assist as requested. No information is to be released to the media.
5. Parents will be notified immediately if the student is located.
6. If a student is not legally absent the district will also notify BOCES, as needed, that they could be lost, runaway or truant (determine if any friends are also missing).
7. The Building Principal and/or Administration will be notified.
8. The administrator in charge will turn over the investigation to the police upon arrival and assist as requested. No information is to be released to the media.
9. Parents will be notified immediately if the student is located.

I. In the Event of School Cancellation.

In the event of a school cancellation the Superintendent or designee will be responsible for; alerting the media (radio and TV stations) for the purpose of notifying parents and students, and starting the mass notification for staff.

J. In the Event of Early Dismissal or Evacuation.

In the event of early dismissal or evacuation, the Superintendent or designee will be responsible for notifying staff, students and parents as outlined in the BLERP(s).

SECTION VI: RECOVERY - SCHOOL DISTRICT SUPPORT FOR BUILDINGS

The Building-Level Emergency Response Team (BLERT) will be supported in their efforts by all available in-district resources and personnel as required by the nature of the emergency. County and State resources and personnel will be obtained as dictated by the nature of the emergency. The District commits to monthly building Safety Committee Meetings and to quarterly District Safety Committee Meetings.

SECTION VII: DISASTER MENTAL HEALTH SERVICES

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

SECTION VIII: Emergency Drills

The district will run multiple training drills throughout the school year. All drills will be organized/coordinated by the school Administration and/or Safety/Crisis Team. Drills will:

- Be conducted in a trauma-informed, developmentally and age-appropriate manner; not include props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency.
- Occur after annual training in emergency procedures has been provided to students and staff.
- Be completed on different days of the week and during different times of the school day.

Drills to be held:

- Evacuation (Fire) Drills: A minimum of 8 drills per school year will be held.
- Emergency Lockdown Drills: At least 4 Emergency Lockdown drills will occur annually.
 - Eight (8) of the above drills, which must include (2) lockdown drills, shall be conducted between September 1 and December 31 of each year.
- One Emergency Dismissal drill shall be conducted to test emergency response procedures that require early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.

All drills - Parents/Guardians must be notified within 1 week prior to the drill.

All drills except evacuation drills must be announced as a drill at the time the drill is conducted.

Students will be instructed as to safety awareness and proper behavior for drills.

The School Safety/Crisis Team will meet annually to review the procedures for all drills.

The team will meet to review individual situations as necessary.

APPENDICES

Appendix 1: Building Summary

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

Building Name	Address	Contact Person	Phone Number
Andes Central School – Main Bldg.	85 Delaware Ave. Andes, NY 13731	Superintendent Samantha Candrea Superintendent	845-676-3166
Bus Garage	88 Delaware Ave., Andes, NY 13731	Superintendent Samantha Candrea Superintendent	845-676-3166
Music Building	85 Delaware Ave. Andes, NY 13731	Superintendent Samantha Candrea Superintendent	845-676-3166

Appendix 2: Training Procedures and Frameworks

A. Training

1. Violence Prevention

- The District staff will receive training in the area of violence prevention and intervention annually.
- Training topics will be decided upon by the school administration and safety team.
- Training will be provided by any of the following: District staff, ONC BOCES, State Police, local law enforcement agencies, local or county emergency management teams.
- Emergency Drills: The District staff will receive training in the area of all emergency drills annually.

2. **A copy of the plan will be shared with Local Emergency Responders. Responders will be asked to meet with the district on an as needed basis to review the plan, conduct tabletop exercises and make revisions as necessary.**

- Fire Departments/Emergency Squad
- New York State Police
- County Sheriff's Department
- ONC BOCES Safety Risk Management Office

Appendix 3: TNew York State Police (NYSP) "Bomb Threat Instructions"

The New York State Police (NYSP) "Bomb Threat Instructions" provide a structured approach to evaluating a bomb threat, especially when received by phone. The key steps and questions are as follows:

Immediate Actions:

- **Remain calm.**
- Keep the caller on the line as long as possible.
- Do not hang up, even if the caller does.
- Listen carefully, be polite, and show interest.
- Try to keep the caller talking to gather more information.
- If possible, discreetly alert a colleague to call authorities.
- If your phone has a display, note the caller ID information.
- After the call, from a different phone, immediately contact authorities and await instructions.
- Complete the Bomb Threat Checklist immediately, writing down as much detail as possible, including the exact words used by the caller.

Critical Questions to Ask the Caller:

- Where is the bomb located? (Building, floor, room, etc.)
- When will it go off?
- What does it look like?
- What kind of bomb is it?
- What will make it explode?
- Did you place the bomb?
- Why?
- Where are you calling from?
- What is your name?

Additional Observations to Record:

- Estimated age of the caller
- Is the voice familiar? If so, who does it sound like?
- Was the threat read from a script, computer-generated, or a recording?
- Background noises (e.g., street sounds, machinery, music)
- Characteristics of the caller's voice (e.g., accent, tone, emotional state)

If the Threat Is Received by Other Means:

- Written note: Handle the note as minimally as possible and notify authorities.
- Email or social media: Do not delete the message; notify building administration and authorities.

Signs of a Suspicious Package:

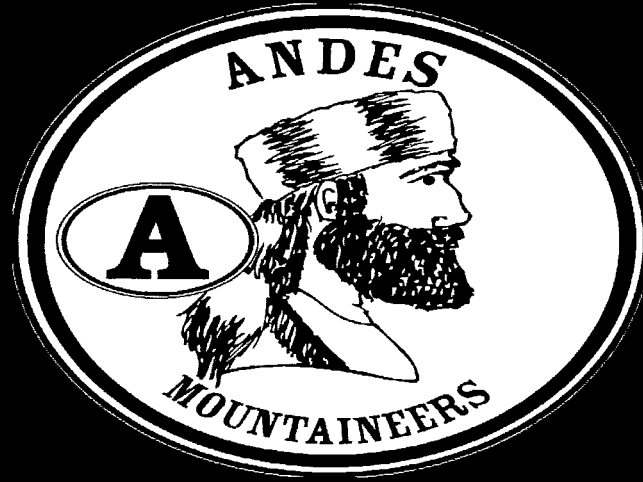
- Excessive or no postage

- Misspelled words or incorrect titles
- Strange odors, stains, or sounds
- Protruding wires or foil
- No return address
- Unexpected delivery

Do Not:

- Use two-way radios or cell phones near the suspected device (radio signals could trigger a device).
- Touch or move any suspicious package.

Updated July 2025



**Andes School District
Communicable Disease – Pandemic Plan**

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Communicable Disease Action Plan for Andes Central School

This Communicable Disease Action Plan outlines the procedures Andes Central School will follow to prevent, prepare for, respond to, and recover from a declared communicable disease or pandemic emergency. The plan is designed to ensure continuity of operations, protect the health and safety of students and staff, and comply with Education Law §2801-a and Labor Law §27-c.

Prevention and Mitigation

- Collaborate with the Delaware County Department of Health to determine when to activate the plan.
- Assign the Superintendent as the Pandemic Response Coordinator to oversee planning and implementation.
- Follow CDC and NYSDOH guidance using pandemic planning checklists.
- Promote good hygiene practices, including handwashing and respiratory etiquette, using CDC educational resources.
- Communicate clearly and regularly with families and staff via the school website, printed notices, and direct mailings.
- Encourage staff and students to stay home when showing signs of illness.
- Provide education to the school community about symptoms, transmission, and prevention strategies related to communicable diseases.

Best Practices for Highly Contagious Diseases

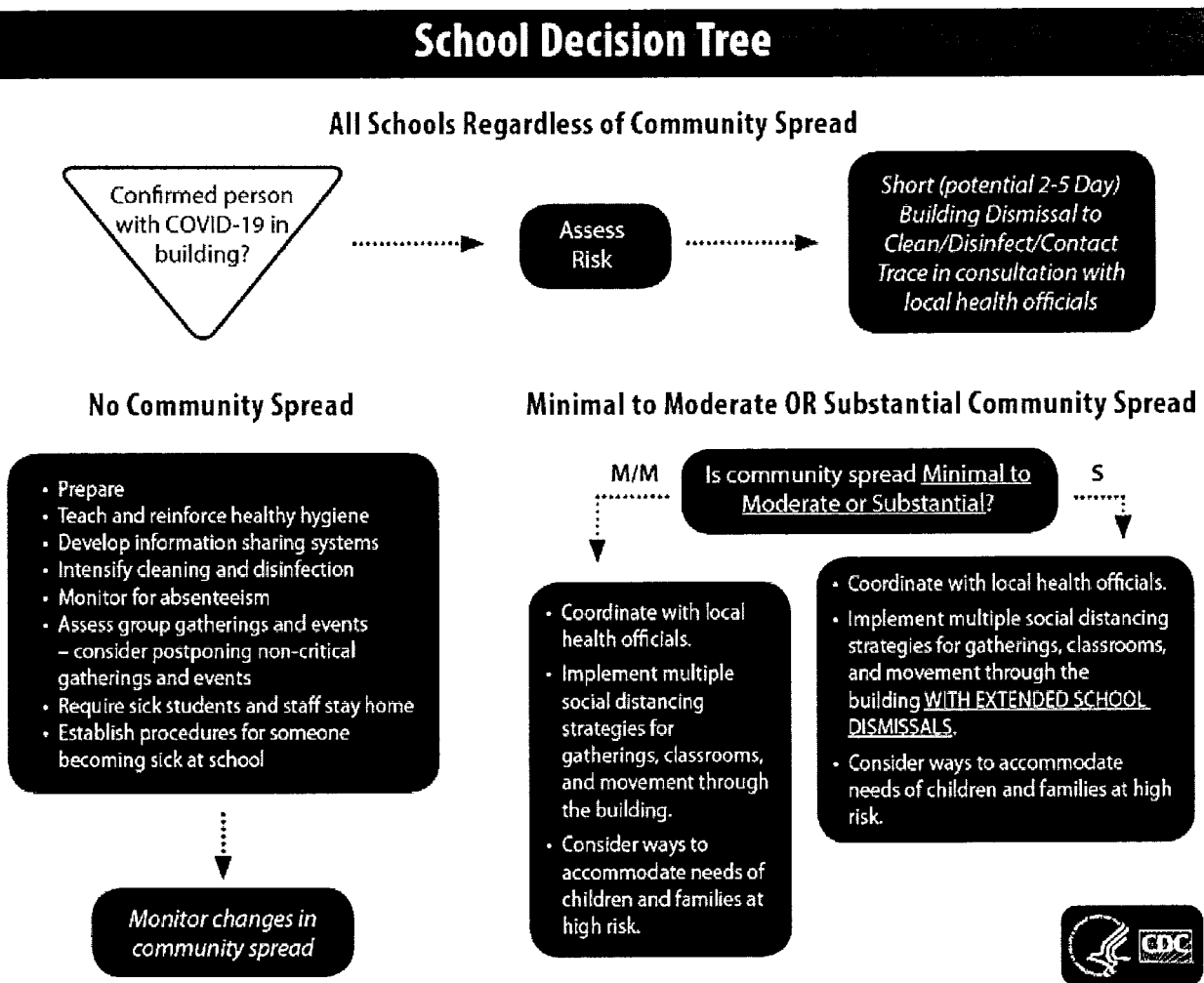
- Require masking during periods of high transmission, especially indoors.
- Implement physical distancing measures where appropriate.
- Maximize ventilation by keeping windows open when weather permits and using HEPA filters.
- Limit large gatherings and modify classroom layouts to reduce contact.
- Conduct regular health screenings for symptoms or exposure.
- Ensure that high-risk individuals are supported with accommodations or remote options.
- Isolate symptomatic individuals immediately and refer for testing.
- Provide clear protocols for return-to-school based on DOH guidance.

Essential Positions and Responsibilities

Title	Description	Justification	Work Shift	Protocol
Facility Director, Custodians	Building maintenance and security	Ensure critical infrastructure is maintained	Individual or isolated shifts	Entry/exit logs and work logs
Cafeteria Manager, Food Staff	Food preparation and distribution	Support student meal access	Alternate-day cohort scheduling	Entry/exit logs and work logs

Transportation Director, Drivers	Delivery of meals/materials	Ensure delivery of meals and instructional materials	Limited interaction; no overlap	Entry/exit logs and work logs
Technology Director, Technicians	Maintain technology infrastructure	Support digital learning and communications	Individual shifts or isolated work areas	Entry/exit logs and work logs

School Decision Tree



Telecommuting for Non-Essential Staff

- Survey staff to identify technology and internet access needs.

- Provide mobile devices and Wi-Fi hotspots to support remote work.
- Train staff in digital tools to ensure continued operations.
- Ensure access to multiple learning platforms and methods:
 - Email, phone, video conferencing
 - Live and recorded lessons
 - Hard-copy instructional materials for students without internet access

Staggered Shifts and Reducing Overcrowding

- Limit building capacity to state-mandated thresholds (25%, 50%, 75%).
- Create work cohorts and stagger arrival and departure times.
- Implement alternate workdays or four-day workweeks.
- Restrict access to designated restrooms and areas to reduce movement.
- Minimize or eliminate visitor access.

Preparedness and PPE Management

- Appoint the Superintendent as the Communicable Disease Safety Coordinator and Public Information Officer.
- Designate building-level contacts to manage health and safety protocols.
- Maintain a list of cross-trained backup personnel for critical functions.
- Ensure redundant communication systems (phone, email, alerts) are operational.

PPE Procurement and Storage

- Provide staff with PPE at no cost.
- Store PPE in secure, temperature-controlled environments.
- Rotate stock and monitor supplies regularly.

Group	Weekly Need	12-Week Supply (100%)	50%	25%
Students (100)	100	1200	600	300
Staff (100)	500	6000	3000	1500
Health Staff (4)	40	480	240	120

PPE for High Contact Staff	Weekly	12-Week
Gloves	10	120

Gowns	10	120
Eye Protection	2	n/a
Face Shields	2	n/a
N95 Respirators	10	120

Response Procedures

- Convene the District-Wide Safety Team to confirm plan activation.
- Notify building-level teams and review assignments.
- Test communication systems with support from the Technology Director.
- Review sanitation protocols with staff and ensure supplies are stocked.
- Work with DOH and NYSED to determine the need for school closure.

Disinfection and Contact Tracing

- Follow CDC and NYSDOH guidance for cleaning contaminated areas.
- Isolate and disinfect areas used by infected individuals.
- Maintain logs of staff work locations and student attendance.
- Provide ongoing updates to the community through the Public Information Officer.
- Encourage use of EAP mental health resources.
- Handle accommodation requests through the Superintendent and Confidential Secretary.
- Participate in NYS Contact Tracing Program and promote awareness.

Facilities Maintenance

- Conduct routine and targeted cleaning of high-contact surfaces.
- Provide cleaning supplies to classrooms and therapy rooms.
- Post signage in common areas reminding staff of health protocols.
- Maintain custodial logs and disinfect restrooms and shared areas regularly.
- Provide hand sanitizer stations and CDC-approved disinfecting products.

Documenting Staff and Student Locations

- Require daily entry/exit logs and work logs for essential employees.
- Use sign-in/sign-out sheets to monitor staff and student movement.
- Establish zone-based tracking within buildings when needed.

Emergency Housing (If Required)

- Partner with the Delaware County Office of Emergency Management to arrange emergency housing.

- Local hotels/motels that may be used:
 - The Otesaga, Cooperstown
 - Holiday Inn Express, Cooperstown
 - Hampton Inn, Oneonta
 - Super 8, Oneonta
 - Margaretville Motel
 - The Roxbury Motel

Recovery Plan

- Transition from remote to in-person instruction using a phased approach.
- Collaborate with NYSED to revise the school calendar.
- Assess facility readiness and resume normal operations.
- Form building-level response teams to evaluate student and staff well-being.
- Debrief with stakeholders and revise emergency plans accordingly.
- Integrate social-emotional learning and relevant curriculum content that addresses the crisis experience.

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ANDES 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 <input type="checkbox"/> No <input type="checkbox"/>		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 <u>students</u> in close contact (Less than 6 feet for more than 10 minutes) Include all contacts for 2 days prior to initial test if asymptomatic. If symptomatic, 2 days prior to symptoms. If no contacts, please write NO CONTACTS across the page)				
STUDENT NAME	ADDRESS	DATE OF LAST CONTACT	PHONE #	EXPOSURE LOCATION
1.				
2.				
3.				
4.				
5.				
6.				
7.				
8.				
9.				
10.				
11.				
12.				
13.				
14.				

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

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

(Enter Building Name) Screening/Entry Log

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

Screening conducted by: _____

[illegible]

Date	Remote Work Log What actions were completed? [activity/means] What type of activity was it? (meeting, P.D., instructional, etc.) [type/method]	How was this work completed? (e.g. zoom, call, text)	Duration* *(if applicable)	District* * (if applicable)

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.



