

LAKE PLEASANT CENTRAL SCHOOL DISTRICT

DISTRICT SAFETY PLAN

Board approved: October 11, 2023

PROJECT SAVE

(Safe Schools Against Violence in Education)

LAKE PLEASANT SCHOOL BUILDING-LEVEL

EMERGENCY RESPONSE PLAN

Commissioner's Regulation 155.17

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WWW.TROOPERS.STATE.NY.US)

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SECTION V:

Crisis Plan

Introduction

Emergencies in schools must be addressed in an expeditious and effective manner. Schools are at risk of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in schools.

Lake Pleasant has formed a Building-Level School Safety Team that meets on a regular basis. This planning team incorporates representatives from all stakeholder groups in the district, including representation from school staff, parents, and local response and community groups. The plan is based on the April 2001 template provided by the NYS Education Department.

The Lake Pleasant School District supports the SAVE Legislation, and intends to facilitate the planning process. The Superintendent of Schools encourages and advocates on-going district-wide cooperation and support of Project SAVE.

Section I: General Considerations and Planning Guidelines

A. Purpose

The Lake Pleasant School District's Building-level School Emergency Response Plan was developed pursuant to Commissioner's Regulation 155.17.

B. Identification of School Teams

The Lake Pleasant District has developed the following emergency teams:

- School Emergency Planning / Response Team
- Post-incident Response Team

C. Concept of Operations

- The initial response to all emergencies at Lake Pleasant will be by the School Emergency Response Team unless safety of individuals is at risk.
- Upon the activation of the School Emergency Response Team, the Superintendent of Schools or designee will be notified and, where appropriate, local emergency officials will also be notified.
- Efforts may be supplemented by County and State resources through existing protocols.
- If in the event State or Local authorities are required, the Superintendent will make contact with those groups to provide assistance.
- This plan will be reviewed periodically during the year and will be maintained by the District-wide School Safety Team. The required annual review occurred in October 2022. Building-level Emergency Response Plans will be supplied to local police, the Sheriff's department and the State Police within 30 days of the update.

A. Prevention/Intervention Strategies

Building Personnel Training

Training for emergency teams and safety officers, including de-escalation training, will be conducted as determined in the district-wide plan.

Coordination with Emergency Officials

This building-level plan will be tested on an annual basis, including the use of tabletop exercises (when appropriate), in coordination with local and county emergency responders and preparedness officials. These exercises will be coordinated with members of the Emergency Response Team as needed.

Annual Multi-hazard Training for Staff and Students

Multi-Hazard training for students and staff will be conducted on an annual basis. These trainings may occur as classroom instruction or as drills of various types (i.e. lockdown, lockout, evacuation etc).

B. Identification of Sites of Potential Emergencies

- Listed below are hazards that may warrant protective actions, such as the evacuation and sheltering of the school population.

<i>Location of Potential Sites</i>	<i>Internal or External Hazard</i>
<i>Rt. 30</i>	<i>External</i>
<i>Shop Storage</i>	<i>Internal</i>
<i>Charlie Johns Store</i>	<i>External</i>
<i>School Heating System (Gas Pipeline)</i>	<i>Internal</i>
<i>School Bus</i>	<i>External</i>
<i>Athletic Fields, Playgrounds and Play Area</i>	<i>External/Internal (wildlife)</i>
<i>Field Trips</i>	<i>External</i>
<i>Elm Lake Road</i>	<i>External (traffic)</i>
<i>Location of Potential Sites</i>	<i>Internal or External Hazard</i>

Section III: Response

The Building-level Emergency Response Team will respond utilizing a chain of command consistent with the National Incident Management System (NIMS).

A. Assignment for the Emergency Response Team will be as follows:

- Incident Commander/PIO
- Safety/Logistics
- Liaison
- Operations
- Student Care/Release
- Security
- Medical

B. Continuity of Operations

- In the event of an emergency, the Superintendent or designee will serve as Incident Commander. The School Incident Commander may be replaced by a member of a local emergency response agency as warranted.
- After relinquishing command, the Superintendent or designee may be asked to serve in a support role as part of a Unified Incident Command, if established, by the local emergency response agency.
- The school will establish a chain of command to ensure continuity of operations.

C. Access to Floor Plans

- The district will make available to law enforcement and response personnel copies of floor plans of the main building and bus garage. These may include digital pictures of various locations throughout the building.

D. Notification and Activation

- The report of an incident or a hazard's development will be reported to the Superintendent or as soon as possible following its detection.
- The building will utilize both internal and external communications in emergencies:

1) Hazard Guidelines

The District-wide School Safety Plan includes multi-hazard response plans for taking actions in response to an emergency. This section of the building’s plan could be used to describe building-specific guidelines that could include the following types of emergencies:

- Threats of Violence Intruder
- Hostage/Kidnapping Explosive/Bomb Threat
- Natural/Weather Related Hazardous Material
- Civil Disturbance Biological
- School Bus Accident Radiological
- Gas Leak Epidemic
- Others as determined by the Building-level School Safety Team Continued

Standard Responses

Lockdown

RATIONALE: A lockdown may be initiated based upon an actual or imminent threat (not including bomb threats) or violent event. A lockdown is the response to the worst-case scenario, and must be executed with appropriate urgency and seriousness.

Specific Threat Guidance

Human Emergencies

Threat	Response	Note
Bomb Threat	Bomb Threat	
Civil Disturbance	Shelter in Place; or Evacuation	*Implement Evacuation <u>ONLY</u> upon the direction of responding law enforcement
Hostage Taking	Lockdown; or Evacuation	*Implement Evacuation <u>ONLY</u> upon the direction of responding law enforcement
Intrusion	Lockdown	
Kidnapping	Lockdown	

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Threat	Response	Note
Earthquake	Shelter in place; or Evacuation	If building is still structurally sound, otherwise evacuate to safe location
Flood	Shelter in place	
Thunderstorm/ Lightning Storm	Shelter in Place	*implement specific Shelter-in-Place modifications for “A Weather-Related Situation” (at the end of the Shelter-in-Place section)
Tornado	Shelter in Place	*implement specific Shelter-in-Place modifications for “A Weather-Related Situation” (at the end of the Shelter-in-Place section)
Winter Storm	Early release; Shelter in place	

Technological Emergencies

Threat	Response	Note
Air Pollution	Early release, shelter in place	
Airplane Crash	Early release	
Energy Supply Loss	Early release, movement to alternate site	
Gas Leak	Evacuation	
Hazardous Materials Incident (Off- Property)	Shelter in place; Early release	
Hazardous Materials Incident (On-Site)	Shelter in place; Early release	
Radiological Incident (Off- Property)	Shelter in place; Early release	
Radiological Incident (On-Site)	Shelter in place; Early release	
Train Derailment	Shelter in place; Early release	
Explosion	Evacuation	
Fire/Fire Alarm Activation	Evacuation	*Under normal circumstances evacuate, but if during Lockdown disregard alarm unless obvious signs of fire exist
Structural Failure	Evacuate	
Electrical System Failure	Evacuate Shelter in alternate site	
Heating System Failure	Evacuate Shelter in alternate site	

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Loss of Building Use	Cancel / seek alternate transportation	
Loss of Transportation	Cancel	
Roof Failure/Leak	Early release	* if major incident, minor repair work school may still operate
Sewage System Failure	Evacuation; Shelter in place	* if necessary, alternate location for staff /students
Biological Threat (via Phone)	Evacuation; Shelter in place	
Biological Threat (via letter, package or release)	Evacuation; Shelter in place	
Toxic Exposure	Early release	
School Bus Accident	Early release	*depending on incident

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Hazardous Material

NOTE: DEC Spill Hotline (800) 457-7362; MSDS by Fax Service (800) 451-8346

<i>Resource</i>	<i>Main Building</i>	<i>Bus Garage</i>
Athletic Field		
Battery Operated Radio		
Blankets & Cots		
Bull Horn		
Bus Garage		
Candles, Flashlights		
Eye Washes		
Food Storage		
Handicap Restrooms		
Heating Plant		
No. Buses		
No. Cars		
No. Electrical Gen.		
No. Fire Extinguishers.		
No. Fuel Pumps		
No. Gasoline Tanks		
No. Heating Fuel Tank		
No. Occupants		
Potable Water		
Type Phone System		
Type Water Supply		
Type Zoned Alarm		

**Appendix : New York State Police School Crime Scene Management pamphlet
(located in the School and Communities section of the New York State Police
Website at <http://www.troopers.state.ny.us>)**

CRIMESCENE - DO NOT ENTER - CRIME SCENE - DO NOT ENTER - CRIME SCENE - DO NOT ENTER - CRIME SCENE - DO NOT ENTER - CRIME SCENE - DO NOT ENTER

School Crime Scene Management

Evidence is very important in criminal cases. Therefore, only trained professionals should do the collection and preservation of evidence. These professionals are called crime scene technicians.

If you see a crime scene or believe there is a crime scene, you will immediately call 911. Do not touch anything at the scene.

If you see a crime scene or believe there is a crime scene, you should call 911. Do not touch anything at the scene. If you see a crime scene or believe there is a crime scene, you should call 911. Do not touch anything at the scene.

When a crime scene is discovered, it is important to secure the area and prevent anyone from entering. This is done by setting up crime scene tape and posting signs.

The following steps should be followed when a crime scene is discovered: 1. Call 911. 2. Do not touch anything at the scene. 3. Secure the area. 4. Wait for the police to arrive.



RESCUE EVALUATE SECURE PROTECT OBSERVE NOTIFY DOCUMENT

- Rescue** - Your safety comes first! You are not responsible if you are injured.
- Evaluate** - Do you see any signs of a crime scene or believe there is a crime scene?
- Secure** - Do you see any signs of a crime scene or believe there is a crime scene?
- Protect** - Do you see any signs of a crime scene or believe there is a crime scene?
- Observe** - Do you see any signs of a crime scene or believe there is a crime scene?
- Notify** - Do you see any signs of a crime scene or believe there is a crime scene?
- Document** - Do you see any signs of a crime scene or believe there is a crime scene?

- Clear** - Clear any injured people.
- Evaluate** - Evaluate the situation with survey or map-based maps, photos, etc.
- Secure** - Police will not get fingerprints if they are not in the scene.

- Protect** - Do you see any signs of a crime scene or believe there is a crime scene?
- Observe** - Do you see any signs of a crime scene or believe there is a crime scene?
- Notify** - Do you see any signs of a crime scene or believe there is a crime scene?
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Lake Pleasant CSD Communicable Disease - Pandemic Plan

Effective April 1, 2021, Labor Law §27-c, amends Labor Law §27-1 and adds a new provision to Education Law §2801-a. Labor Law §27-c requires public employers to develop operation plans in the event of certain declared public health emergencies. Education Law §2801-a requires school districts to develop plans consistent with the new Labor Law requirement. The new law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. **Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a.** The Plan addresses the required components in the sections as noted below:

Prevention/Mitigation

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

Protection/Preparedness

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

Response

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

Prevention/Mitigation:

- Lake Pleasant CSD will work closely with the Hamilton County Department of Health to determine the need for activation of our Plan. The following procedures will be followed by the superintendent, principal and school nurse for reporting communicable disease, including Coronavirus, Influenza, etc., and communicating with the Health Department:
 - Report suspected and confirmed cases of influenza, including Coronavirus, on the monthly school's *Communicable Disease Report*, (DMS-485.7/93; HE-112.4/81) and submit to Hamilton County DOH.
- The Hamilton County Department of Health will monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.
- The Building Principal will help coordinate our Pandemic planning and response effort. This person will work closely with the District-Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The school district nurse will be a vital member of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification), the school district technology/IT coordinator will also be an important Team member. The Superintendent, Business Official, Facility Director, Food Service Director and Transportation

Supervisor will also be vital to the planning effort. Other non-traditional individuals may also be required to be part of the Team.

- The District-Wide School Safety Team will review and assess any obstacles to implementation of the Plan. The *CDC School District Pandemic Influenza Planning Checklist* was reviewed on February 1, 2021 for 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/>.
- Wells CSD 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 and social media for this purpose.

(1) Essential Positions/Titles

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

Department Essential Employee Determination				
Title	Description	Justification	Work Shift	Protocol
Cook Manager	Cafeteria/Food Service	Food Preparation	Morning	TBD by Administration
Bus Drivers	Transportation	Deliver Meals/Supplies	Morning	TBD by Administration
Custodial	Custodian/Cleaner	Disinfect	Morning	TBD by Administration
Aides	Aides	Assist Cafeteria/Drivers	Morning	TBD by Administration

(2) Protocols Allowing Non-Essential Employees to Telecommute

Ensure Digital Equity for Employees

- **Instructional Device Assessments:**
 - Survey agency departmental 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 agency departmental staff to determine the availability of viable existing at-home Internet service
 - Conduct a cost analysis of Internet access needs
- **Providing Instructional Devices and Internet Access:**
 - To the extent practicable, decide upon, develop procurement processes for, order, configure, and distribute, if and when available, appropriate instructional devices to those determined to be in need.
 - To the extent practicable and technically possible, decide upon, develop procurement processes for, and provide appropriate Internet bandwidth to those determined to be in need, i.e. WIFI hotspots.

Technology & Connectivity for Students - Mandatory Requirements:

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

Instructional Devices Delivery:

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

- Communication (e-mail, phone, online conferencing, social media)
- Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)
- Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses)
- Learning Materials and Content (digital content, online learning activities)
- Additional Technology Devices Assessments/Adaptive Technologies:
 - If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to students.
- For additional information, see "[Instructional Packets](#)" heading on the [Remote Instruction Schedule](#) page.

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

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

- Limiting building occupancy capacity or use 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.
- Limit or eliminate visitors to the building.

The Wells CSD will utilize these strategies and expand upon them as necessary in order to address a public health emergency.

Protection (Preparedness):

We have collaborated with our partners to assure complementary efforts. We have invited representatives from the Hamilton County Department of Health, Sheriff Department, NYS Troopers Troop G, Office of Emergency Management, Department of Mental Health and others to attend our District-wide School Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic-related issues.

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- The District-wide Command Center and its alternative are listed in the building level safety plan and will be activated at the direction of the School District Incident Commander. Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems.
- The Lake Pleasant CSD has designated a COVID-19 safety coordinator (superintendent), whose responsibilities include continuous compliance with all aspects of the school’s reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or “new normal” levels. The coordinator shall be the main contact upon the identification of positive COVID-19 cases and are responsible for subsequent communication. The Safety Coordinator shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the COVID-19 public health emergency and plans implemented by the school.

<i>School District</i>	<i>COVID-19 Safety Coordinator</i>	<i>Contact #</i>
<i>Lake Pleasant CSD</i>	<i>Superintendent, Heather Philo</i>	<i>518-548-7571</i>

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include: website, general mailings, e-mails, Parent Square, phones/texting and social media. A school district Public Information Officer (PIO), Kelly Thompson, Confidential Secretary, has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely 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. Wells CSD will use the Parent Square, Lake Pleasant CSD Facebook Page.
- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
 - Overall Operations – we have defined the following decision-making authority for the district: Superintendent, Principal, Confidential Secretary, Main Office Secretary, District Treasurer. Recognizing the need for these essential individuals to have frequent communication, we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by cell phones, e-mail and the Remind notification system.
 - The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. We have defined the following job titles for having back-up responsibility in these areas: School Business Official, District Treasurer, Accountant. Recognizing the need for job cross-training, we have trained individuals with the following job titles. We have also established the ability to maintain these essential functions off-site from remote locations.
 - Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee will keep the business office informed of such status and of the point at which buildings can no longer be maintained. Teachers may be asked to assist in this effort. If necessary, we may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Desktops will be misted with the provided disinfectant and left to dry. Training for teachers on this process was provided in the Fall of 2020. *At no time will products not approved by the school district be utilized.*
 - The Main Office Secretary 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. The Building Principal has provided cross-training of staff to ensure essential functions in the Fall of 2020. The Building Principal, in conjunction with both bargaining units, will

determine any changes to the normal work-day such as alternate or reduced work hours, working from home, etc. Working with local officials, the Superintendent will help to decide if schools need to be closed.

- Continuity of instruction will need to be implemented in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include:
 - Live, synchronous online instruction via technology, Chromebooks, etc.
 - Hard copy, self-directed lessons
 - Communication modalities for assignment postings and follow-up: mail; cell, text messages; e-mail, Remind notification system, school website and school Facebook Page

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

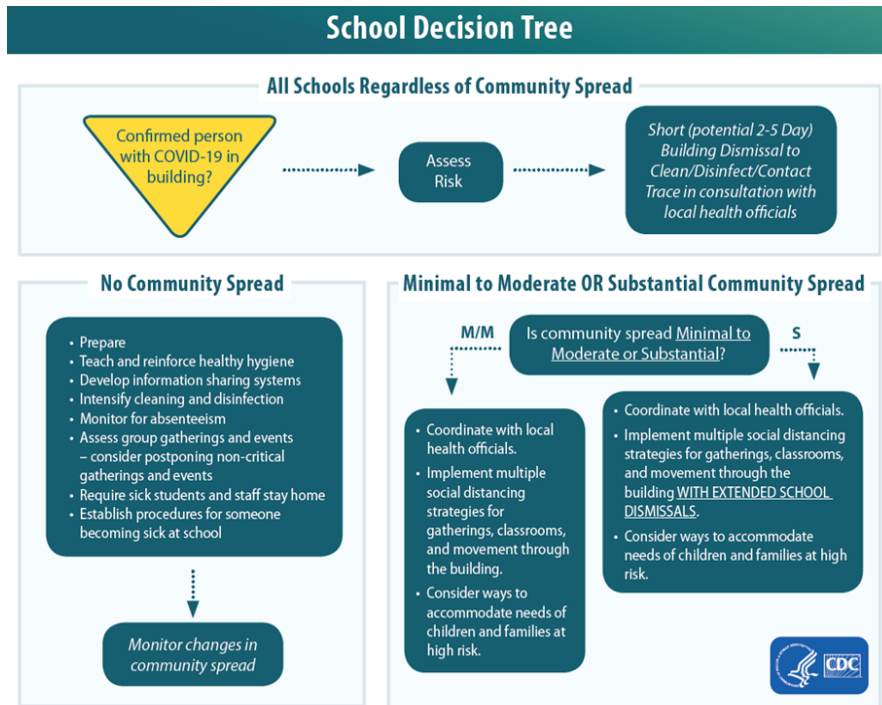
- The entire Incident Command Structure at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the Plan's activation and review procedures.
- The PIO will work closely with the Technology Director to re-test all communication systems to assure proper function. The District-wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- Based on the latest information from collaboration with our partners, and to send a message consistent with public health authorities, the PIO will utilize the communication methods previously described to alert the school community.
- 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 and adjust as necessary.
- The Facility Director will review essential building function procedures with the Principal and command chain. Sanitizing procedures will be reviewed with teachers.
- The Building Principal will meet with staff to review essential functions of back-up personnel. The Building Principal will monitor absenteeism to assure maintenance of the Command Structure and possible need to amend existing procedures.
- **If the decision is made to close a school building in consultation with the Hamilton County Department of Public Health, Lake Pleasant CSD will notify the NYS Education Department and District Superintendent at HFM BOCES.**

5. Preventing Spread, Contact Tracing and Disinfection

Confirmed COVID-19 Case Requirements & Protocols

Instructional programs must be prepared for COVID-19 outbreaks in their local communities and for individual exposure events that occur in their facilities, regardless of the level of community transmission. CDC has provided the following decision tree to help schools determine which set of mitigation strategies may be most appropriate for their current situation:

CDC and NYSDOH



Recommendations:

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

Return to School After Illness:

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

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

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

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

The CDC provides specific guidance for individuals who are on home isolation regarding when the isolation may end. **Discontinuation of Isolation for Persons with COVID-19 Not in Healthcare Settings**⁷. CDC recommends 10 days of quarantine after exposure based on the time it may take to develop illness, if infected.

Facilities: Cleaning and Sanitizing

Cleaning removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface.

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

Routine cleaning of school settings includes:

- Cleaning high contact surfaces that are touched by many different people, such as light switches, handrails and doorknobs/handles
- Dust and wet mopping or auto scrubbing floors
- Cleaning restrooms
- Wiping heat and air conditioner vents
- Dusting horizontal surfaces and light fixtures

Classroom/Therapy Rooms:

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 mobility and instruction.

Common Areas:

Smaller common areas, like kitchenettes and copy room areas, should have staggered use. If users cannot maintain six feet of distance, they shall wear a mask. Signage has been posted in common areas to remind staff of health and safety etiquette.

Disinfecting:

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

- Cleaning and disinfection requirements from the CDC and the Department of Health will be adhered to.
- Custodial logs will be maintained that include the date, time and scope of cleaning and disinfection. Cleaning and disinfection frequency will be identified for each facility type and responsibilities will be assigned.

- Hand hygiene stations will be provided and maintained, including handwashing with soap, running warm water, and disposable paper towels, as well as an alcohol-based hand sanitizer containing 60% or more alcohol for areas where handwashing is not feasible.
- Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.
- Regular cleaning and disinfection of restrooms will be performed.
- Cleaning and disinfection of exposed areas will be performed in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, high traffic areas and high touch surfaces.

Examples of frequently touched areas in schools may include:

- Bus seats, Door handles and light switches
- Classroom desks/chairs, Lunchroom tables/chairs.

Hand Sanitizing:

- Hand sanitizer dispensers will be located and installed in approved locations.
- Nassau BOCES 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.

(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. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis. A school district planning checklist is one resource to track such individuals and can be found in Appendix C, Essential Employee Worksheets.

(7) Emergency Housing for Essential Employees

Emergency housing for essential workers is not considered to be generally required for school employees as opposed to healthcare workers and other critical care employees. If deemed necessary, school districts will offer assistance with contacting the 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 and use all described communication methods and our PIO to keep the school community aware of the transition process.
- We will evaluate all building operations for normal function and re-implement appropriate cleaning procedures.
- The District Safety Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.
- The District Safety Team will meet to de-brief. Information from the PIO, Business Office and Facility Director will be vital to this effort. The District Safety and Building-Level Emergency Response Plans will reflect this.

APPENDIX C

SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST



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

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

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

I. Planning and Coordination:

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

School District Pandemic Influenza Planning Checklist