



Beekmantown Central School District
District-Wide School Safety Plan
Project SAVE (Safe Schools Against Violence in Education)
Commissioner's Regulation 155.17
Adopted: 7/14/26

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Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a district-wide school safety plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The district-wide plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plans required at the school building level. The District-wide School Safety Plan provides the framework for the Building-level Emergency Response Plan.

Districts stand at risk from a wide variety of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses mitigation/prevention, preparedness, response, and recovery with respect to a variety of emergencies in each school district and its schools.

The Beekmantown Central School District supports the SAVE Legislation. The Superintendent of Schools encourages and advocates ongoing district-wide cooperation and support of Project SAVE, local law enforcement agencies, mental health providers, local fire departments, and other partnering agencies which help support the physical and mental well-being of our school community.

Section I: General Considerations and Planning Guidelines

A. Purpose

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

B. Identification of School Teams

The district has created a District-Wide School Safety Team consisting of, but not limited to, representatives of the: Superintendent of Schools, Director of Facilities I, School Food Service Director I, Board of Education Members, Transportation Supervisor, Building Principal(s), Associate Principal(s), School Resource Officer, Director of IT, Communications, & Security, Teacher(s), Nurse, Payroll Clerk, Custodial Worker(s), Teacher Aide/Student Aide(s), parent and student.

C. Concept of Operations

- The District-wide School Safety Plan is directly linked to the individual Building-level Emergency Response Plans for each school building. Protocols reflected in the District-wide School Safety Plan guide the development and implementation of individual Building-level Emergency Action Guides.
- In the event of an emergency crisis or violent incident, the initial response to all emergencies at an individual school is by the Building Crisis Response or Safety Team.
- Upon the activation of the School Emergency Response Team, the Superintendent of Schools or his/her designee is notified and, where appropriate, local emergency officials are also notified.
- Efforts may be supplemented by County and State resources through existing protocols.

D. Trauma-Informed Practices

The District recognizes that emergencies, as well as drills that practice preparing for emergency situations, have the potential to be traumatizing to those involved. Confidential Building Level Emergency Response Plans detail procedures if an emergency were to occur. Staff and students train and practice emergency procedures in a trauma-informed manner in order to prepare for an emergency in a safe manner. The goal in providing training and conducting drills is to practice and prepare, not to scare. Parental notification is given prior to drills and exercises, while parental consent will be requested for larger exercises. When conducting drills, it will be announced that it is a drill (except for evacuation/fire drills).

Upon completion of drills, time will be provided to debrief with students and staff as necessary in order to assess the success of the drill and to offer support to any students and/or staff who may need it. School counselors, social workers, nurses, and any other staff who may be needed for debriefing will be on hand to provide support. Below is a list of definitions regarding Trauma-Informed Practices.

- **Trauma** - an emotional response to a deeply distressing or disturbing experience, such as, but not limited to, an act of violence, natural disaster, abuse, neglect, or loss.
- **Trauma-Informed** - an understanding of what trauma is and how it affects the physical, emotional, and mental health of students and adults.
- **Trauma-Informed Drills** - avoiding tactics in training or drills that may introduce or activate prior trauma, such as use of props, actors, simulations, or other tactics intended to mimic a school shooting, incident of violence, or other emergency, or inclusion of developmentally or age-inappropriate content; and to recognize that drills may inadvertently prompt a negative emotional or psychological response in staff or students because of previous exposure(s) to trauma.
- **Announce Drills** - to inform students and staff at the time a drill occurs that it is a drill (not required for evacuation drills/fire drills).

- **Parental Notification** - to inform parents in advance of drill(s) that they will occur. Parental notification is now required for all drills (including evacuation drills). Notification must be within one day to one week before a drill.
- **Parental Consent** - for a full-scale exercise, written consent must be obtained in order for a child to participate in the exercise.

E. Plan Review and Public Comment

- This plan is reviewed and maintained by the District-wide Health & Safety Committee and reviewed on an annual basis on or before July 1 of each year.
- Pursuant to Commissioner's Regulation 155.17 (e) (3), this plan was available for public comment 30 days prior to its adoption. The district-wide and building-level plans were originally adopted in 2001-2002 by the School Board after one public hearing that provided for the participation of school personnel, parents, students, and any other interested parties. The plan was formally adopted by the Board of Education. The district-wide safety plan and building-level emergency response plans shall be reviewed by the appropriate team on at least an annual basis and updated as needed.
- While linked to the District-wide School Safety Plan, the Building-level Emergency Response Plans are 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 District-wide Health & Safety Committee and the Board of Education review the Building-level Emergency Action Guides yearly before July 1 of each year.
- The District-wide School Safety Plan is posted on the district's website as requested by the New York State Education Department.

NOTE: Building-level Emergency Response Plans are supplied to both local and State Police within 30 days of adoption.

The District has many Board of Education (BOE) policies that support school safety, including but not limited to:

- Anti-Bullying, #0115
- Internet Content Filtering/Safety, #4526 & 4526.1
- Code of Conduct, #5300
- Bomb Threats, #8133

Section II: General Emergency Mitigation, Prevention, and Response Planning

The District's emergency preparedness includes mitigation and prevention to decrease the likelihood of an emergency and to reduce losses or damage should one occur. Mitigation involves the identification of risks and vulnerabilities, an assessment of resources and facilities, identification of stakeholders, including knowledgeable and collaborative emergency responders and mental health resources and responders, and the communication process. Preparedness includes ensuring policies and protocols are in place, as well as the readiness and knowledge to respond. This involves clarifying team member roles, having the incident command system (ICS) in place, continuous training on ICS and the plan procedures, and conducting exercises and drills.

Response occurs when the plan is activated and involves the action to contain and resolve a crisis. The ICS plan in place is activated as needed to promote effective decision-making. Consistent communication is maintained with staff, students, family, and media, actions are documented and after-action debriefings are conducted. Emergency response planning has proceeded with the assistance of the Clinton-Essex-Warren-Washington BOCES and coordinated at the District level by the Superintendent of Schools. Development of the plan has included involvement of the local police and fire/rescue squad personnel. The District's emergency response plan and the building plans linked to this plan use the incident command system. Staff have been identified at each building to assume roles in the incident command structure in the event of an emergency. Assignments, roles, and procedures are adjusted on the basis of the exercises. The plan is further adjusted annually using exercises to test potential for emergency response. District and building plans include:

A. Identification of sites of potential emergency, including:

- Detailed plans for each school building;
- The location of potential command and evacuation sites, primary and secondary, for each site;
- The kinds of action to be taken in the event of an emergency, and
- The potential internal or external hazards or emergency situations.

B. Plans for taking the following actions in response to an emergency, where appropriate, including but not limited to:

- | | |
|---|-----------|
| ● School cancellation | ● Secure |
| ● Early dismissal | ● Shelter |
| ● Evacuation (before, during, and after school hours, including security during evacuation and evacuation routes) | ● Hold |
| ● Lockdown | |

Emergencies include, but are not limited to:

- Threats of Violence
- Intruder
- Hostage/Kidnapping
- Explosion
- Natural/Weather Related
- Bomb Threat (specific or non-specific threat)
- Civil Disturbance
- Hazardous Material
- School Bus Accident
- Biological
- Gas Leak
- Radiological
- Fire
- Epidemic
- Train Accident
- Tractor Trailer Accident
- Others, as determined by the Building-level School Safety Team

C. The identification of district resources which may be available for use during an emergency, including the identification of school personnel and other physical or human resources.

D. Description of procedures to coordinate the use of school district resources during emergencies, including:

- Identification of the officials authorized to make decisions, and
- Identification of the staff members assigned to provide assistance in specific areas during emergencies

E. Procedures for annual multi-hazard school training for staff and students, including the strategies for implementing training related to multi-hazards. These are conducted through a series of staff and student orientation exercises at the beginning of each school year via CVES or other service providers and are available throughout the year.

F. Procedures for the review and conduct of drills and other exercises to test components of the emergency response plan, including the use of tabletop exercises and drills, in coordination with local and county emergency responders and preparedness officials.

Section III: Responding to Threats and Acts of Violence

Both building and District emergency response plans use the incident command system to identify and respond to anticipated or unanticipated threats or acts of violence. Plan appendices include the following:

- A. Protocols and procedures for responding to implied or direct threats of violence by students, teachers, other school personnel, and visitors to the school.
- B. Protocols and procedures for responding to acts of violence by students, teachers, other school personnel, and visitors to the school, including consideration of zero-tolerance policies for school violence (per Code of Conduct).
- C. Protocols and procedures for contacting appropriate law enforcement officials in the event of a violent incident. The appropriate procedure will always use the 911 emergency call system and notification to the Superintendent.
- D. Identification of appropriate responses to emergencies, including protocols for responding to:
 - Hold (Purple)
 - Evacuate (Green)
 - Secure (Blue)
 - Lockdown (Red)
 - Shelter (Orange)
- E. Protocols and procedures to contact parents, guardians, or persons in parental relation to the students in the event of a violent incident or an early dismissal.

*Please see Section IV, E below.
- F. Additionally, both Building and District level Emergency Response Teams (and Crisis Response Teams) will utilize the District's Crisis Response Plan when applicable.

Section IV: Communication with Others

Community-based emergency response services (police, fire/rescue squad) participate in the development, tabletop review, and review of each building plan and the district plan. Copies of each written plan are made available to emergency service agencies and officials of each town and county government.

- A. A 911 protocol is used in every instance to request emergency assistance.
- B. Written copies of the plans will be forwarded to county and town officials, explaining the role that emergency response agencies have played in the development of the plan and seeking advice, suggestions, or other feedback. This includes the discussion about the county officials responsible for implementation of Article 2-B of the Executive Law.
- C. If a disaster occurs that impacts the district, all internal communications will run through the District Office, whose staff will activate building and district-level emergency response teams as necessary. The District Office will inform other buildings of such a disaster.
- D. Maintenance of relevant information included in the confidential Building-Level Plans, and for each educational agency* located in the school district, include information on:
 - School population
 - Number of staff & students
 - Transportation needs
 - Business and home telephone numbers of key officials of each such educational agency

* Educational agencies means public and nonpublic elementary and secondary schools, public and private nursery schools, approved private schools for the education of students with disabilities as defined in section 200.1(d) of this Title, and public and private schools for the education of preschool children with disabilities.

E. External Communications

- In the event of an incident, the school may choose to utilize any or all of the following to disseminate information:
 - ParentSquare, district website, private media outlets, e-mail, text messaging, Facebook, X & others.

Section V: Prevention and Intervention Strategies

The District strives to provide and enhance emergency and violence prevention and intervention strategies. Such strategies include improving communications among students and between students and staff, reporting of potentially violent incidents, and establishing reporting mechanisms for school violence.

- A. The school climate is viewed as an important part of school safety. The Dignity for All Students Act supports an environment free of harassment and discrimination. The District provides training around bullying prevention through curriculum integration, which is overseen by the District's Dignity Act Coordinator. The BOE Policy (Anti-Bullying #0115 and Code of Conduct #5300) supports intervention and defines Disciplinary Consequences/Remediation. If appropriate, disciplinary action will be taken by the administration in accordance with the District's Code of Conduct, as applicable. If the behavior rises to the level of criminal activity, law enforcement will be contacted.
- B. Protocols and procedures related to school building security, including, where appropriate, the use of School Resource Officer (SRO), School Guards (SSO), security devices, and procedures.
- C. Protocols and procedures for the dissemination of informative materials regarding the early detection of potentially violent behaviors, including, but not limited to:
 - The identification of family, community, and environmental factors to teachers, administrators, parents, and other persons in parental relation to students of the school district or board, students, and other persons deemed appropriate to receive such information
- D. Appropriate prevention and intervention strategies and strategies for improving communication among students and between students and staff, and reporting of potentially violent incidents, such as the establishment of:
 - Anti-Bullying Programs
 - Youth-run programs
 - Conflict resolution
 - LineWize & Gaggle
 - Others based on district need
- E. Description of duties, hiring and screening process, and required training of hall monitors and other school safety personnel are maintained in the District Office.

Section VI: Recovery

Recovery addresses the help needed for all involved to heal and to restore the school community to “normal” operations. The District supports the school buildings by deploying district resources that support the Emergency Response Teams and the Crisis Response Teams in the affected school(s).

Recovery plans include mental health/emotional recovery, academic, physical, and business recovery, and can continue long after the actual emergency. The District has counselor resources and support systems in place. The District has the ability to coordinate with school, local, county, state disaster, and mental health services. The District’s role with mental health services includes looking at the school culture and climate, annually providing training for the staff regarding mental health issues, providing student access to services, and following threat assessment procedures.

A. District Support for Buildings

Building-Level Emergency Response Planning Teams are building-specific teams that are responsible for the development and maintenance of the Building-Level Emergency Response Plan and its required components. The Building-Level Emergency Response Planning Team shall include, but not be limited to, representatives of teacher, administrator, and parent organizations, school safety personnel, other school personnel, community members, local law enforcement officials, local ambulance, fire officials or other emergency response agencies, and any other representatives the school board, chancellor, or other governing body deems appropriate.

Each Building-Level Emergency Response Plan provides resources for supporting the Emergency Response Teams and the Crisis Response Team. The district’s Incident Command System (ICS) identifies back-ups to relieve team members. This provides team members the opportunity to rotate personnel, to fill in if assigned personnel are unavailable, and to debrief in a supportive environment.

The district realizes that some emergencies may overwhelm an individual school’s ability to manage an extreme crisis. If/when a Building-level Emergency Response Team or Crisis Response Team is faced with an emergency such as threats of violence or actual violent incidents, the district-wide Emergency Response Team will assist as follows:

- Act as a sounding board for the building principal/supervisor regarding the implied or direct threats and/or violent acts.
- Assist in determining the level of threat and appropriate response.
- If safe to do so, send a district-wide team member to support the Building-level Team(s).
- Monitor the situation and adjust the district’s response as appropriate.
- Assist with parent/guardian, faculty/staff, and media communication.
- Assist with coordinating building and grounds security in conjunction with local and State Police.
- Assist with offering a backup Crisis Response Team (i.e., another school team and/or an outside group) if needed.
- Offer debriefing sessions as needed, work in conjunction with local, County, and/or State emergency responders.

B. *Disaster Mental Health Services*

If/when a Crisis Response Team or Building-level Team is faced with an emergency that may overwhelm an individual school's ability to manage an extreme crisis, the District-Wide Emergency Response Team or Crisis Response Team will assist as follows:

- If safe to do so, send a district-wide team member to each affected school/building as a liaison between the school/building and the District Office.
- Activate the district-wide Crisis Response Team. The district and schools have school counselors, school psychologists, and school nurses who have local connections to:
 - Neighboring school districts
 - Clinton County Department of Mental Health
 - Clinton County Mental Health service providers
 - Offer district support and look for continued feedback from those directly impacted during the incident, with projected plans to assist if needed during heightened stressful times, such as a reoccurrence of a similar event and anniversaries of the original event.
 - Assist with parent/guardian, student, and faculty/staff debriefing and/or post-incident crisis intervention. The debriefing is also used in part to evaluate the district's plan for possible revisions. If needed, assist in contacting additional outside mental health resources such as the National Organization for Victim Assistance (1-800-try-nova; www.try-nova.org).
 - Assist the schools with written statements going out to faculty/staff, parents/guardians, press releases, and media requests through the district's Public Information Officer.

The district supports the recovery phase and reevaluates current multi-hazard and violence prevention practices and school safety activities.

Section VII: New York Secure Ammunition and Firearms Enforcement Act (NYSAFE): Impact on School District Building Aid

The district will provide all facilities with security features sufficient to protect and harden the infrastructure in case of an intruder and/or unauthorized visitor(s).

The 2013 NYSAFE Act enhances NYS Education Law for eligible expenses incurred beginning in the 2012-2013 school year and through the 2014-2015 school year. The purpose of this is to allow a school district to purchase and install security systems and devices separate from traditional capital construction projects and in student-occupied buildings in order to receive enhanced building aid for the purchase of approved security cameras and other SED-approved security devices, such as electronic security systems and hardened doors.

Emergency Remote Instruction Plan

A. Introduction:

The Beekmantown Central School District developed the following **Emergency Remote Instruction Plan** to address the instruction of students if extraordinary or unforeseen circumstances prevent students and staff from physically attending school. This **Emergency Remote Instruction Plan** meets the requirements of New York State Education Commissioner's Regulations for inclusion in the 2023-2024 District-Wide School Safety Plan.

B. Background Information:

The NYS Education Department (NYSED) authorized a "snow day pilot" program during the COVID-19 pandemic during the 2020-2021 and 2021-2022 school years. This program permitted school districts to deliver instruction remotely on days in which they would otherwise have closed due to an emergency.

To give districts greater predictability, in September 2022, the NYSED Board of Regents amended section 175.5(e) of the Commissioner's regulations to codify this flexibility. Districts that would otherwise close due to an emergency may, **but are not required to**, remain in session and provide instruction through remote learning and be able to count these instructional days towards the annual hours requirement for State Aid purposes. Instruction must be provided to all students and be consistent with the definition of remote instruction, as explained below. In addition, beginning with the 2023-2024 school year, such instruction must be consistent with the school district's **Emergency Remote Instruction Plan**.

NYSED also amended section 155.17 of the Commissioner's regulations to require public schools, BOCES, and county vocational education and extension boards amend their **District-Wide School Safety Plans** to include plans for remote instruction beginning with the 2023-2024 school year. This gives the public an opportunity to provide feedback on such plans for remote instruction prior to their adoption. The **Emergency Remote Instruction Plan** must include the methods that the school district will ensure the availability of: devices, internet access, provision of special education, related services for students with disabilities, and the expectations for time spent in different remote modalities.

Such plans also require that each chief executive officer of each educational agency located within a public school district report information on student access to computing devices and access to the internet each year.

NYSED additions to section 100.1 of the Commissioner's regulations define the term "remote instruction." This definition identifies various ways in which remote instruction may be delivered, but must include, in all situations, regular and substantive teacher-student interaction with an appropriately certified teacher.

The NYS Board of Regents adopted the amendments noted above that became effective as a permanent rule on September 28, 2022. Sections 200.7, 200.16, and 200.20 of the Regulations of the Commissioner of Education were amended, and became effective September 13, 2022, and December 12, 2022, as an emergency action for the preservation of the general welfare to permit approved special education providers to provide remote instruction in the 2022-2023 school year on days they would otherwise close due to an emergency and to count such instructional days towards 14 minimum requirements and to identify the ways in which such remote instruction may be delivered. These amendments relate to remote instruction and its delivery under emergency conditions for students in approved private schools for the education of students with disabilities, state-supported schools, state-operated schools, and approved preschool special education programs. These updated regulations now provide the same flexibility for remote instruction under emergency conditions that was given to school districts. The effective date of the final rule was January 25, 2023.

C. Remote Instruction:

The Commissioner's regulations define remote instruction as “instruction provided by an appropriately certified teacher, or in the case of a charter school an otherwise qualified teacher pursuant to Education Law §2854(3)(a-1), who is not in the same in-person physical location as the student(s) receiving the instruction, where there is regular and substantive daily interaction between the student and teacher.” For the purpose of this plan, remote instruction means the instruction occurring when the student and the instructor are in different locations due to the closure of one or more of the district's school buildings due to emergency conditions as determined by the Superintendent of Schools. Emergency conditions include, but are not limited to, extraordinary adverse weather conditions, impairment of heating facilities, insufficient water supply, prolonged disruption of electrical power, shortage of fuel, destruction of a school building, shortage of transportation vehicles, or a communicable disease outbreak, and the school district would otherwise close due to such an emergency.

D. Unscheduled School Delays and Early Releases:

Instructional hours that a school district scheduled but did not execute, either because of a delay to the start of a school day or an early release, due to emergency conditions, may still be considered as instructional hours for State Aid purposes for up to two instructional hours per session day, provided the School Superintendent certifies such to NYSED, on the prescribed NYSED form, that an extraordinary condition existed on a previously scheduled session day and that school was in session on that day (NYSED Part 175.5).

The **Emergency Remote Instruction Plan** shall identify various ways in which instruction may be delivered, including synchronous and asynchronous instruction. In all situations, remote instruction requires regular and substantive teacher-student interaction with an appropriately certified teacher.

Synchronous instruction engages students in learning in the direct presence (remote or in-person) of a teacher in real time. During remote instruction, students and teachers attend together from different

locations using technology. Asynchronous instruction is self-directed learning that students engage in learning without the direct presence (remote or in-person) of a teacher. Students access class materials during different hours and from different locations. During an emergency closing, synchronous instruction is the preferred method of instruction, whereas asynchronous instruction is considered supplementary instruction.

E. Ensuring Accessibility and Availability (Internet, Computers/Devices):

The Beekmantown Central School District shall survey families to find out who has a reliable high-speed internet connection. A survey conducted in 2020 identified families who live in the district that do not have access, therefore, remote learning is a challenge, if not impossible, for these students. Since 2020, every family provides information to the District regarding internet access and computer accessibility. When students do not have internet access, the district works with the families to either provide wireless hotspot devices to provide them temporary internet services or to develop a plan to provide instructional materials for them, as well as a process for recording attendance and grading.

Commissioner's regulation 115.17(f) outlines the annual data collection that districts must submit to SED every year by June 30. It requires the school district to survey families regarding internet and device access at the student's place(s) of residence. The chief executive officer, Superintendent, or his/her designee shall survey students and parents, and persons in parental relation to such students to obtain information on student access to computing devices and access to internet connectivity.

District procedures are followed to ensure computing devices are made available to students or other means by which students will participate in synchronous instruction.

F. Beekmantown Central School District Emergency Remote Instruction Plan:

INTERNET AND DIGITAL DEVICE ACCESS	The school district provides all students in grades K-12 access to a personal computing device in the form of either a Chromebook or Chrome based tablet. In the event of an emergency, closing provisions will be made to the greatest extent possible to ensure that all students have their device at home for instruction. The school district participates fully in the SED Digital Access Survey, along with locally developed surveys to assess how many students have internet access at home. The district provides hotspots to any families that indicate a need for reliable internet to facilitate access to learning at home. All faculty should have an alternative general activity for students in the event that widespread power outages or other disruptions to connectivity occur, preventing synchronous connection. If students lose connectivity, the expectation is that they will complete the alternate assignment provided.
PEDAGOGY	All teachers in grades K-12 will use Google Classroom as their primary instructional platform. Several district-provided instructional technology software programs are available to support instruction, along with a wide array of other resources curated by faculty. Teachers will utilize these programs to differentiate instruction, accessing a variety of delivery methods that best suit their course, grade level, and teaching style. The instructional approach may include a combination of: Synchronous “Live” Instruction - Using Google Meet along with other digital platforms, teachers will deliver real-time instruction to a full group or subset of students. Teachers may incorporate asynchronous or project-based opportunities within this model. Teachers will make personal connections with all students during scheduled class times via Google Meet. These connections will allow teachers to take attendance, introduce new content or skills, and allow students to connect with their teachers and peers in order to be guided through lessons, ask questions, and maintain personal relationships. The duration of these synchronous connections depends on the grade level and daily instructional plan, but should be the primary mode of instruction and substantial enough to guide learning.

	Asynchronous “Flipped” Instruction - Using a variety of digital platforms, teachers will deliver captured or recorded lessons with associated expectations for students’ participation and assignment completion. “Flipped Classroom”. These activities may include teacher/student synchronous interactions for a portion of the lesson. Authentic Independent Instruction - Using a variety of methods, teachers will engage students in high-quality learning activities. These activities must engage students in the learning process. Teachers will provide assistance to students in this mode of instruction through asynchronous and synchronous methods outlined above.
STUDENT EXPECTATIONS	All students will receive information on how to access course material and instruction from their teachers. Students are expected to follow all directions and requests to participate in instruction to the fullest extent possible. During synchronous instruction, students are expected to be school-ready. This includes being on time for class, engaging fully through video and audio as directed by their teacher, and presenting themselves in a manner that is in accordance with school expectations. All students are expected to practice appropriate digital etiquette and responsible behavior during assigned Google Meet. • Mute yourself on Google Meet as directed by your teacher • Cameras are to be kept on during classroom Google Meet unless directed specifically by your teacher to do otherwise. Students are encouraged to work in an appropriate setting when participating remotely/online. Workplaces include a desk, table, kitchen counter, etc... Other locations are not appropriate or acceptable. Student dress must be appropriate in all platforms - the Student Dress Code section of the Student Handbook / Code of Conduct applies to students in all platforms. If there are any circumstances preventing full and appropriate participation, the student should let the teacher know. As this is a required attendance day, students must fulfill expectations for satisfactory participation as determined by their teacher.
DAILY SCHEDULE	Virtual days will follow the same schedule framework as the HS, MS, and Elementary School to which the student is assigned. As with all school schedules, appropriate breaks will be included in the daily schedule for students and faculty, including time for lunch. Students will attend all assigned classes at their scheduled time. The method of instructional delivery will vary to facilitate appropriate screen time per age level.

COMMUNICATION PROTOCOL: INTERVENTION	Teachers will follow the same communication protocols that are established in school for addressing areas of academic or behavioral need. This includes a combination of email, phone calls, and academic/behavioral referrals to the administration. All effective strategies should be accessed to maintain effective communication.
SPECIAL SERVICES	School districts are required to implement support services and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability. NYSED recognizes that there may be limitations to implementing certain services or accommodations through remote instruction and as a result, encourages districts to apply a "lens of reasonableness" to their approach.
NON- INSTRUCTIONAL SERVICES • TRANSPORTATION • FOOD SERVICE • MAINTENANCE • CUSTODIAL • CLERICAL/ ADMINISTRATIVE SUPPORT	When a school district is in remote session, non-instructional services may still be required to report to work to perform critical services related to their area of expertise. In the event that the change to remote instruction is due to a snow or other weather emergency, it will likely impact transportation and other critical services. Decisions whether or not non-instructional employees should report to work will be made and communicated in real time by the appropriate supervisor or administrator based on whether services can be provided in a safe and efficient manner.

G. NYSED Plan Requirements:

1. Protocols and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction;
2. Protocols and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions, with an expectation that asynchronous instruction is supplementary to synchronous instruction;
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free, appropriate public education; and
6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State Aid purposes for each day spent in remote instruction due to

emergency conditions pursuant to section 175.5 of this Chapter.

H. Instructional Hours for State Aid and Reporting Requirements:

Pursuant to Section 175.5 of Education Law, the school district may decide to transition to remote instruction in the event emergency conditions dictate the closure of the PreK through Grade 12 facilities. Under the provisions of New York State Education Law and the district **Emergency Remote Instruction Plan**, any instruction sessions provided during the closure of the school facilities are counted towards annual hour requirements for meeting the 180 days required for State financial aid.

Annual Hourly Requirements for the purpose of apportionment of State Aid (for districts receiving foundation aid) are noted below:

- 450 instructional hours for pupils in half-day kindergarten
- 900 instructional hours for pupils in full-day kindergarten and grades one through six
- 990 instructional hours for pupils in grades seven through twelve

The district estimates the number of instructional hours it intends to claim for State Aid purposes for each day spent in remote instruction due to emergency conditions, from a minimum of 1 remote instruction day due to emergency conditions, up to the full year's annual hourly requirement.

I. Reporting:

Immediately:

Whenever a school building must close for instruction due to the activation of its **District-Wide School Safety Plan or Building-Level Emergency Response Plan**, a **Report of School Closure** must be submitted to the Commissioner of Education by the School Superintendent as required under CR 155.17(f) via the NYSED Report of School Closure portal. Even when remote instruction is provided during an emergency closure, a Report of School Closure must be submitted. This also applies when instruction can be delivered in an interim location or via another instructional modality.

When it is determined that it is safe to re-open a school building after an emergency closure, the School Superintendent must notify the Commissioner by completing a corresponding Report of School Re-Opening, via the NYSED Report of School Re-Opening portal.

The Report of School Closure is intended to provide immediate notification to the Commissioner regarding an emergency closure. The Report of School Re-Opening notifies the Commissioner of the re-opening and also collects the actual duration of the closure, the location and modality of instruction, and detailed information that may not have been available at the time of the closure.

Reasons for building closures may include, but are not limited to, natural disasters, power outages, instances of infectious disease, extraordinary adverse weather conditions, and threats of violence. It is no longer required to submit a Report of School Closure for routine snow days.

Annually by June 30th

The School Superintendent shall notify the NYSED Commissioner of the results of the survey on student access to computing devices and access to internet connectivity through the Student Information Repository System (SIRS) every year by June 30th.

End of the School Year

The school district shall report the **Emergency Remote Instruction Plan** through the **State Aid Management System** at the end of the school year. After the close of the school year, starting with the end of 2023-2024, the School Superintendent reports remote instructional days under emergency conditions through the State Aid Management System and certifies this at the time NYSED's Form A is submitted as part of other required certifications. Using the NYSED-prescribed form, the School Superintendent certifies to NYSED:

- That an emergency condition existed on a previously scheduled session day and that the school district was in session and provided remote instruction on that day;
- How many instructional hours were provided on such session day; and
- Beginning with the 2023-2024 school year, remote instruction was provided in accordance with the district's Emergency Remote Instruction Plan.

J. Board of Education Approval:

As part of the **District-Wide School Safety Plan**, the school district's Board of Education shall make the **Emergency Remote Instruction Plan** available for public comment and public hearing for no less than thirty days (30) prior to adoption. The plan must be adopted as part of the District-Wide School Safety Plan annually prior to September 1st and posted on the District website in a conspicuous location.

K. Support for Students with Disabilities During Emergency Closing Virtual Instruction:

School districts are required to implement support, services, and accommodations, as indicated in students' IEPs or 504 Accommodation Plans, to the best of their ability, when providing virtual instruction.

Special education teachers who provide (direct/indirect) services will initiate outreach to their students' general education teacher(s) to collaborate on instructional modalities and any necessary accommodations or modifications required of assignments or assessments for the day. When a general education teacher is working with students synchronously, the special education teacher will participate in the lesson.

Special education teachers who teach resource room, self-contained special classes (12:1:1, 8:1:1, and 15:1) should follow the same guidance and expectations as classroom teachers in regard to pedagogy, content, class meetings, and flexibility.

Teacher aides are available for instructional support by way of participating in class meetings,

keeping up on classroom assignments and expectations, and serving as additional academic support.

Related service providers are to provide “tele-therapy” services, to the best of their ability. Related service providers are expected to adhere to similar guidelines as other professionals in regard to student and teacher work at home, communication, and flexibility, and they will use the students’ IEPs to determine an appropriate/reasonable level of communication and support.

Documentation Requirements: Special education personnel are expected to document all support and services provided to students during this time. Document the manner, means, duration of time, follow-up efforts, etc. IEP progress monitoring is required to be collected and reported to parents following the schedule listed on students’ IEPs. Medicaid session notes continue to be a requirement for eligible related service providers. Special education teachers/service providers are responsible for holding any virtual professional meetings already scheduled on a day that becomes a virtual instruction day.

Communicable Disease Appendix

A. Communicable Disease - Pandemic Plan

This Pandemic Plan is built upon the components already existing in our District-Wide School Safety Plan, which 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 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 state disaster involving a communicable disease. Education Law §2801-a requires BCSD 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 to telecommute.
- 3) A description of how the employer will, to the extent possible, stagger work shifts of essential employees 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 two 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 the spread in the workplace in the event an employee 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 concerning testing, treatment, isolation, or quarantine.

- 6) Protocols for documenting precise hours and work locations of essential workers for the 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.

B. Prevention/Mitigation

- The District will work closely with the Clinton County Department of Health to determine the need for activation of our Plan. Suspected and confirmed cases of communicable disease will be reported to:
 - Clinton County Health Department - <http://www.clintonhealth.org>
- The County Department of Health will monitor County-wide cases of communicable disease and inform BCSD as to appropriate actions.
- The Superintendent will help coordinate our pandemic planning and response efforts. This person will work with the District-Wide School Safety Team, which has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The School Nurses and 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 Director of IT, Security, and Communications will also be an important team member. The Assistant Superintendent, Business Official, Administrators, Director of Transportation, and Director of Facilities will also be vital to the planning effort. Other individuals may be part of the Team as needed.
- The District Safety Team will review and assess any obstacles to the implementation of the Plan. The CDC School District Pandemic Influenza Planning Checklist was reviewed 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 District will emphasize hand-washing and cough/sneezing etiquette through educational campaigns, including the CDC Germ Stopper Materials, which can all be accessed at <http://www.cdc.gov/flu/school/>.
- The District 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.

Essential and Non-Essential Employees

Beekmantown CSD has dedicated time and resources to providing the District with the capability of operating many of its instructional and operational functions from a remote setting in case of an emergency (non-essential). However, there are many staff functions that can't be accomplished from a remote setting and therefore require the employee to be physically present at their established worksite

to perform his or her job (essential). It should be understood that this division between essential and non-essential has nothing to do with how essential or non-essential the job functions are for the operation of a school district. For example, a job can be essential for the operation of a school district, but be non-essential because it can be performed remotely. It is merely defining where a job can or can't be performed. The following table identifies essential and non-essential employees:

Job Title/ Department	Essential or Non-Essential	Justification
Superintendent	Essential	As the Chief Executive Officer of the District, the Superintendent's presence at the District is preferred. In some instances, duties can be performed remotely.
Assistant Superintendent	Essential	As an Assistant Superintendent within the District and a key player within the leadership of the District, presence is preferred, but tasks can be performed remotely.
School Business Official	Essential	As the Chief Operations and Financial Officer of the District, presence at the District is preferred, but some tasks can be performed remotely.
Administrators	Essential	As building level leaders, most of the administrators would oversee a combination of remote and in-person staff. Some job functions may be performed remotely.
Supervisors/ Directors	Essential	The nature of their supervisor responsibilities would require supervisors to be on campus to fulfill the responsibilities of their position. Some job functions may be performed remotely.
Cafeteria	Essential	The nature of the position requires the completion of the tasks related to this position be completed at the established worksite.
Transportation	Essential	The nature of the position requires the completion of the tasks related to this position be completed at the established worksite.
Maintenance & Custodial	Essential	The nature of the position requires the completion of the tasks related to this position be completed at the established worksite.
Guard	Essential	The nature of the position requires the completion of the tasks related to this position be completed at the established worksite.

District Office Staff	Non-Essential	Due to the nature of their work, most essential functions could be completed in a remote setting if needed based on guidance from NYSED, NYSDOH, and the County Health Department.
Teachers	Non-Essential	Due to the nature of their work, most essential functions could be completed in a remote setting if needed based on guidance from NYSED, NYSDOH, and the County Health Department.
Counselors, Psychologists, and Other Student Support Personnel	Non-Essential	Due to the nature of their work, most essential functions could be completed in a remote setting if needed based on guidance from NYSED, NYSDOH, and the County Health Department.
Nurses	Non-Essential	Due to the nature of their work, most essential functions could be completed in a remote setting if needed based on guidance from NYSED, NYSDOH, and the County Health Department.
Clerical Staff	Non-Essential	Due to the nature of their work, most essential functions could be completed in a remote setting if needed based on guidance from NYSED, NYSDOH, and the County Health Department.
TAs, Aides, Monitors	Non-Essential	Due to the nature of their work, most essential functions could be completed in a remote setting if needed based on guidance from NYSED, NYSDOH, and the County Health Department.

Non-Essential Employees Remote Support

The procurement and purchase of items necessary to support the remote settings will remain at the building and department level. Purchasing policies and procedures will remain in place unless specific guidance is provided otherwise. Coordination with the IT Department will be required for any technology-related devices.

Employees will continue to comply with applicable laws, acceptable use policies, and cybersecurity guidelines. Any devices provided by the District will be equipped with antivirus, applicable security settings, preloaded software programs, and applications. Any adjustments to these work devices should be arranged through administration and coordinated with the IT Department.

Emergency Housing for Essential Employees

In the off-chance that essential employees require emergency housing, the District will create a

temporary shelter on campus or coordinate with a local establishment to secure quarters in a local hotel or motel.

Personnel and Visitor Tracking

The tracking of personnel and students during a pandemic is critical to its containment. With regards to student contacts, the District would rely on its student management system to identify contacts. With regards to staff and visitors, the District would implement numerous protocols to minimize or assist in maintaining a record of staff and visitor contact.

Staggering Work Shifts of Essential Employees – Reducing Overcrowding

Depending on the exact nature of the communicable disease and its impact, BCSD 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 capacity.
- Stagger arrival and dismissal times.
- Alternate workdays or work weeks.
- Implement a four-day work week.
- Limit or eliminate visitors to the building.

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

C. Protection (Preparedness):

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

The Superintendent has been designated the communicable disease safety coordinator, 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.

Communication with students, staff, parents, and the school community will be important throughout a pandemic outbreak. Communication methods may include ParentSquare messaging and phone communications, website, and social media postings. The District Superintendent has

been designated District Public Information Officer (PIO) to coordinate this effort and act as the central point for all communication.

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.

Continuity of instruction will need to be considered in the event of significant absences or school closures. 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 and will implement our emergency remote instruction plan as necessary.

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 the 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 the use of face coverings among all staff and students.
- Staff are encouraged to utilize their own personal face coverings.
- Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student who 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 ensure 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, based upon the various tasks and needs of such employees in a quantity sufficient to provide each type of personal protective equipment to each essential employee during any given work shift.

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

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

D. 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(s) 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 IT Department 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 Superintendent, Assistant Superintendent, Business Official, and Administrative team will meet with staff to review essential functions and responsibilities of back-up personnel. The ability to utilize off-site systems will be tested.
- The Business Official and Director of Facilities will meet with staff and monitor the ability to maintain essential functions. The Director of Facilities will review essential building function procedures with Administrators and other facilities staff members as appropriate. Sanitizing procedures will be reviewed with teachers. The Director of Facilities will work closely with the Business Official to implement different phases of the Plan as necessary.
- The Superintendent, Assistant Superintendent, Business Official, and Administrative team will meet with staff to review essential functions and responsibilities of back-up personnel. This group will monitor absenteeism to ensure maintenance of the Command Structure and the possible need to amend existing procedures.
- **Any decision to close school will be made in collaboration with the District Superintendent, Local Health Department and NYS Education Department.**

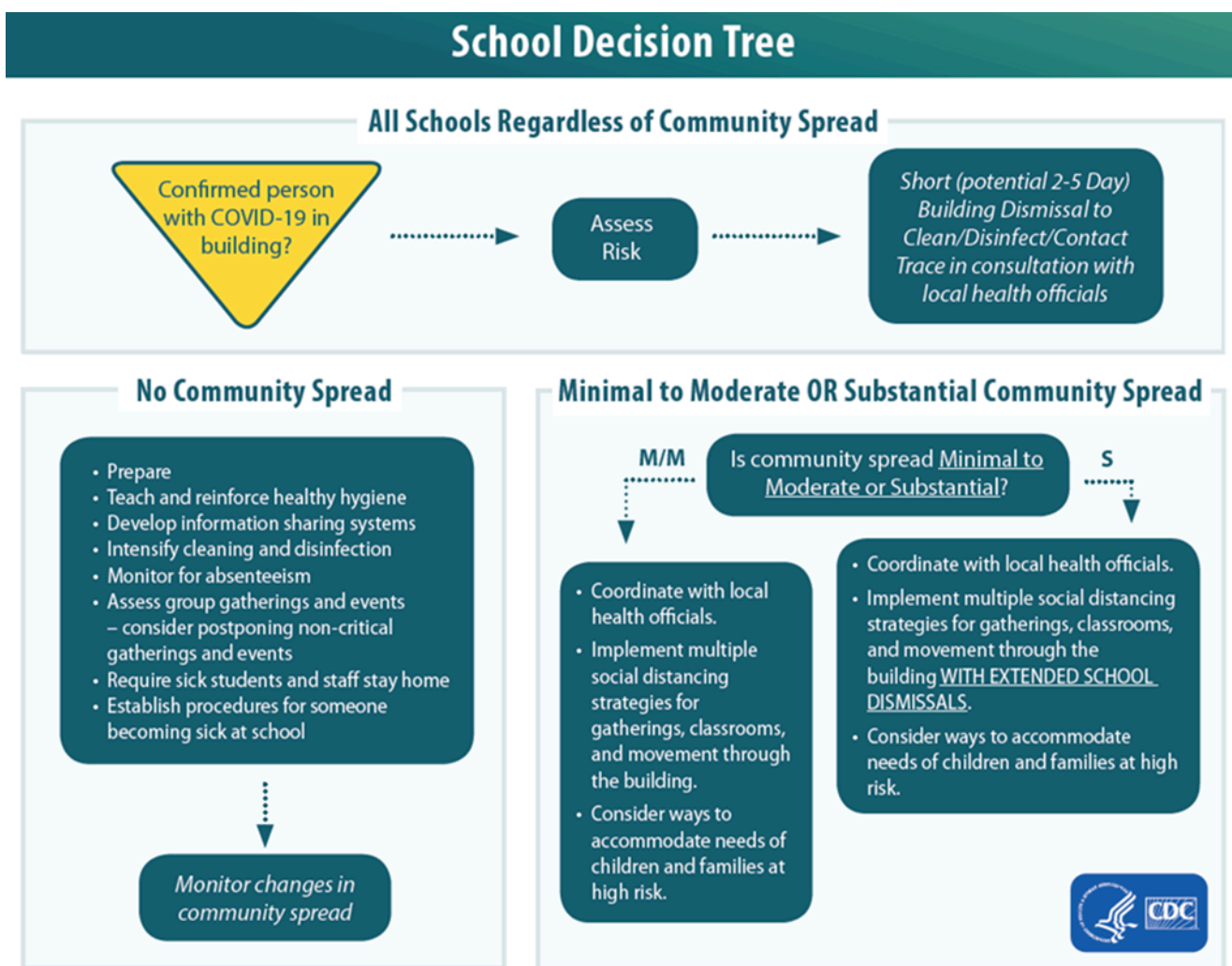
Preventing Spread, Contact Tracing, and Disinfection

Confirmed Case Requirements & Protocols

Instructional programs must be prepared for communicable disease outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of

community transmission. The following example is a COVID-19 decision tree to help schools determine which set of mitigation strategies may be most appropriate for their current situation. This may need to be modified for different communicable disease outbreaks.

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



Recommendations:

- Close off areas used by a sick person and do not use those areas until after cleaning and disinfection have 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:

The District 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 with the illness 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 illness or condition and have a written note from a healthcare provider naming that illness or condition.

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.

Staff Absenteeism

- Instructional staff will call into the absence management system (AESOP) when they are absent due to illness. Substitutes will be provided as necessary and as requested.
- Non-instructional staff will follow their Division or Departmental procedures.
- Departments will monitor absenteeism of students and staff, cross train staff, and create a roster of trained back-up staff.

Employee Assistance Program (EAP)

- The District 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 Payroll and Benefits 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.

If you get a call from the local Department of Health or “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 communicable diseases.

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 Classroom Staff and related service providers with additional cleaning supplies to ensure continuous disinfecting of classrooms and the 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 and reduced capacities. Face masks, or other identified PPE shall be worn in common areas, unless advised otherwise. Signage shall be posted in common areas to remind staff of health and safety etiquette.

Disinfecting

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

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

- | | |
|--|---|
| ● Bus seats and handrails. | ● Light switches. |
| ● Buttons on vending machines. | ● Lunchroom tables and chairs. |
| ● Changing tables. | ● Student “Break: Rooms and “Wiggle” Rooms. |
| ● Classroom desks and chairs. | ● Related Services Spaces. |
| ● Door handles and push plates. | ● Shared computer and mice. |
| ● Handles on equipment (e.g., athletic equipment). | ● Shared desktops. |
| ● Handrails. | ● Shared telephone |
| ● Kitchen and bathroom faucets. | |

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.

Documenting Precise Hours/Work Locations of Essential Workers

It is recognized that the work environment changes to adapt to emergency situations. Daily work logs may need to be maintained by each staff member. Student and staff sign-in/sign-out sheets may 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.

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. Fairfield Inn & Suites by Marriott Plattsburgh - (518) 536-7600
2. Hampton Inn & Suites Plattsburgh - (518) 324-1100
3. Comfort Inn & Suites Plattsburgh - (518) 907-4562
4. La Quinta Inn & Suites by Wyndham Plattsburgh - (518) 562-4000
5. Best Western Plus Plattsburgh - (518) 561-7750

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

E. 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 the 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. 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.

Sudden Cardiac Arrest Preparedness Appendix

A. Sudden Cardiac Arrest Preparedness – Cardiac Emergency Response Plan (CERP)

In compliance with Education Law §2801-a(n) (Desha's Law) and Public Health Law §917, Beekmantown CSD has established a Cardiac Emergency Response Plan (CERP) to ensure a prompt, coordinated, and effective response to incidents of sudden cardiac arrest (SCA) or similar life-threatening emergencies occurring on any school site or at any school-sponsored event.

Beekmantown CSD will maintain a district-wide CERP, comprised of Building Level CERPs, aligned with the American Heart Association's (AHA) evidence-based core elements, which include, but are not limited to; establishing a response team, activating the plan, ensuring automated external defibrillator (AED) availability and maintenance, and providing ongoing training. Each building shall develop and maintain venue-specific CERP annex(es) that conform to the standards established in this section and follows the NYSED functional annex format requirements for Building-Level Emergency Response Plans. Building-Level annexes must include venue-specific response protocols for all athletic facilities and off-site events, identifying AED locations, access routes, and trained personnel coverage.