Sharon Springs Central School District
District-Wide Safety Plan

Chief Emergency Officer: Thomas Yorke, Superintendent of Schools
Opened for Public Comment- July 14, 2025
Board of Education Approval –

Introduction

Emergencies and violent incidents in school districts are critical issues that must be addressed in an expeditious and effective manner. Districts are required to develop a district-wide school safety plan designed to prevent or minimize the effects of serious violent incidents and emergencies and to facilitate the coordination of the district with local and county resources in the event of such incidents or emergencies. The District-Wide School Safety Plan is responsive to the needs of all schools within the district and is consistent with the more detailed emergency response plan required at the school building level. Districts stand at risk from a wide variety of acts of violence, natural, and manmade disasters. To address these threats, the State of New York has enacted the Safe Schools Against Violence in Education (SAVE) law. Project SAVE is a comprehensive planning effort that addresses prevention, response, and recovery with respect to a variety of emergencies in each school district and its schools.

The **Sharon Springs Central 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

Purpose

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

Identification of Chief Emergency Officer

Sharon Springs CSD designates the Superintendent as the Chief Emergency Officer whose duties shall include, but not be limited to:

- Coordination of the communication between school staff, law enforcement and other first responders;
- Lead the efforts of the District-Wide School Safety Team in the completion and yearly update by September 1st, of the District-wide safety plan and coordination with the building-level emergency response plan;
- Ensure staff understanding of the District–wide school safety plan;
- Ensure the completion and yearly update by September 1st, of building-level emergency response plan for each school building;

- Assist in the selection of security related technology and development of policies for the use of such technology;
- Coordinate appropriate safety, security, and emergency training for staff, including required training in the emergency response plan yearly by September 15th; and
- Ensure the conduct of required evacuation and lock-down drills in all District buildings as required by Education Law section 807.

Identification of School Teams

The District has created a District-Wide School Safety Team appointed by the board of education consisting of, but not limited to, representatives of the school board, teacher, administrator, and parent organizations, school safety personnel, bus driver/monitor and other school personnel. The members of the team by title are as follows:

- Chief Emergency Officer
- Business Manager
- School Principal
- Supervising Custodian
- School Nurse
- Board of Education Member

Concept of Operations

- The District-Wide School Safety Plan is directly linked to the individual building-level emergency response plan. Protocols guide the development and implementation of individual building-level emergency response plan.
- In the event of an emergency or violent incident, the initial response to all emergencies at an individual school is by the building-level emergency response team.
- Upon the activation of the building-level emergency response team, the Superintendent or their designee is notified and, where appropriate, local emergency officials are notified.
- Efforts may be supplemented by County and State resources through existing protocols.

Plan Review and Public Comment

- This plan shall be reviewed and maintained by the District-Wide School Safety Team and reviewed on an annual basis on or before September 1 of each year. A copy of the plan is on the Sharon Springs CSD website.
- Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan will be made available for a 30-day public comment period prior to its re-adoption. The District-Wide School Safety Plan was adopted by the School Board after the required public hearing that provided for the participation of school personnel, parents, students and any other interested parties.
- While linked to the District-Wide School Safety Plan, the building-level emergency response plan shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a. The building-level emergency response plan shall be kept confidential and shall not be disclosed except to authorized department staff and law enforcement officers.

- Full copies of the District-Wide School Safety Plan and any amendments are submitted to the New York State Education Department within 30 days of adoption by posting this public plan on the Sharon Springs CSD website. The building-level emergency response plan is supplied to the NYS State Police and local law enforcement within 30 days of adoption, but no later than October 15.

Section II: General Emergency Response Planning

The District-Wide School Safety Plan provides the framework for the building-level emergency response plan. The purpose of a uniform plan is to ensure organization-wide continuity for emergency responses. These general emergency responses are used to assist school employees, students, parents and emergency responders learn one system that can be used at Sharon Springs CSD.

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 emergency, and
- The potential internal or external hazards or emergency situations.

Sharon Springs CSD has developed multi-hazard response guides. These guidelines are located in the building-level emergency response plan and are in Incident Command System (ICS) format. Plans for taking the following actions in response to an emergency where appropriate are, including but not limited to:

- Initial Actions
- Command Post Location (primary and secondary)
- Shelter in Place: Used to shelter students/staff inside the school
    - Severe Weather
    - Bomb Threat
    - Haz-Mat Incident
- Hold-In Place: Limits student/staff movement while dealing with short term emergencies
- Evacuation: Used to evacuate students/staff from the school/office
    - Before, during and after school hours, including security during evacuation and evacuation routes
    - Evacuation/Relocation Sites (internal and external)
- Lock-out: Used to secure school buildings and grounds during incidents that pose an imminent concern outside of the school
- Lock-down: Used to secure school buildings and grounds during incidents that pose an immediate threat of violence in or around the school.
- School Cancellation
- Early Dismissal

Emergencies include, but are not limited to:

- Air Pollution

- Epidemic
- Medical Emergency
- Anthrax/Biological
- Explosion
- Natural Gas Leak
- Aviation Crash
- Fire Alarm Activation
- Radiological
- Building Structural Failure
- Flood
- Roof Leak/Failure
- Bomb Threat
- Heating System Failure
- School Bus Accident
- Civil Disturbance
- Hostage Situation
- Severe Weather Emergency
- Crimes Against People
- Intruder Situation
- Sudden Death of Staff/Student
- Earthquake
- Loss of Building
- Threats of Violence
- Electrical System Failure
- Loss of Buses
- Water Emergency
- Energy Supply Loss
- Mass Casualty

Sharon Springs CSD has identified various resources that may be available for use during an emergency, including the identification of personnel, equipment, building floor plans/maps with shut-offs and shelters. The specific, detailed information is included in the confidential building-level safety plan.

Using the Incident Command System, Sharon Springs CSD has identified the officials authorized to make decisions during an emergency. Through ICS, the procedures to coordinate the use of Sharon Springs CSD's resources during emergencies are clearly defined. ICS also identifies the staff members and their backups assigned to aid during emergencies. The team is documented in detail. This document is given only to the building-level emergency response teams, district administration, the New York State Police and the Sharon Springs Fire Department. The safety team details are located in the confidential building-level safety plan.

Training and Drills

Sharon Springs CSD has policies and procedures for annual multi-hazard school safety training for staff and students, including the strategies for implementing training related to multi-hazards. Beginning with the 2017-2018 school year, all staff undergo annual training by September 15, 2017 and each subsequent September 15 thereafter on the building-level emergency response plan which includes components on violence prevention and mental health. New employees hired after the start of the school year receive this training within 30 days of hire or as part of the existing new hire training program, whichever is sooner. Sharon Springs CSD certifies that this training is completed during the October NYSED BEDS data collection.

Sharon Springs CSD conducts drills and other training exercises to test components of the emergency response plan, including the use of tabletop exercises, in coordination with local, county, and state emergency responders and preparedness officials. Specifically, the District had worked in conjunction with members of the State Police and local police to perform lockdown drills, to utilize the police dogs in order to perform searches and to conduct active shooter drills. A debriefing concludes each test to determine if changes to the plan are necessary.

Education Law §§ 807(1-a), 807 (b): Fire and Emergency Drills

The July 2016 amendments expanded fire drill requirements to also include emergency drills to prepare students to be able to respond appropriately in the event of a sudden emergency. The statute now requires twelve drills be conducted each school year, four of which must be lock-down drills, the remaining eight are required to be evacuation drills. There is still a requirement that eight of the required twelve drills must be completed in the first half of the school year. However, the date of completion has been changed from December 1 to December 31 of each school year.

The statute now explicitly requires schools to conduct lock-down drills, which are essential, because they prepare students and staff to respond to the highest level of threat with the most urgent action and the least margin for error. The goal is to have schools conduct drills where they immediately clear hallways, lock doors and take positions out of sight to practice their ability to put the building into a protective posture as quickly as possible. These emergency measures allow time for responding law enforcement to arrive on scene and neutralize the threat. If possible, law enforcement should be involved in the drills to help prepare students and staff for their interactions and release from lock-down by uniformed officers. However, law enforcement involvement is not required by the new legislative mandate. Other protective actions such as lock-out or shelter in place are emergency actions that are usually preceded by some degree of warning time and do not require the immediate response necessary for a lock-down. While the school should be well-versed in their lock-out and shelter in place protocols, lock-down is the only type of protective action that is specifically required by the statute.

At least once every school year, and where possible in cooperation with local county emergency preparedness plan officials, Sharon Springs CSD conducts one test of its emergency response procedures under its building-level emergency response plan, including sheltering, lock-down, or early dismissal, at a time not to occur more than 15 minutes earlier than the normal dismissal time.

Threat Assessment

When a student or staff member becomes aware of implied or direct threats of violence by other students, he/she must report the threat immediately to the principal or other designated administrator. The appropriate administrator shall determine if it is necessary to convene the threat assessment team in order to make further inquiries about the threat. The threat assessment team process allows the school to systematically investigate student-made threats to determine apparent risk level of the student of concern. Threat assessment inquiries are non-bias and conducted using standardized questionnaires. The purpose of the threat assessment process is to determine if a student poses a real danger to the school community or themselves after gathering information from multiple sources.

The school's designated administrator (Threat Assessment Team Leader) will manage the threat assessment program. They are responsible for ensuring new members of the threat assessment team receive training in a timely manner. If the school threat assessment team is activated and performs a threat assessment, the Team Leader (or designee) shall notify the Principal or other administration to determine appropriate management of the student of concern. Disciplinary action, if any, will be in accordance with Sharon Springs CSD policy. Reports of potentially violent incidents shall be given to the Principal or Superintendent as soon as practicable.

Note: Policies and procedures are continually being evaluated and shaped by real life experiences, such as bomb threats, forced entry into the school building, vandalism, and outbursts of potentially violent behavior by students.

Section III: Responding to Threats and Acts of Violence

The Sharon Springs CSD Building-level Emergency Response plan contain procedures for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school, including threats by students against themselves, which includes suicide. The following types of procedures are addressed in the plan:

- The use of staff trained in de-escalation or other strategies to diffuse the situation.
- Informing the Superintendent or her designee of implied or direct threats.
- Determining the level of threat with the Superintendent and building-level emergency response team members.
- Contacting the appropriate law enforcement agency, if necessary.
- Monitoring the situation, adjusting the Sharon Springs CSD responses as appropriate to include possible implementation of the building-level emergency response team.
- Communication with parents and guardians. When a student implies or specifically threatens self-inflicted violence, including suicide, the school's social worker directly contacts the student's parents/guardians.

The Multi-Hazard Emergency Response Guides in the building-level emergency response plan provide guidance on the Sharon Springs CSD procedures for responding to direct acts of violence (i.e., Crimes Against Persons, Hostage Taking, Intruder and Kidnapping) by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence. The following types of procedures are addressed in the plan:

- Inform the Superintendent/designee.

- Determine the level of threat with the Superintendent/designee and the building-level emergency response team.
- If the situation warrants, isolate the immediate area.
- Monitor the situation and adjust the level of response as appropriate. If necessary, initiate lock-down, evacuation, sheltering and/or early dismissal procedures as needed.
- Contact appropriate law enforcement agency.

NOTE: The Sharon Springs CSD "Code of Conduct" describes policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school.

Response protocols are identified in the Building-level Emergency Response Plan in the ICS format along with definitions of ICS roles and responsibilities. The Multi-Hazard Emergency Response Guides address specific procedures for responding to a bomb threat, intruder, hostage taking and kidnapping. The following protocols for appropriate responses to emergencies are provided as examples of responses to bomb threats, hostage takings, intrusions and kidnappings:

- Identification of decision-makers.
- Plans to safeguard students and staff.
- Procedures to provide transportation, if necessary.
- Procedures to notify parents/guardians.
- Procedures to notify media.
- Debriefing procedures.

Sharon Springs CSD has established policies and procedures to contact parents, guardians or persons in parental relation to students in the event of a violent incident or an early dismissal. At Sharon Springs CSD, the following communication methods are taken:

- Building administrators will communicate with home school personnel, parents/guardians or others in parental relation to students. Determination on timing, method and scope of contact will be the responsibility of building administration.

Section IV: Communication

The Sharon Springs CSD District-wide Safety Plan provides the framework for the Building-level Emergency Response Plan.

Community based emergency response services (police, fire and rescue squad) participate in the development and review of the building plan and the district plan. Copies of each written plan are made available to emergency service agencies and New York State Police. If there were to be an emergency within our facility, that facility would call 911 for emergency assistance. If involvement is needed from other local government agencies, the Superintendent or designee would act as that contact person.

Additional procedures for communications can be found in the Building-level Emergency Response Plan including local emergency contacts and phone numbers. These contacts provide guidance for obtaining assistance during emergencies from emergency services organizations and local government.

Procedures for obtaining advice and assistance from local government officials including the county or city officials responsible for implementation of Article 2-B of the Executive Law. The following local government officials will be consulted when emergency conditions call for their advice and assistance:

- Village Mayor
- Town of Sharon Supervisor
- Emergency Squad
- Fire Chief
- Schoharie County Sherriff's Department

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.

Sharon Springs CSD has implemented 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. All faculty and staff will receive Mental Health Awareness and Violence Prevention Training and a copy of the District's Code of Conduct is made available. Sharon Springs CSD participates in programs such as: child abuse and prevention workshops, programs to train staff on how to identify potentially violent behaviors and other risk factors. Sharon Springs CSD also employs school psychologists, social workers, special education staff and school nurses who help identify early warning signs in students, early intervention/prevention strategies and the development of violence prevention instruction for staff.

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 building level DASA coordinators. The District's Code of Conduct 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.

The district has implemented 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 and others based on district need.

Sharon Springs CSD has developed policies and procedures related to school building security, including, where appropriate, the use of security devices or procedures.

- All entrances are secured daily at 8:05 AM. The District utilizes an electronic buzzer system at only one entrance to the school building wherein persons must be identified and cleared prior to allowing them access to the building.
- Security cameras have been installed in strategic areas throughout the district.
- Staff has been issued swipe cards in order to access the main school building.

Sharon Springs CSD currently does not employ hall monitors. When and if the district hires hall monitors or other school safety personnel, they will go through the normal district hiring practices including, but not limited to, interviews, reference checks, meeting job posted requirements and fingerprinting if not on file.

The district has the Code of Conduct and many Board of Education (BOE) policies that support school safety, including but not limited to:

- 6.4 Sexual Harassment of District Personnel
- 6.5 Alcohol, Drugs & Other Substances (School Related Staff & Students)
- 6.12 Work Place Violence Prevention
- 7.3 Health and Safety
- 7.4 Student Discipline
- 7.19.1 Children's Internet Protection Act: Internet Content Filtering/Safety Policy
- 7.22 Bullying
- 10.4 Safety
- 10.5 Security/Safety

APPENDIX A – DISTRICT INFORMATION

Sharon Springs Central School District (k-12 Building)
- Address: 514 State Highway 20, Sharon Springs, NY 13459
- Phone number: (518) 284-2267
- Number of Students: 233 (K-12)
- Number of faculty/staff: 70 (K-12)

Bus Garage
- Address: 7353 Highway Route 20, Sharon Springs, NY 13459
- Phone number: (518) 284-9047
- Vehicle information
  - 6 Conventional buses
  - 4 Mini-Buses
  - handicapped accessible buses
  - 4 Suburbans

Note: The District Office is located within the K-12 Building.

APPENDIX B – COMMUNICABLE DISEASE - PANDEMIC CONTINUITY OF OPERATIONS PLAN

This Continuity of Operations Plan (plan) has been developed to meet the requirements of subsection (2)(m) of Education Law §2801-a which 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. This plan is built upon the components of the District-Wide School Safety and the Building-Level Emergency Response Plan. The Plan includes elements of COVID-19 Reopening Plan and will be updated regularly to reflect current guidance and best practices. 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.

The district will work closely with the Schoharie County Department of Health (local health department) to determine the need for activation of this plan. The district will report suspected and confirmed cases of communicable diseases (e.g., influenza, coronavirus, etc.) on the monthly Communicable Disease Report, (DMS-485.7/93; HE-112.4/81) and submit it to the local health department. Depending on the severity of the disease, the district may be required to report information more frequently and, in another format, (i.e., daily for COVID-19).

The local health department will monitor county-wide communicable disease cases and inform school districts as to appropriate actions.

When this plan is activated, the District-Wide School Safety Team may invite additional people to the meetings to aid in the planning efforts:

- Superintendent – Thomas Yorke

- Business Official – Anthony DiPace

- Building Principal – Thomas Yorke

- School Nurse – Betsy Jones

- Technology Director – Tom Reynolds

- Supervising Custodian – Glen Osterberg

- Food Service Director – Missy Simpson

- Transportation Coordinator – Chris Gray

- School Counselor – Lindsay Blowers

- Basset Healthcare Representative

Communication with parents, students, staff, and the school community is important throughout a pandemic outbreak. Communication methods will include postings to the district website, general mailings, email, social media, school communication apps such as KinVo, text messages, and the public media. The Building Principal Thomas Yorke has been designated to coordinate this effort. Communications will work closely with Thomas Reynolds (Tech) to ensure proper function of all communication systems.

Essential Positions/Titles

The district has developed this plan to prepare for any future government ordered shutdowns that may occur, similar to the coronavirus shutdown in the spring of 2020. ***Attachment 1*** includes a list of essential positions that would be required to be on-site or in district to continue to function as opposed to those positions that could work remotely. The list includes:

- Title – a list of positions/titles considered essential (i.e., could not work remotely) in the event of a state-ordered reduction of in-person workforce.

- Description – brief description of job function.

- Justification - brief description of critical responsibilities that could not be provided remotely.

- Work Shift – brief description of how work shifts of essential employees and/or contractors will be staggered in order to reduce overcrowding in the district.

- Protocol – how precise hours and work locations, including off-site visits, will be documented for essential employees and contractors.

Working/Learning Remotely

The District will assess devices and technology needs of all non-essential employees and contractors in order to enable telecommuting. Teachers will already have district iPads with Verizon Accounts and other essential workers will have access to their district provided cell phone.

Options for assessing district needs include stakeholder meetings or surveys to ascertain

- Who will need devices and/or peripherals at home,

- What programs will need to be added to these devices, and

- The availability of viable existing at-home Internet service.

The information from these surveys will be used to determine what items need to be purchased, which programs need to be installed on devices and if appropriate Internet bandwidth can be provided to those in need

Reducing Risk

Depending on the exact nature of the communicable disease and its impact, the district is prepared to use the strategies below to reduce traffic congestion and maintain social distancing:

- 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 and/or between buildings.

- Limit restroom usage to specific work areas.

- Stagger arrival and dismissal times.

- Alternate work-days or work weeks.

- Implement a four-day work week.

- Limit or eliminate visitors to the building.

- Institute one-way passage on stairwells.

- Alter teaching schedules to have teachers rotate rooms instead of students.

The district may need to include additional strategies based on updated federal, state, and local guidance.

Personal Protective Equipment (PPE) and Face Coverings

The district will procure a six-month supply of face coverings and PPE required for essential work tasks. Disposable PPE will be provided in quantities of at least two pieces per work day.

PPE Type	Task/Role
N-95	Nurses/Nurses' Aides Cleaners/Custodians (based on need and disinfectants used)
Face Shields	Nurses/Nurses' Aides Special Education (if deemed appropriate)
Gowns	Nurses/Nurses' Aides
Gloves	Nurses/Nurses' Aides Special Education Cleaners/Custodians Maintenance/Mechanics (based on need)
Cloth Face Coverings*	All faculty, staff and students

* Cloth face coverings are not considered personal protective equipment by OSHA because their capability to protect the wearer is unknown. However, cloth face coverings are important as a source control for COVID-19 and provides some protection to the wearer. As such, OSHA strongly encourages workers to wear face coverings.

Those individuals that are required to wear N-95 respirators will be fit-tested and medically screened prior to use to ensure they are physically able to do so.

The use of cloth face coverings to reduce the spread of communicable diseases is important to the health and safety of faculty, staff and students. Cloth face coverings are meant to protect other people in case the wearer is unknowingly infected (asymptomatic) and are essential when physical distancing is difficult. Information will be provided to faculty, staff and students on proper use, removal, and cleaning of cloth face coverings. All faculty, staff and students will be encouraged to utilize their own personal face coverings but the district will secure and provide face coverings as needed.

PPE and face coverings will be stored in a manner which will prevent degradation. These supplies will be monitored to ensure integrity and track usage rates. It will be the responsibility of the teacher and or site supervisor to report shortages to the district office.

Continuity of Operations

Continuity of operations could be severely impacted by a loss of staff. The table below describes the procedures for maintaining essential functions and services by planning for backup personnel.

Role/Topic	Task	Backups
Overall Operations	Have decision-making authority for the district. Make district policies and procedures to reflect crisis response.	Those listed below are assigned to this role: Superintendent: Tom Yorke Business Official: Anthony DiPace Building Principal: Tom Yorke
Business Office	Maintain overall function and facilities operation. Review essential functions and responsibilities of back-up personnel. Monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary	Purchasing ● Courtney Keller Payroll ● Denise Perotti Secretarial Staff ● Lorelyn Webb ● Michelle Keaney ● Ashley Puding
Facilities	Keep the Business Office informed of staffing issues and of the point at which buildings can no longer be maintained Provided building administrators with procedures for maintaining essential building functions (e.g., HVAC system operation, alarms, security, etc.) along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems	District Office Secretary: Lorelyn Webb Building Principal: Tom Yorke

	Meet with staff and monitor their ability to maintain essential function	
Human Resources	Monitors absenteeism and ensures appropriate delegation of authority Work with bargaining units to develop the plan for emergency use of personnel in non-traditional functions and changes in the normal work-day such as alternate or reduced work hours, working from home, etc.	Recruitment/Staffing, Workplace Safety, Training, Labor Law Compliance, Compensation Planning will be overseen by Tony DiPace and Thomas Yorke.
Continuity of Instruction	Will be implemented in the event of significant absences or school closure. Alternate learning strategies will include: ● Hard copy, self-directed lessons ● Use of mobile media storage devices for lessons (CDs, Jump Drives, IPads) ● On-line instruction via Zoom; on-line resources; on-line textbooks, including use of Schoology, Class Dojo and other Learning Management Systems as appropriate ● Communication modalities for assignment postings and follow-up: telephone; Postal Service; cell phone, cell phone mail, text messages; e-mail; automated notification systems; website postings	

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 local health department and other experts.

- The 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.

- Communications will work closely with the Informational Technology Department to re-test all communication systems to ensure proper function. The District-wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.

- An alert will be sent to the school community upon activation of this plan. The communication will be based on the latest information from federal, state and local health authorities.

- If the decision is made to close a school building, the district will notify the NYS Education Department and District Superintendent.

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

Hand Hygiene

Faculty, staff, and students will be trained on proper hand hygiene. Information will be provided to parents and/or legal guardians on ways to reinforce hand hygiene at home. The district will provide stations around the school buildings:

- For hand washing: soap, running water, and disposable paper towels.

- For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where hand washing facilities may not be available or practical.

- Accommodations for students who cannot use hand sanitizer will be made.

Communicable Disease Exposures

The district 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 Centers for Disease Control and Prevention (CDC) and New York State Department of Health (NYSDOH) have provided recommendations for strategies to follow after an exposure:

- Close off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred;

- Open outside doors and windows to increase air circulation in the area.

- Wait 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 a communicable disease, such as offices, classrooms, bathrooms, lockers, and common areas.

- Once the area has been appropriately cleaned and disinfected it can be reopened for use.

- Individuals without close or proximate contact with the person suspected or confirmed to have a communicable disease can return to the area and resume school activities immediately after cleaning and disinfection.

- If more than seven days have passed since the person who is suspected or confirmed to have a communicable disease has visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

Contact Tracing

The district will notify the state and local health department immediately upon being informed of any positive communicable disease diagnostic test result by an individual within school facilities or on school grounds, including students, faculty, staff, and visitors of the district.

Districts may assist with contact tracing by:

- Keeping accurate attendance records of students and staff members;

- Ensuring student schedules are up to date;

- Keeping a log of any visitor which includes date and time, and where in the school they visited;

- Assisting the local health departments in tracing all contacts of the individual in accordance with the protocol, training, and tools provided through the NYS Contact Tracing Program

The district, in consultation with the local health department, will determine what process will be followed when communicable disease cases are discovered in the school (e.g., how many individuals will be quarantined, closing of areas or classrooms, etc.). Staff has been trained in contract tracing.   The district will in conjunction with the Department of Health conduct contact tracing and notification of quarantining if required and prepare contact information to forward to the Department of Health for further contact to assist in containing any spread.

Confidentiality must be maintained as required by federal and state laws and regulations. School staff should not try to determine who is to be excluded from school based on contact without guidance and direction from the local health department.

Returning after Illness

The district has established protocols and procedures, in consultation with the local health department(s), about the requirements for determining when individuals, particularly students, who screened positive for communicable disease symptoms can return to the in-person learning environment at school. This protocol includes:

- Documentation from a health care provider following evaluation

- Negative COVID-19 diagnostic test result

- Symptom resolution, or if positive for a communicable disease, release from isolation

The district will refer to the NYSDOH's "[Pre-K to Gr 12 COVID-19 Toolkit](#)" and other applicable guidance regarding protocols and policies for faculty, staff, and students seeking to return to work after a suspected or confirmed communicable disease case or after the faculty or staff member had close or proximate contact with a person with a communicable disease.

The district requires that individuals who were exposed to a communicable disease complete quarantine and have no symptoms before returning to in-person learning. The discharge of an individual from quarantine and return to school will be conducted in coordination with the local health department.

Cleaning/Disinfecting

The district will ensure adherence to hygiene and cleaning and disinfection requirements as advised by the CDC and NYSDOH, including "Guidance for Cleaning and Disinfection - Public Spaces, Workplaces, Businesses, Schools and Homes" and other guidance, as applicable.

Attachment 2 describes cleaning and disinfection protocols and procedures for the district. Regular cleaning and disinfection of the facilities will occur, including more frequent cleaning and disinfection for high-risk and frequently touched surfaces. This will include desks and cafeteria tables, which will be cleaned and disinfected between each individual's use. Cleaning and disinfection will be rigorous and ongoing and will occur at least daily, or more frequently as needed.

The district will ensure regular cleaning and disinfection of restrooms. Restrooms will be cleaned and disinfected more often depending on frequency of use.

Housing for Essential Employees

The school district in coordination with the local health department will determine when the emergency housing of essential workers is necessary. Essential workers who will be required to use emergency housing will be identified.

Recovery

Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. The district will

- Work toward a smooth transition from the existing learning methods to the normal process.

- Use the described communication methods to keep the school community aware of the transition process.

- Work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.

- Evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.

The 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 Team will meet to de-brief and determine lessons learned with input from *all essential functions*. The District-Wide School Safety Plan and Building-Level Emergency Response Plan will be updated accordingly.

Curriculum activities that may address the crisis will be developed and *implemented*.

Attachment 1 – Essential Positions

Title	Description	Justification	Work Shift	Protocol
Superintendent	Oversight, support and management of the functions performed by employees in the superintendent's office, the business office, and the human resources office to ensure that regular business operations and services continue as necessary and/or mandated.	To be on hand and provide assistance and oversight.	Flexible	Avoid extended period of contact.
Business Manager	In a very similar manner to the Superintendent, to provide ongoing oversight, support and management of business office, cafeteria, transportation, and custodial office as appropriate.	To be on hand and provide assistance and oversight.	Flexible	Avoid extended period of contact.
Facilities Services	Continues to upkeep the campus during remote work and learning and ensures that all buildings and grounds are properly maintained, regularly cleaned, and disinfected as necessary to ensure the safety of school community members.	Ongoing...	Flexible	
Transportation	Ensure meals are delivered to students.	As needed, to be evaluated weekly.	Flexible	
Food Service	Ensure that food can be provided to students.	As needed, to be evaluated weekly.	Flexible	

Communications	Use of website and text based platforms.	As needed, to be evaluated weekly.	Flexible	
Technology	Provides hardware and software for staff and students to facilitate continued education in remote learning environments necessary for continuity of instruction and education. Also responsible for troubleshooting technical issues that may arise during the distance learning process, the offering of best practices in communication to ensure that students are able to access curricular materials, and for helping staff members disseminate information related to both academic and social-emotional education.	As needed, to be evaluated weekly.	Flexible	
Instructional Programs	The Principal will work in conjunction with the instructional staff to ensure a continuation of instruction as deemed appropriate.	As needed, to be evaluated weekly.	Flexible	

Attachment 2 – Cleaning and Disinfection Protocols and Procedures

Room Types/Areas	Cleaning Frequency	Disinfection Frequency	Responsible Party	Additional Information
Classrooms	Daily	Daily (4-6x)	Custodial staff; staff and teachers	Doors, desks, chairs, and floors
Restrooms	2x daily	4-6x daily	Custodial staff	Doors and sinks will be done twice daily. Floors will be done once daily.
Health Offices/Isolation Rooms	Various	Various	Nursing staff; Custodial staff	Cots, bathrooms and health office equipment will be cleaned after each use. Floors will be done once daily.
Breakrooms	Daily	Daily(4-6x)	Custodial staff	Doors, tables, chairs and floors
Cafeterias/Kitchens	Various	Various-after each class use	Custodial staff; staff and teachers	Tables and chairs will be cleaned/disinfected in between each group's use. Floors will be done once daily.
Outside Seating Areas	Various	Various	Custodial staff; staff and teachers	Tables and chairs will be cleaned/disinfected in between each group's use. Floors will be done once daily.
Computer Labs	Various	Various (4-6x)	Custodial staff; staff and teachers	Equipment to be cleaned/disinfected between each use. Doors, tables, chairs and floors will be done once daily.
Science Labs	Daily	Daily(4-6x)	Custodial staff; staff and teachers	Equipment to be cleaned/disinfected between each use. Doors, tables, chairs and floors will be done once daily.
Maintenance Office and Work Areas	Daily	Daily	Custodial staff	Doors, desks, chairs, and floors
Bus Garage	Daily (3x/wk)	Daily-after each use	Custodial staff; Transportation staff	Bathroom, doors, desks, chairs, and floors

Libraries	Daily	Daily(4-6x)	Custodial staff; Librarians	Equipment to be cleaned/disinfected between each use. Doors, tables, chairs and floors will be done once daily.
Playgrounds	As needed	Monthly	Custodial staff	Safety Inspection, Garbage to be emptied weekly.
School Buses	Daily	Daily	Transportation staff	High contact spots will be cleaned after the morning (AM) runs and cleaned/disinfected after the afternoon (PM) run.
School Vehicles	After each use	After each use	Staff using vehicles	
Administrative Offices	Daily	Daily-multiple	Custodial staff	Doors, desks, chairs, and floors
Large Meeting Areas (e.g., gymnasiums, auditoriums, music rooms)	N/A	(4-6x)	N/A	These areas are not going to be used. When these areas will be returned to use, then an appropriate frequency for cleaning/disinfection will be established. When used, garbage emptied, vacuumed and disinfected daily.
Athletic Training Rooms, Locker Rooms	N/A	After each use	N/A	These areas are not going to be used. When these areas will be returned to use, then an appropriate frequency for cleaning/disinfection will be established. When used, garbage emptied, vacuumed and disinfected daily.
Frequently touched surfaces (e.g., doorknobs, light switches, elevator buttons, copy machine buttons, handles, etc.)	2x daily	(4-6x)	Custodial staff	

Shared frequently touched surfaces (e.g., keyboards, desks, phones, laptops, tablets, remote controls, etc.)	After each use	After each use	Staff using shared surfaces	
Shared equipment (e.g., hand tools, facilities equipment, groundskeeping equipment, golf cart, etc.)	After each use	After each use	Staff using equipment	

Only district approved chemicals will be used. At no time will students be allowed use cleaners or disinfectants.

Emergency Remote Instruction Plan – Sharon Springs CSD

Following the COVID-19 pandemic, school districts in New York are required to have a plan for how children will be educated if a school or schools must close under emergency conditions. These Emergency Remote Instruction Plans (ERI Plans) are included as part of the district-wide school safety plan, which is reviewed annually by district and building-level emergency response teams, adopted annually by the Board of Education and submitted to the New York State Education Department.

Communication and Engagement

To help inform our Emergency Remote Instruction Plan, the district completes an annual Student Digital Resources data collection report to better understand the level of access students have to devices (e.g., iPads, laptop, Chromebook, cell phone) and the Internet. The district seeks feedback and input from stakeholders, including administrators, faculty, staff, students, and parents/guardians of students. Engagement efforts include a yearly survey distributed via KinVo's texting/email service to stakeholders' individual accounts.

The purpose of this survey is to ensure that, to the extent possible, students can access the Internet and receive remote instruction, if necessary, under emergency conditions. This survey is conducted on an annual basis. Students and families may update their access information at any time by contacting the student's school. It is our goal that this plan is aligned with the information provided by families in the Student Digital Resources data collection.

The district has also developed a plan for communicating all necessary information should our school need to close. The district will use existing internal and external communications channels to notify staff, students, and families/caregivers about remote learning schedules with as much advance notice as possible. This communication will include information about how computing devices (e.g., iPads, computers, hot spots, etc.) are being disseminated to students and families who need them. In the event it is necessary, the district will immediately (the day of building closure) use KinVo to send text messages and emails to all families describing the processes, procedures and schedules for resource distribution. (Resource distribution will begin within 24 hours of the announced building closure). Additionally, this information will be posted on our district website (www.sharonsprings.org) with a direct link to this information provided in the top banner on the website. Finally, any families who do not pick up equipment, will be given a phone call by the district and, under special circumstances, the district will deliver devices to the residents of families.

The district will provide students and their families with multiple ways to contact the school and teachers during remote learning, including email addresses, KinVo (two-way texting), Schoology (grades 6 - 12) and the school phone number. Since our district is 1:1 with iPad, each family should have access to our district via digital technology; however, in the event they do not, office hours will be posted on school signage at the front of the building.

Device, Internet and Platform Access

To support remote learning, the district will make computer devices available to all students and families who need them. Sharon Springs CSD began a secondary school 1:1 iPad initiative during the 2012-2013 school year and has now extended these devices K-6. Each iPad is internet enabled and uses Verizon Wireless high speed cellular data (all funded through the district). The district will provide students and their families with multiple ways to contact schools and teachers during remote learning, including student email accounts, Schoology messaging, and secure text messaging (via KinVO) accounts. Additionally, teacher and administrative emails and phone numbers can be taken from the school web page, and the district will use a robust communication system (KinVO) to communicate to parents/guardians attendance/ "engagement" via an automated message system linked to our period-by-period attendance system. Messages will be sent to parents/guardians if a student in a remote setting is not engaged in the synchronous learning opportunities being provided or are not completing daily assignments.

To the extent possible, the district will also support students and families with accessing the Internet at home. Where that is not possible, the district will work with community partners to secure Wi-Fi access points for students and families so that they may participate in remote learning. If students do not have access to the Verizon Wireless network offered by the district, families will be able to access WiFi on school property (i.e., the parking lots and athletic fields, in the event the building is inaccessible) as well as the Village of Sharon Springs Library.

There will be those students in our community for whom remote learning through digital technology is not appropriate or possible. For these students, the district will assess each student's individual needs and whether in-person learning is an option. Other methods that will be considered include instruction by phone and/or the delivery of hard-copy materials to the student's home. Through weekly check-ins by our Pupil Personnel Services (PPS) team (as well as regular feedback from our educators), the building principal will determine if a student requires an alternative to remote instruction. In such a case it is deemed necessary to provide non-remote instruction via digital technology, the principal will arrange with instructional staff a schedule to meet with the student synchronously and, to what extent possible, in-person. Additionally, the district will arrange non-digital resource distribution.

The district will also take steps to ensure that school staff members have the necessary tools, i.e., computing devices and Internet access, to deliver emergency remote instruction from their place of residence. The district provides each teacher with an iPad connected to Verizon's Wireless network as well as a laptop. Each teacher in the district has access to adequate Wi-Fi to deliver remote instruction from their residence.

To ensure high-quality remote learning experiences, the district has standardized the use of a single online learning platform, Schoology for students in grades 6 - 12 and Google Classroom for students in grades K - 5, to the extent possible, and developed a common, coordinated set of guidelines for teachers to follow when using the platform with students. Additionally, each parent has a parent login to each platform. Directions are distributed via KinVo (text and email), and our IT staff are available for any questions. Our teachers are well versed in the technology we use, so any technical concerns can be addressed by our teachers; however, our IT staff is very responsive too. To access synchronous learning opportunities via a video conference (i.e. Google Meets), students will have scheduling information and appropriate links embedded in the learning management systems (i.e., Schoology and Google Classroom) as well as on the homepage of their teachers' websites. Finally, teachers can also schedule automated texts via KinVo that include links to the Google Meet they will use to conduct remote class.

Our district has developed an emergency remote instruction plan that would support all students. When a remote learning model is necessary, certain groups of students will be prioritized for in-person learning to the greatest extent possible, depending on the nature of the emergency. This includes, but is not limited to, special education students, English language learners, and students with technology or connectivity needs.

Acknowledging that the typical content in each grade level or course may need to be adjusted, content will be prioritized to ensure that students receive instruction for the prioritized learning standards, key understandings, and skills necessary for students' success in future study.
Instruction will focus on "core" subject areas; however, elective courses will continue to be offered in a remote learning environment. All instruction will continue to be aligned to the New York State Learning Standards.

Virtual learning schedules have been developed by grade level. If an emergency requires the district to move to virtual learning, these schedules will be shared with students and families in accordance with the communication strategies outlined earlier in this plan. Students will be given opportunities to engage with teachers and classmates through live instruction, question and answer periods with teachers and group work (i.e., synchronous learning). Teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis.

Supplementing this time will be self-guided projects, readings and other age-appropriate assignments that can be completed by the students remotely (i.e., asynchronous learning).

Based on the learning model we have developed and the need for consistent, predictable and stable practices, teachers will spend no less than 10 minutes (and no more than 20 minutes) of explicit, teacher-lead synchronous instruction per subject area (or class period). Asynchronous learning opportunities will accompany these synchronous opportunities, and will follow these general guidelines:

- K - 2, asynchronous learning-opportunities are limited to 15 minutes per subject (with the teacher providing "office hours" posted on their website to offer support as needed);
- 3 - 5, asynchronous learning-opportunities are limited to 20 minutes (with the teacher providing "office hours" posted on their website to offer support as needed);
- 6 - 8, asynchronous learning-opportunities are limited to 30 minutes (with the teacher providing "office hours" posted on their website to offer support as needed); and
- 9 - 12, asynchronous learning-opportunities are limited to 45 minutes (with the teacher providing "office hours" posted on their website to offer support as needed).

The district recognizes that there will be students for whom remote instruction via digital technology is not appropriate. In an emergency, as the district is assessing which students need devices or access to the Internet, the district will also assess which students may require additional support. Depending on the nature of the emergency, this may involve some level of in-person instruction for these students either at a school building within the district or at a community location, as appropriate. These decisions will be made in partnership with local health officials and emergency personnel, as applicable. Other instructional methods that will be considered include instruction by phone and/or the delivery of hard-copy materials to the student's home.

Through weekly check-ins by our Pupil Personnel Services (PPS) team (as well as regular feedback from our educators), the building principal will determine if a student requires an alternative to remote instruction. Of course, parent and student feedback will be vital in determining this alternative. In such a case it is deemed

necessary to provide non-remote instruction via digital technology, the principal will arrange with instructional staff a schedule to meet with the student synchronously and, to what extent possible, in-person. Additionally, the district will arrange non-digital resource distribution.

Teachers will be provided daily access to a technology coach to help facilitate the necessary changes to best serve students in terms of creating and delivering learning opportunities remotely. Additionally, weekly meetings with the building principal will be used to align expectations and practices as well as report on professional development needs. The district will work in conjunction with Capital Region BOCES to provide targeted technology-integration professional development.

Support Services

Based on the learning model we have developed, students with disabilities and/or an Individualized Education Plans will continue to receive support services in accordance with their individualized education plans (IEP) should remote learning become necessary. It is the expectation that all service providers (e.g., teachers, paraprofessionals, related service providers) will sign-on to the remote learning platform to support students as needed. This will include large classroom settings in the remote learning environment, as well as the use of breakout rooms or one-on-one virtual meetings as necessary.

Students with exceptional needs will meet synchronously via a Google Meet with a certified special education teacher for no less than 10 minutes at the start of each instructional day and no less than 20 minutes at the end of each instructional day.

The district will follow its existing engagement and communication protocols with parents regarding the provision of special education services for their child. Individual Educational Programs (IEPs) and 504 plans will be followed, and our CSE chair/Social Worker will check in weekly with parents to support each student's needs. Additionally, classroom teachers will use KinVO (i.e. text and email) to provide weekly updates and provide access to additional resources if needed.

Addressing Specific Elements of Serving All Students:

- By consulting with the local department of health, when safe and appropriate, Sharon Springs CSD will provide necessary (i.e., OT, PT, and/or resource room) in-person support special education services at the school. (The district will provide transportation, if necessary).
- The School Counselor and CSE Chair will document the services provided via an interactive spreadsheet teachers have access to, and the principal reviews.
- A weekly meeting will be used in which the PPS team and special education providers will:
  - monitor the progress of each identified student,
  - evaluate how the district is ensuring students' learning needs are being met,
  - adapt to the changing needs of each student,
  - ensure access for each student to the necessary accommodations, modifications, supplementary aids and services,
  - and access to the technology (including assistive technology) necessary to meet the unique disability-related needs of students
- Using interactive documents (i.e., Google Docs) the PPS team and special education staff will document and track these provisions.

Funding Requirements

The district would claim 100% of instruction hours for state aid purposes for each day spent in remote instruction due to emergency conditions, since all instruction will continue.