

# Unatego Central School

## District-Wide School

## Safety Plan

## 2023-2024



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**OTEGO- UNADILLA CENTRAL SCHOOL  
DISTRICT-WIDE SCHOOL SAFETY PLAN  
PROJECT SAVE  
(Safe Schools against Violence in Education)**

**Commissioner’s Regulation 155.17**

**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. 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 Otego-Unadilla Central School District, hereinafter referred to as “Unatego,” supports the SAVE Legislation. The School District Superintendent encourages, and advocates on-going district-wide cooperation and support of Project SAVE.

**SECTION I: GENERAL CONSIDERATIONS AND PLANNING GUIDELINES**

• **Purpose**

This Unatego District-wide School Safety Plan was developed pursuant to Commissioner’s Regulation 155.17. Upon the recommendation of the School District Superintendent, the Board of Education appointed a District-wide School Safety Team and charged it with the development and maintenance of the District-wide School Safety Plan.

**A. Identification of School Teams**

Unatego has created a volunteer District-wide School Safety Team that includes the following positions/individuals:

School Board Member	Brian Davis
Student Member	High School Student Council President
Teachers	John Collins
Administrator	Rhonda Burnside
Parent	Vacant
Community Member	George Flavell, SRO
Public Safety Personnel	Trooper Shannon Hartz
School Safety Personnel	Brian Trask & Shawn Callahan SRO
Other School Personnel	Julie Lambiaso, Patti Loker, Tim Simonds, Mike Snider
Other Personnel	Connie Wallis, NYSIR

**B. Concept of Operations**

- The Unatego District-wide School Safety Plan shall be directly linked to its individual Building-level Emergency Response Plans for each school building. This District-wide School Safety Plan will guide the development and implementation of individual Building-level Emergency Response Plans.
- In the event of an emergency or violent incident, the initial response will be by the School Emergency Response Team.
- Upon the activation of the School Emergency Response Team, the District Superintendent or his/her designee will be notified and, where appropriate, local emergency officials will also be notified.
- Emergency response actions including Post-incident Response may be supplemented by County and State resources through existing protocols.

**C. 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.
- Pursuant to Commissioner’s Regulation 155.17 (e)(3), this plan will be made available for public comment 30 days prior to its adoption. The initial district-wide and building-level plans were formally adopted by the Board of Education after at least one public hearing that provides for the participation of school personnel, parents, students, and any other interested parties.
- While linked to the District-wide School Safety Plan, building level Emergency Response Plans shall be confidential and shall not be subject to disclosure under Article 6 of the Public Officers Law or any other provision of law, in accordance with Education Law Section 2801-a.
- Full copies of the District-wide School Safety Plan and any amendments will be submitted to the New York State Education Department within 30 days of adoption. Building-level Emergency Response Plans will be supplied to both local and State Police within 30 days of adoption.

## SECTION II: GENERAL EMERGENCY RESPONSE PLANNING

### A. Identification of sites of potential emergency

Unatego has established the identification of potential sites and the internal and/or external hazards that may be present in them. These are developed in coordination with the Otsego County Emergency Management Office, local Fire Departments in Unadilla, Wells Bridge and Otego and law enforcement agencies.

Appendix 5 lists Unatego building sites and the potential emergencies identified for each site.

### B. Actions in response to an emergency

#### Multi-Hazard Response

Unatego has identified the following general response actions to emergency situations. These actions include school cancellation, early dismissal, evacuation, and sheltering. The Building-level Emergency Response Plans include identification of specific procedures for each action depending upon the emergency.

Emergencies include, but are not limited to:

Threats of Violence	Intruder
Hostage/Kidnapping	Explosion/Bomb Threat
Natural/Weather Related	Hazardous Material
Civil Disturbance	Biological
School Bus Accident	Radiological
Gas Leak	Epidemic
Medical Emergencies	Fire
Structural Damage	Building System Failure
Others as determined by the Building-level School Safety Team	

**As examples of the district's planning for response to these emergencies,** specific response protocols for Hostage/Kidnapping, Intruder and Bomb Threats are included in this Plan in Appendix 7.

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

Unatego has committed the full inventory of its resources to be available for use during an emergency. These resources will be utilized in line with the Building-level Emergency Response Plans as deemed appropriate by the Incident Command Team.

Specific personnel and resources are identified in the Building-level Emergency Response Plans, and also included in Appendix 5 of this plan.

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

Unatego has adopted the Incident Command System model for emergency actions. For district-wide and building-level emergencies the Incident Commander will be Dr. David S. Richards, or his designee. The Unatego Central School uses the Incident Command System model for emergency actions. The district-wide Incident Command Structure and membership is identified in Appendix 4 of this plan.

In building-level emergencies, the building administrator in charge or his/her designee will act as the initial Incident Commander. The Incident Commander is hereby authorized to activate such resources and personnel as are appropriate to the incident. The Incident Commander is empowered to render such decisions as may be necessary in keeping with the response actions as identified in the Building-level Emergency Response Plan. Building-level Incident Command staffs are identified in the Building-level Emergency Response Plans.

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

Unatego will conduct annual training for both staff and students in school safety issues. District level training will be coordinated by the Safety Coordinator and may consist of classroom activities, general assemblies, tabletop exercises, full-scale drills, or other appropriate actions to increase the awareness and preparedness of staff and students. State Education Law and Regulations regarding fire safety for students is followed, including the delivery of at least 45 minutes of instruction in fire prevention and arson awareness per month as indicated in Section 808 of Education Law. Appendix 3 includes specific training modules at the various Unatego sites.

Building level training will be coordinated by the Building level Emergency Response Teams.

Fire drills are conducted with the advice and assistance of the fire department officers of the fire district in which the building is located (Otego VFD, Unadilla VFD or Wells Bridge VFD) while other hazard drills are coordinated with the New York State Police, Otsego County Emergency Management Office, and Otsego County Sheriff's department. Upon completion of the drills, evaluation sessions are held with all participating agencies and school officials participating in an evaluation of the process and conduct of the drill. Based upon this discussion, both this plan and the Building Level Plans will be revised as necessary to reflect observations collected.

#### **F. Hall Monitors and other school safety personnel**

For the 2023-24 School Year, Unatego will employ two School Resource Officers, who are both retired sworn law enforcement personnel. They are responsible for providing a safe, secure environment for students and staff, interacting with students and staff to develop trusting relationships, and for providing district-wide safety, security, and emergency training for school staff, including training for emergency response plans. They will also provide classroom presentations upon request of staff, assist with situations involving students, parents, etc., and serve as member of the district and building safety teams. They help coordinate with local and state law enforcement, serve as a legal system resource, and are active participants in the planning and execution of emergency response drills.

They serve to provide a highly visible officer presence in all buildings, monitor district doors and cameras, and coordinate with building and district administrators throughout the day to avert any problems and/or situations. They are able to respond quickly and efficiently to emergency situations, assist in conflict resolution and lock-down and evacuation drills as required by NYSED. They are also able to address truancy by making home visits with administrators and other staff.

Additional School safety personnel within the Unatego district include:

Monitors at building entrances- Monitors at building entrances are responsible for controlling entry to the respective building. The monitors do not allow visitors into their building without first ensuring that the visitor has stated their reason for being at the school, have completed the visitor log, and have been issued (and are wearing) a visitor's pass. The entrance monitor will contact the building administrator at the first sign of any impropriety from any visitor. Monitors are given training in threat assessment as well as general recognition of suspicious persons/packages at least once per year.

Teaching staff members are asked to monitor hallways and other common areas (i.e., cafeterias, exterior recreation areas) during times of student occupancy. These staff members are given basic training in observation of students and basic security considerations including, but not limited to, visitor procedures, identification of basic threatening behavior and procedures to report potential problems during the opening day Superintendent's Day activities each year. Training in security topics is reinforced during subsequent Superintendent Conference Days during the school year.

## **G. Implementation of School Security**

The following building security measures are taken at Unatego;

- Signs are posted indicating that parents and visitors must report to the main office/desk to sign in
- Staff are trained to challenge suspicious persons encountered in buildings
- Building Entrance security is maintained throughout the day. This security is provided by entrance monitors at the designated entry points of each building and by custodial staff continually checking all other exit doors to be sure that they are not compromised with blocks or other means to hold defeat the door locks. All staff is asked to monitor exit doors in their areas and to promptly report any suspicious activity immediately.
- The services of canines to randomly search for drugs and/or weapons is available as needed (as provided through the New York State Police –Troop C headquarters in Sidney, NY)

## **SECTION III: RESPONDING TO THREATS AND ACTS OF VIOLENCE**

### **A. Policies and procedures for responding to implied or direct threats of violence or acts of violence by students, teachers, other school personnel and visitors to the school**

Unatego has enacted policies and procedures dealing with violence. These policies and procedures deal with the safety of the school community as well as the range of discipline of those making the threat or committing the act of violence and are included herein as Appendix 2 of this document

and further detailed in the Unatego Code of Conduct. During development of the Code of Conduct, the committee considered adoption of a zero-tolerance policy toward acts of school violence and concluded that such a policy was not appropriate at this time.

The Unatego Central School District was fortunate to have been involved with the United States Secret Service Threat Assessment program, having participated in training in this subject through seminars given by the Secret Service, the New York State Police, and the Delaware-Chenango-Madison-Otsego BOCES. Appendix 9 of this document outlines the basics of threat assessment that is utilized at the Unatego Central School District in its drive to deal appropriately with threats of violent action (either implied or direct) received at the district.

The District Incident Command Team, as shown in Appendix 4 of this document, will be mobilized to the fullest extent necessary to deal with the command and control of incidents at the District.

**B. Response Protocols**

Unatego recognizes that appropriate response to emergencies varies greatly depending upon the actual threat or act as well as the magnitude of such emergency. The Building Level Emergency Response Plans detail the appropriate response to such emergencies, using the Incident Command System model. These plans were developed with, but not restricted to the following protocols:

<ul style="list-style-type: none"> <li>• Identification of decision makers</li> </ul>	<ul style="list-style-type: none"> <li>• Procedures to notify parents</li> </ul>
<ul style="list-style-type: none"> <li>• Plans to safeguard students and staff</li> </ul>	<ul style="list-style-type: none"> <li>• Procedures to notify media</li> </ul>
<ul style="list-style-type: none"> <li>• Procedures for transportation, if necessary</li> </ul>	<ul style="list-style-type: none"> <li>• Debriefing procedures</li> </ul>

After taking these items into consideration, the district has developed specific protocols for response. These protocols are detailed in Appendix 7 of this document.

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

Unatego acknowledges the importance of law enforcement involvement as quickly as possible at the outset of violent incidents. Law enforcement officials will be contacted at the direction of the Incident Commander in line with the Building Level Emergency Response Plan and will be requested based upon the "closest response agency" concept to ensure that the response to the incident is as timely as possible. In Otsego County, the county in which all Unatego Central School buildings are located, fire, emergency medical services, emergency management and law enforcement agencies are contacted by dialing 911.

**D. Policies 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**

Unatego will contact appropriate districts, parents, guardians, or persons in parental relation to the students via telephone contact, media release, or other appropriate means in the event of a violent incident or early dismissal. Conditions requiring such notification are outlined in the Building-level Emergency Response Plans.



## **E. Protective Action Options**

The District recognizes that appropriate response to emergencies varies greatly. School cancellation, early dismissal, evacuation, and sheltering are the protective action options that the Building-Level School Safety Teams, in cooperation with local emergency responders, have included in the Building-Level Emergency Response Plans. Appendix 6 describes the Protective Action Options.

## SECTION IV: COMMUNICATION WITH OTHERS

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

During emergencies, local government agencies, including emergency services, can be obtained via the local emergency management office or through the local emergency communication center. In Otsego County, all public service agencies (police, fire, emergency medical, emergency management, etc.) are contacted by dialing “911”. It is our understanding that Emergency dispatch uses the “closest car” concept for delivering assistance in Otsego County, meaning that the nearest appropriate agency will be directed to respond to an incident by the dispatch center. The Incident Commander will authorize the procurement of these agencies.

### B. Procedures for Obtaining Advice and Assistance from Local Government Officials

We recognize the importance of gaining advice from our local governmental offices in the planning stages of emergency response as well as during the actual emergencies themselves. The Unatego Central School District has and will continue to coordinate with the agencies listed below in the development of appropriate procedures to respond to situations that may occur on our property.

The Incident Commander will contact the Otsego County Emergency Services Office in accordance with Article 2-B of the Executive Law- Disaster Preparedness for advice and assistance as required during an emergency.

Agency	Type of Assistance	How to Contact
Otego Fire Department	Evacuation planning; Fire hazard identification; Fire safety education	Fire Chief via 911 center
Unadilla Fire Department	Evacuation planning; Fire hazard identification; Fire safety education	Fire Chief via 911 center
Wells Bridge Fire Department	Evacuation planning; Fire hazard identification; Fire safety education	Fire Chief via 911 center
Otsego County Sheriff	Hostage Situations, Suspicious Persons, Bomb Threats	(607) 547-4271 or call 911
NYS Police	Hostage Situations, Suspicious Persons, Suspicious Packages, Bomb Threats, Canine Searches	Trpr. Shannon Hartz (607)561-7412 or call 911
Otsego County EMO	Weather Related Emergencies, Spills	Victor Jones/Damon West (607) 547-4227

**C. A system for informing all educational agencies within a school district of a disaster**

The district will notify any appropriate educational agencies within its boundaries as well as adjacent to its boundaries in the case of a disaster that would affect any of these agencies. The Incident Commander will determine the extent of notification and delegate its delivery. Notification will be made via FAX, email or telephone as determined by the Incident Commander and to be consistent with the magnitude of the situation at hand. A listing of these agencies is included as a part of Appendix 8 of this document.

**D. Unatego will maintain certain information about each educational agency located in the school district**

Each Building-level Emergency Response Plan will include at least the following information:

- School population
- Number of staff,
- Transportation needs, and
- Telephone numbers of key officials of each such educational agency

Appendix 1 includes information as noted above.

**SECTION V: PREVENTION AND INTERVENTION STRATEGIES**

**A. Policies and procedures for the dissemination of informative materials**

Unatego is committed to the use of the interpersonal violence prevention education package for grades kindergarten through twelve, when available and where applicable.

Pamphlets and violence prevention information is distributed to staff members through email and payroll stuffers at various times during the year. Violence prevention brochures are made available to parents during open houses. Students are offered materials in interpersonal violence prevention via their home school districts as well as annual discussions during one period or more of class time in some subject areas.

**B. Prevention and intervention strategies**

Unatego continues to develop and investigate various strategies regarding violence prevention and intervention as addressed in the Professional Development Plan. Such strategies include annual training in violence prevention, intervention and identification techniques at Superintendent Conference Days, Project SAVE training for all staff members and other topics as may be defined during the year.

**C. Strategies for improving communication among students, between students and staff and reporting of potentially violent incidents**

Unatego recognizes communication to be a vital key in violence prevention and intervention in schools. As such, Unatego continues to develop and investigate various strategies regarding violence prevention and intervention. To this end, Unatego maintains or is exploring programs in the following areas:

- Non-violent conflict resolution training programs
- PBIS
- Dignity For All Students Act Implementation and Reporting in compliance with Law
- Youth run programs
- Others based on identified need
- Restorative Practices Training

## **SECTION VI- RECOVERY**

### **A. District Support for Buildings**

All the district's manpower and resources will be available to one of our sites that has endured an emergency. Mental health counseling, building security and restoration will be items of primary focus. Response and recovery will be a District goal.

Besides building security and restoration, the strategies will also include damage assessment, relocation, and continuation of the educational process. A post-incident crisis response critique, the notes from the Incident Command Team and lessons learned will be assessed. Plans to mitigate the likelihood of occurrence or impact, if the incident does occur again, will be reviewed. If possible, efforts will be made to improve district facilities resulting in them being more resistant to suffering similar or worse damage.

### **B. Disaster Mental Health Services**

Unatego Central School understands how an emergency can have a major effect on the well being of students, staff, and the community at large. The district will coordinate resources with Otsego County Mental Health Services and the Post-incident Crisis Response Team to help mitigate this impact.

# APPENDICES

### Appendix 1: Buildings and Population Data

Building Name	Address	Contact Name	Telephone Number
Unatego Elementary School	Main St. Unadilla, NY 13849	Mike Snider, Principal	(607) 369-6200
		Brenda Birdsall, Elementary Secretary	(607) 369-6200
Junior/Senior High School	2641 State Highway 7 Otego, NY 13825	Julie Lambiaso, Principal (Grades 9-12)	(607) 988-5098
		Jamie Amatuccio, High School Secretary	(607) 988-5098
		Tim Simonds, Middle School Principal (Grades 6-8)	(607) 988-5036
		Clara Carver, Middle School Secretary	(607) 988-5036
Bus Garage	Main St. Otego, NY 13825	Brian Trask, Transportation Director	(607) 988-1006
		Heather Ryder, Transportation Secretary	(607) 988-1006

### Population Statistics

Campus	Number of Staff	Number of Students
Unadilla Elementary	71	344
Junior/Senior High School	77	424
Bus Garage	25	0

*Transportation needs: The district maintains a fleet of 24 vehicles approved for student transportation, broken down as follows:*

- Full sized passenger buses (14)*
- Mini passenger buses (5)*
- Small Bus accessible with wheelchair lifts (2)*
- Suburban (1)*
- Minivan (2)*

**The Unatego Central School has adequate capacity to effectively transport 75% of its current student and staff population. Bus transportation and personal vehicles will be the other means for transportation of the remaining 25% of the student and staff population.**

## **Appendix 2: Policies dealing with violence on school property**

Policy 3210	Visitors to the School
Policy 3410	Code of Conduct on School Property
Policy 3411	Unlawful Possession of a Weapon Upon School Grounds
Policy 3412	Threats of Violence in School
Policy 3510	Emergency Closings
Policy 5680	Safety and Security
Policy 5681	School Safety Plans

## Community Relations

**SUBJECT: VISITORS TO THE SCHOOL**

Parents and other citizens of the District are encouraged to visit the schools to better understand the process of education. In order to avoid disruption of the educational process, visitors are expected to comply with this policy, and other applicable District policies.

All visitors must report to the school office or other designated individual to request a visitor's pass to be allowed further access to the building. Visitations to classrooms for any purpose require permission in advance from the Building Principal in order to allow teachers the opportunity to arrange their schedules to accommodate such requests.

When individual Board members visit the schools, they must abide by the regulations and procedures developed by the administration regarding school visits.

Members of the School District staff will treat parents and other members of the public with respect and expect the same in return. The District must keep schools and administrative offices free from disruptions and prevent unauthorized persons from entering school/District grounds.

Accordingly, this policy promotes mutual respect, civility, and orderly conduct among the District employees, parents, and the public. We do not intend this policy to deprive any person of his/her right to freedom of expression. Rather, we seek to maintain, to the extent possible and reasonable, a safe, productive, and harassment-free environment for our students and staff. In the interest of presenting teachers and other employees as positive role models, we encourage positive communication and discourage volatile, hostile, or aggressive actions. This District seeks public cooperation with this endeavor.

a) Disruptive Individual Must Leave School Grounds

Any individual who disrupts or threatens to disrupt school/office operations/events, threatens the health and safety of students or staff, willfully causes property damage, uses loud and/or offensive language that could provoke a violent reaction, or who has otherwise established a continued pattern of unauthorized entry on School District property will be directed by the school's Principal or other person in charge to leave school, School District property, or event promptly. If the person does not comply it will be considered a trespass and law enforcement authorities will be called. Future access to school property or events may be restricted.

b) Directions to Staff in Dealing with Abusive Material

If any member of the public uses obscenities or speaks in a demanding, loud, insulting, and/or demeaning manner, the administrator or employee to whom the remarks are directed will calmly and politely warn the speaker to communicate civilly and that a failure to do so could result in a request to leave or end the contact. If the individual does not stop the abusive behavior, the District employee will verbally notify the individual that the meeting, conference, or telephone

(Continued)



Community Relations

**SUBJECT: VISITORS TO THE SCHOOL (Cont'd.)**

Conversation is terminated. If the individual is on District premises or at a District event, the administrator, custodian, or other person in charge, may request the individual to leave promptly or law enforcement authorities will be called.

Any spectator, defined as one who looks on at a show or game, who is ejected from an interscholastic competition for having used profanity, who threatens to or physically assaults a contest official shall be sanctioned for such conduct on the part of such spectator in the following manner:

1. Any spectator excluded by a certified contest official, school administrator, Athletic Director, or event chaperone from an interscholastic competition is ineligible to attend any interscholastic contest in that sport until the next previously scheduled home contest at the same level has been completed. The spectator may not be present at the game site.
2. A spectator who attempts to, threatens to, or shoves, strikes, kicks, or makes other physical contact with the intent to annoy, harass, or intimidate another person during a school-sponsored event shall be expelled immediately and banned from further attendance in all sports for a period of time to be determined by the School District's Superintendent in consultation with the Athletic Director.

c) Provide Policy and Report Incident

When a staff member determines that a member of the public is in the process of violating the provisions of this policy, the staff member should direct the person to the building administrator, or other school official in charge, which should provide a written copy of this policy at the time of occurrence. The staff member will provide a written report of the incident to his/her supervisor.

Education Law Section 2801  
Penal Law Sections 140.10 and 240.35

Adopted: 1/25/16

Community Relations

**SUBJECT: CODE OF CONDUCT ON SCHOOL PROPERTY**

The District has developed and will amend, as appropriate, a written *Code of Conduct* for the Maintenance of Order on School Property, including school functions, which shall govern the conduct of students, teachers, and other school personnel, as well as visitors and/or vendors. The Board of Education shall further provide for the enforcement of such *Code of Conduct*.

For purposes of this policy, and the implemented *Code of Conduct*, school property means in or within any building, structure, athletic playing field, playground, parking lot or land contained within the real property boundary line of the District's elementary or secondary schools, or in or on a school bus; and a school function shall mean a school-sponsored extracurricular event or activity regardless of where such event or activity takes place, including those that take place in another state.

The *District Code of Conduct* has been developed in collaboration with student, teacher, administrator, and parent organizations, school safety personnel and other school personnel.

The *Code of Conduct* shall include, at a minimum, the following:

- a) Provisions regarding conduct, dress and language deemed appropriate and acceptable on school property and at school functions, and conduct, dress and language deemed unacceptable and inappropriate on school property; provisions regarding acceptable civil and respectful treatment of teachers, school administrators, other school personnel, students and visitors on school property and at school functions; the appropriate range of disciplinary measures which may be imposed for violation of such Code; and the roles of teachers, administrators, other school personnel, the Board of Education and parents/persons in parental relation to the student;
- b) Provisions prohibiting discrimination, bullying and/or harassment against any student, by employees or students on school property, at a school function, or off school property when the actions create or would foreseeably create a risk of substantial disruption within the school environment or where it is foreseeable that the conduct might reach school property, that creates a hostile environment by conduct, with or without physical contact, threats, intimidation or abuse (verbal or non-verbal), of such a severe nature that:
  1. Has or would have the effect of unreasonably and substantially interfering with a student's educational performance, opportunities, or benefits, or mental, emotional and/or physical well-being; or
  2. Reasonably causes or would reasonably be expected to cause a student to fear for his/her physical safety.

When the term "bullying" is used, even if not explicitly stated, such term includes cyberbullying, meaning such harassment or bullying that occurs through any form of electronic communication.

(Continued)

## Community Relations

**SUBJECT: CODE OF CONDUCT ON SCHOOL PROPERTY (Cont'd.)**

Such conduct shall include, but is not limited to, threats, intimidation, or abuse based on a person's actual or perceived race, color, weight, national origin, ethnic group, religion, religious practices, disability, sexual orientation, gender as defined in Education Law Section 11(6), or sex; provided that nothing in this subdivision shall be construed to prohibit a denial of admission into, or exclusion from, a course of instruction based on a person's gender that would be permissible under Education Law Sections 3201-a or 2854(2) (a) and Title IX of the Education Amendments of 1972 (20 USC Section 1681, et seq.), or to prohibit, as discrimination based on disability, actions that would be permissible under 504 of the Rehabilitation Act of 1973;

- c) Standards and procedures to assure security and safety of students and school personnel;
- d) Provisions for the removal from the classroom and from school property, including a school function, of students and other persons who violate the Code;
- e) Provisions prescribing the period for which a disruptive student may be removed from the classroom for each incident, provided that no such student shall return to the classroom until the principal (or his/her designated School District administrator) makes a final determination pursuant to Education Law Section 3214(3-a) I or the period of removal expires, whichever is less;
- f) Disciplinary measures to be taken for incidents on school property or at school functions involving the use of tobacco, the possession or use of illegal substances or weapons, the use of physical force, vandalism, violation of another student's civil rights, harassment, and threats of violence;
- g) Provisions for responding to acts of discrimination, bullying and/or harassment against students by employees or students on school property, at a school function, or off school property when the actions create or would foreseeably create a risk of substantial disruption within the school environment or where it is foreseeable that the conduct might reach school property, pursuant to clause (b) of this subparagraph;
- h) Provisions for detention, suspension and removal from the classroom of students, consistent with Education Law Section 3214 and other applicable federal, state and local laws, including provisions for school authorities to establish procedures to ensure the provision of continued educational programming and activities for students removed from the classroom, placed in detention, or suspended from school, which shall include alternative educational programs appropriate to individual student needs;
- i) Procedures by which violations are reported and determined, and the disciplinary measures imposed and carried out.

(Continued)

## Community Relations

**SUBJECT: CODE OF CONDUCT ON SCHOOL PROPERTY (Cont'd.)**

- j) Provisions ensuring the *Code of Conduct* and its enforcement are in compliance with state and federal laws relating to students with disabilities;
- k) Provisions setting forth the procedures by which local law enforcement agencies shall be notified of Code violations which constitute a crime;
- l) Provisions setting forth the circumstances under and procedures by which parents/persons in parental relation to the student shall be notified of Code violations;
- m) Provisions setting forth the circumstances under and procedures by which a complaint in criminal court, a juvenile delinquency petition or person in need of supervision ("PINS") petition as defined in Articles 3 and 7 of the Family Court Act will be filed;
- n) Circumstances under and procedures by which referral to appropriate human service agencies shall be made;
- o) A minimum suspension period for students who repeatedly are substantially disruptive of the educational process or substantially interfere with the teacher's authority over the classroom, provided that the suspending authority may reduce such period on a case-by-case basis to be consistent with any other state and federal law. For purposes of this requirement, as defined in Commissioner's Regulations, "repeatedly is substantially disruptive of the educational process or substantially interferes with the teacher's authority over the classroom" shall mean engaging in conduct which results in the removal of the student from the classroom by teacher(s) pursuant to the provisions of Education Law Section 3214(3-a) and the provisions set forth in the *Code of Conduct* on four (4) or more occasions during a semester, or three (3) or more occasions during a trimester, as applicable;
- p) A minimum suspension period for acts that would qualify the student to be defined as a violent student pursuant to Education Law Section 3214(2-a) (a). However, the suspending authority may reduce the suspension period on a case-by-case basis consistent with any other state and federal law;
- q) A Bill of Rights and Responsibilities of Students which focuses upon positive student behavior and a safe and supportive school climate, which shall be written in plain-language, publicized, and explained in an age-appropriate manner to all students on an annual basis; and
- r) Guidelines and programs for in-service education programs for all District staff members to ensure effective implementation of school policy on school conduct and discipline, including but not limited to, guidelines on promoting a safe and supportive school climate

(Continued)

Community Relations

**SUBJECT: CODE OF CONDUCT ON SCHOOL PROPERTY (Cont'd.)**

while discouraging, among other things, discrimination, bullying and/or harassment against students by students and/or school employees; and including safe and supportive school climate concepts in the curriculum and classroom management.

The District's *Code of Conduct* shall be adopted by the Board of Education only after at least one (1) public hearing that provided for the participation of school personnel, parents/persons in parental relation, students, and any other interested parties.

The *Code of Conduct* shall be reviewed on an annual basis and updated as necessary in accordance with law. The District may establish a committee pursuant to Education Law Section 2801(5) (a) to facilitate review of its *Code of Conduct* and the District's response to *Code of Conduct* violations. The School Board shall reapprove any updated *Code of Conduct* or adopt revisions only after at least one (1) public hearing that provides for the participation of school personnel, parents/persons in parental relation, students, and any other interested parties. The District shall file a copy of its *Code of Conduct* and any amendments with the commissioner, in a manner prescribed by the Commissioner, no later than thirty (30) days after their respective adoptions.

The Board of Education shall ensure community awareness of its *Code of Conduct* by:

- a) Posting the complete *Code of Conduct* on the Internet website, if any, including any annual updates and other amendments to the Code;
- b) Providing copies of a summary of the *Code of Conduct* to all students in an age-appropriate version, written in plain language, at a school assembly to be held at the beginning of each school year;
- c) Providing a plain language summary of the *Code of Conduct* to all parents or persons in parental relation to students before the beginning of each school year and making the summary available thereafter upon request;
- d) Providing each existing teacher with a copy of the complete *Code of Conduct* and a copy of any amendments to the Code as soon as practicable following initial adoption or amendment of the Code. New teachers shall be provided a complete copy of the current Code upon their employment; and
- e) Making complete copies available for review by students, parents, or persons in parental relation to students, other school staff and other community members.

(Continued)

Community Relations

**SUBJECT: CODE OF CONDUCT ON SCHOOL PROPERTY (Cont'd.)**

**Privacy Rights**

As part of any investigation, the District has the right to search all school property and equipment including District computers. Rooms, desks, cabinets, lockers, computers, etc. are provided by the District for the use of staff and students, but the users do not have exclusive use of these locations or equipment and should not expect that materials stored therein will be private.

Education Law Article 2, Sections 801-a, 2801 and 3214  
Family Court Act Articles 3 and 7  
Vehicle and Traffic Law Section 142  
8 NYCRR Section 100.2

NOTE: Refer also to *District Code of Conduct*

Adopted: 1/25/16

## Community Relations

**SUBJECT: UNLAWFUL POSSESSION OF A WEAPON UPON SCHOOL GROUNDS**

It shall be unlawful for any person to knowingly possess any air gun, spring-gun or other instrument or weapon in which the propelling force is a spring, air, piston, or CO2 cartridge upon school grounds or in any District building without the express written authorization of the Superintendent or his/her designee.

Additionally, the possession of any weapon, as defined in the New York State Penal Code, on school property or in school buildings is prohibited, except by law enforcement personnel or upon written authorization of the Superintendent/designee.

Unlawful possession of a weapon upon school grounds may be a violation of the New York State Penal Law and is a violation of School District policy and the *Code of Conduct*.

Penal Law Sections 265.01-265.06

NOTE: Refer also to Policy #7360 -- Weapons in School and the Gun-Free Schools Act

Adopted: 1/25/16

**SUBJECT: THREATS OF VIOLENCE IN SCHOOL**

The School District is committed to the prevention of violence against any individual or property in the schools or at school activities whether such acts and/or threats of violence are made by students, staff, or others. Threats of violence against students, school personnel and/or school property will not be tolerated whether or not such threats occur on school grounds or during the school day.

Any acts and/or threats of violence, including bomb threats, whether made orally, in writing or electronically shall be subject to appropriate discipline in accordance with applicable law, District policies and regulations, as well as the Student Discipline *Code of Conduct* and collective bargaining agreements, as may be necessary.

While acknowledging an individual's constitutional rights, including applicable due process rights, the District refuses to condone acts and/or threats of violence which threaten the safety and wellbeing of staff, students, and the school environment. Employees and students shall refrain from engaging in threats or physical actions which create a safety hazard for others.

All staff who are made aware of physical acts and/or threats of violence directed to students or staff are to report such incidents to the Building Principal/designee, who shall report such occurrences to the Superintendent. Additionally, the Building Principal/designee will also report occurrences of violence, whether involving an actual confrontation or threat of potential violence, to the school psychologist and/or Director of Special Education if applicable. Local law enforcement agencies may be called as necessary upon the determination of the Superintendent/designee.

Students are to report all acts and/or threats of violence, including threats of suicide, of which they are aware by reporting such incidents to the school hotline, a faculty member, or the Building Principal.

The District reserves the right to seek restitution, in accordance with law, from the parent/guardian and/or student for any costs or damages which had been incurred by the District as a result of the threats or acts of violence in the schools.

This policy will be enforced in accordance with applicable laws and regulations, as well as collective bargaining agreements and the Student Discipline *Code of Conduct* as may be necessary. Additionally, this policy will be disseminated, as appropriate, to students, staff, and parents and will be available to the general public upon request.

Regulations will be developed to address safety concerns in the schools, and appropriate sanctions for violations of this policy by students will be addressed in the Student Discipline *Code of Conduct*.

Adopted: 1/25/16



Community Relations

**SUBJECT: EMERGENCY SCHOOL CLOSINGS**

In the event it is necessary to close school for the day, activate a delayed starting time or early dismissal (as well as information relating to cancellation of after-school activities/late bus runs), due to inclement weather, impassable roads, or other emergency reasons, announcement thereof shall be made over local radio and television stations, Global Connection/auto dialing and the Internet/District website as designated by the Superintendent.

When school is closed, all related activities, including athletic events and student activities, will ordinarily be suspended for that day and evening.

The attendance of personnel shall be governed by their respective contracts.

Education Law Section 3604(7)

Adopted: 1/25/16

Non-Instructional/Business  
Operations

**SUBJECT: SAFETY AND SECURITY**

The Board of Education of the Otego-Unadilla Central School District hereby declares that it is the policy of this School District to provide a safe and secure environment to all those persons, students, staff, and visitors, who lawfully enter upon District property or who travel in District vehicles for the purposes of the District.

It shall be the responsibility of the Superintendent to establish and carry out written regulations that will:

- a) Identify those staff members who will be responsible for the effective administration of the regulations;
- b) Provide staff time and other necessary resources for the effective administration of the regulations;
- c) Establish periodic written review of the activities of the staff to ensure compliance with applicable laws and regulations;
- d) Provide an on-going mechanism for the effective review of safety and security concerns of the staff, students and affected public;
- e) Provide for reports to the Board of Education regarding the significant aspects of safety and security of the District.

Labor Law Section 27-a  
12 NYCRR Part 820, Article 28

NOTE: Refer also to Policy #5681 -- School Safety Plans

Adopted: 1/25/16

Non-Instructional/Business  
Operations

**SUBJECT: SCHOOL SAFETY PLANS**

The District considers the safety of its students and staff to be of the utmost importance and is keenly aware of the evolving nature of threats to schools. As such, it will address those threats accordingly through appropriate emergency response planning. The District-wide school safety plan and the building-level emergency response plan(s) will be designed to prevent or minimize the effects of violent incidents and emergencies and to facilitate the coordination of schools and the District with local and county resources in the event of these incidents or emergencies. These plans will be reviewed and updated by the appropriate team on at least an annual basis and adopted by the Board by September 1 of each school year.

The Board will make the District-wide school safety plan available for public comment at least 30 days prior to its adoption. The District-wide school safety plan may only be adopted by the Board after at least one public hearing that provides for the participation of school personnel, parents, students, and any other interested parties. The District-wide school safety plan and any amendments must be submitted to the Commissioner, in a manner prescribed by the Commissioner, within 30 days of adoption, but no later than October 1 of each school year.

Building-level emergency response plan(s) and any amendments must be submitted to the appropriate local law enforcement agency and the state police within 30 days of adoption, but no later than October 1 of each school year. Building-level emergency response plan(s) will be kept confidential and are not subject to disclosure under the Freedom of Information Law (FOIL) or any other provision of law.

**District-Wide School Safety Plan**

District-wide school safety plan means a comprehensive, multi-hazard school safety plan that covers all school buildings of the District, addresses crisis intervention, emergency response and management at the District level, and has the contents as prescribed in Education Law and Commissioner's regulations.

The District-wide school safety plan will be developed by the District-wide school safety team appointed by the Board. The District-wide school safety team will include, but not be limited to, representatives of the Board, teacher, administrator, and parent organizations, school safety personnel, and other school personnel. \*At the discretion of the Board, a student may be allowed to participate on the District-wide school safety team.

The District-wide school safety plan will include, but not be limited to:

- a) Policies and 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;

(Continued)

Non-Instructional/Business  
Operations

**SUBJECT: SCHOOL SAFETY PLANS (Cont'd.)**

- b) Policies 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;
- c) Appropriate prevention and intervention strategies, such as:
  - 1. Collaborative arrangements with state and local law enforcement officials, designed to ensure that school safety officers and other security personnel are adequately trained, including being trained to de-escalate potentially violent situations, and are effectively and fairly recruited;
  - 2. Nonviolent conflict resolution training programs;
  - 3. Peer mediation programs and youth courts; and
  - 4. Extended day and other school safety programs;
- d) Policies and procedures for contacting appropriate law enforcement officials in the event of a violent incident;
- e) A description of the arrangements for obtaining assistance during emergencies from emergency services organizations and local governmental agencies;
- f) Procedures for obtaining advice and assistance from local government officials, including the county or city officials responsible for implementation of Executive Law Article 2-B State and Local Natural and Man-Made Disaster Preparedness;
- g) The identification of District resources which may be available for use during an emergency;
- h) A description of procedures to coordinate the use of District resources and manpower during emergencies, including identification of the officials authorized to make decisions and of the staff members assigned to provide assistance during emergencies;
- i) Policies and procedures for contacting parents, guardians, or persons in parental relation to District students in the event of a violent incident or an early dismissal;
- j) Policies and procedures for contacting parents, guardians, or persons in parental relation to an individual District student in the event of an implied or direct threat of violence by the student against themselves, which includes suicide;
- k) Policies and procedures relating to school building security, including, where appropriate: the use of school safety officers, school security officers, and/or school resource officers; and security devices or procedures;

(Continued)

Non-Instructional/Business  
Operations

**SUBJECT: SCHOOL SAFETY PLANS (Cont'd.)**

- l) Policies 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 District or Board, students, and other persons deemed appropriate to receive the information;
- m) Policies and procedures for annual multi-hazard school safety training for staff and students, provided that the District must certify to the Commissioner that all staff have undergone annual training by September 15 on the building-level emergency response plan which must include components on violence prevention and mental health, provided further that new employees hired after the start of the school year will receive training within 30 days of hire or as part of the District's existing new hire training program, whichever is sooner;
- n) 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, in coordination with local and county emergency responders and preparedness officials;
- o) The identification of appropriate responses to emergencies, including protocols for responding to bomb threats, hostage-takings, intrusions, and kidnappings;
- p) Strategies for improving communication among students and between students and staff and reporting of potentially violent incidents, such as the establishment of youth-run programs, peer mediation, conflict resolution, creating a forum or designating a mentor for students concerned with bullying or violence, and establishing anonymous reporting mechanisms for school violence;
- q) A description of the duties of hall monitors and any other school safety personnel, the training required of all personnel acting in a school security capacity, and the hiring and screening process for all personnel acting in a school security capacity;
- r) A system for informing all educational agencies within the District of a disaster; and
- s) The designation of the Superintendent or designee, as the District Chief Emergency Officer whose duties will include, but not be limited to:
  - 1. Coordinating the communication between school staff, law enforcement, and other first responders;
  - 2. Leading the efforts of the District-wide school safety team in the completion and yearly update of the District-wide school safety plan and the coordination of the District-wide school safety plan with the building-level emergency response plan(s);

Non-Instructional/Business  
Operations

**SUBJECT: SCHOOL SAFETY PLANS (Cont'd.)**

3. Ensuring staff understanding of the District-wide school safety plan;
4. Ensuring the completion and yearly update of building-level emergency response plans for each school building;
5. Assisting in the selection of security related technology and development of procedures for the use of the technology;
6. Coordinating appropriate safety, security, and emergency training for District and school staff, including required training in the emergency response plan;
7. Ensuring the conduct of required evacuation and lock-down drills in all District buildings as required by law; and
8. Ensuring the completion and yearly update of building-level emergency response plan(s) by the dates designated by the Commissioner.

**Building-Level Emergency Response Plan**

Building-level emergency response plan means a building-specific school emergency response plan that addresses crisis intervention, emergency response and management at the building level and has the contents as prescribed in Education Law and Commissioner's regulations. As part of this plan, the District will define the chain of command in a manner consistent with the National Incident Management System (NIMS)/Incident Command System (ICS).

Building-level emergency response plan(s) will be developed by the building-level emergency response team. The building-level emergency response team is a building-specific team appointed by the building principal, in accordance with regulations or guidelines prescribed by the Board. The building-level emergency response team will include, but not be limited to, representatives of teacher, administrator, and parent organizations, school safety personnel and other school personnel, community members, local law enforcement officials, local ambulance, fire officials, or other emergency response agencies, and any other representatives the Board deems appropriate.

Classroom door vision panels will not be covered except as outlined in the building-level emergency response plan.

Education Law § 2801-a  
8 NYCRR § 155.17

First Reading: January 6, 2020  
Second Reading: January 27, 2020  
Adoption Date: January 27, 2020

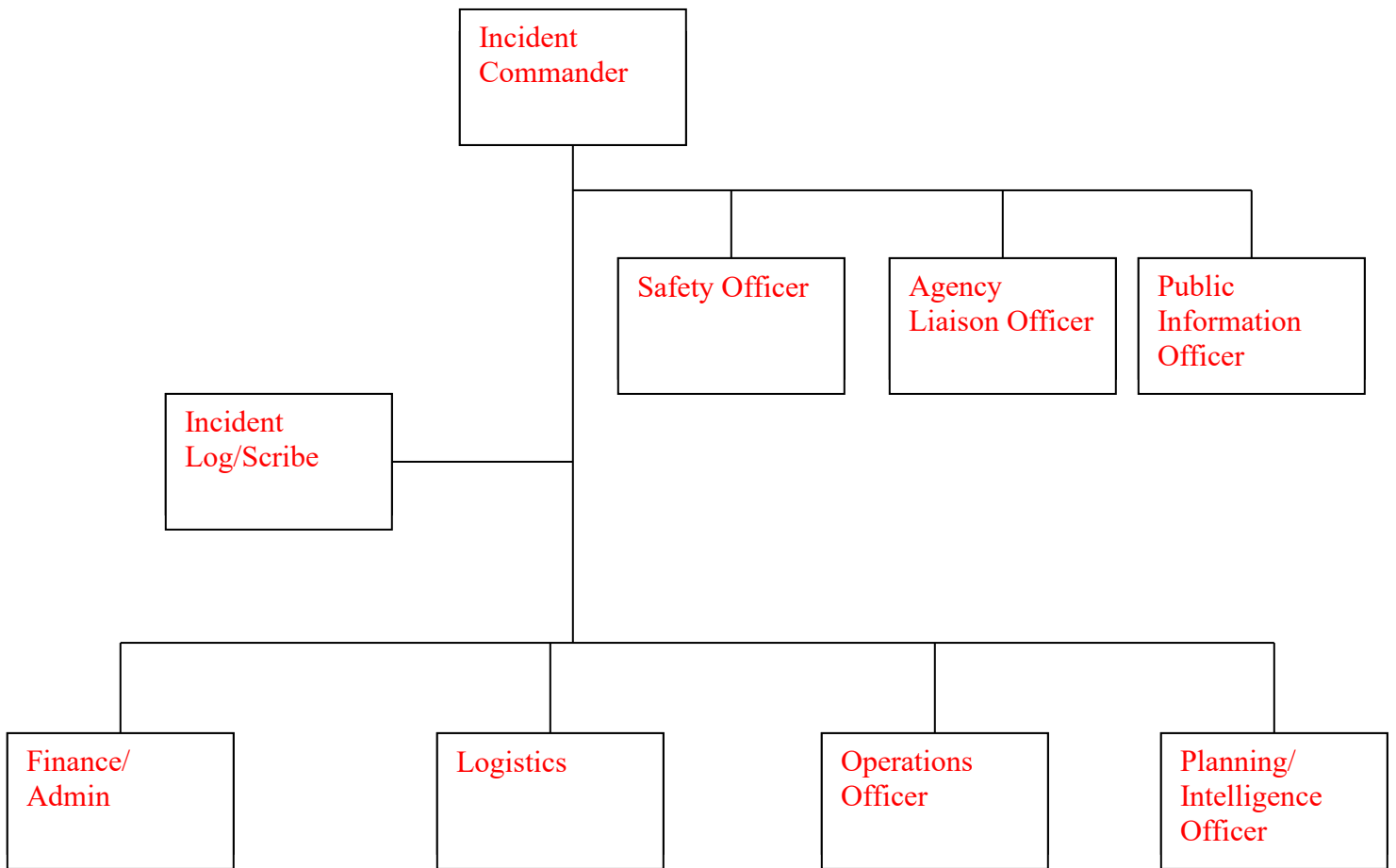
### **Appendix 3: UPDATE -Training modules at Unatego- 2022-2023**

Annual training for all staff on Safety Plan and Building Emergency Plans in September 2023

Right to Know Training and Blood-Borne Pathogen training annually on Opening Day Superintendent's Staff Development Day, September 2023.

Annual training of all staff at Building level faculty meetings.

**Appendix 4: District Incident Command Structure**



**Staff Assignments-**

**Incident Commander-Dave Richards**

**Operations Officer-Building Principal**

**Planning/Intelligence Officer- Rhonda Burnside**

**Logistics-Brian Trask**

**Finance/Administration-Patti Loker**

**Safety Officer-Brian Trask**

**Agency Liaison Officers-School Resource Officers George Flavell & Shawn Callahan**

**Public Information Officer-Dave Richards**

**Incident Log/Scribe-Sheila Nolan**



## Appendix 5: Sites and potential emergencies

Site	Hazards
<b>Otsego Christian Academy And Bus Garage</b> Main Street, Otsego, NY 13825	P-12 School Building, Bus Garage, Parking areas, Athletic fields, Route 7, Interstate Route 88, Railroad tracks, residences around campus, woods, and fields on and around campus, Susquehanna River.
<b>Unatego Elementary School</b> Main Street, Unadilla, NY 13849	Elementary Building, Storage Building, Athletic Fields, Playground, Parking areas, Susquehanna River, Route 7, Interstate Route 88, Railroad Tracks, residences around campus, woods and fields around campus, Red Apple and Mirabito's gas stations, C&J Auto Sales & Repair Shop, Boulder Oil.
<b>Unatego Jr/Sr High School</b> 2641 State Highway 7 Otsego, NY 13825	Jr/Sr High Building, Booster Roost, Athletic fields, Parking Areas, Greenhouse opposite School, Route 7, Interstate Route 88, Railroad tracks, woods and fields around campus, residences around campus.

### ***District Resources Available for use during an emergency***

***Buses (see Appendix 1)***

***Portable Radios: Unatego Elementary (10), Jr/Sr HS (15), District Office (3)***

***AED's: Unadilla (1), Otsego (1), Jr/Sr HS (2 and 1 portable unit)***

***Fire Extinguishers: Unadilla (21), Jr/Sr HS (55)***

***Medical Equipment (First Aid supplies, cots, blankets)***

***Vehicles: tractors (1 with loaders), mower (1 with power broom and snow blower), snow blower (1 with 3-point hitch), chainsaws (2), ¾ ton truck with snowplow and sander (1), portable trash pump (1), portable generator (1), walk behind snow blower (3).***

***Red Cross Sheltering Center at Unatego Elementary and at the Jr/Sr High School.***

The District has personnel trained in many emergency response actions, including First Aid, CPR and AED Use, Emergency Medical Technicians, and Cardiac Care Technicians. A current listing of those staff members trained is maintained in each school in the district by the school nurse. Each coach has been certified in first aid and CPR/AED use.

## Appendix 6: PROTECTIVE ACTION OPTIONS

### A. Definitions of Protective Action Options

**Early Dismissal** meets the need to return students to their home schools, home, and family as rapidly as possible.

**Evacuation** to a safe place requires that a building's inhabitants get out and go somewhere else. Evacuation may mean only going outside, away from the building and waiting for the danger to pass. In some circumstances, however, the nature of the emergency may demand that staff and students be transported and housed temporarily in some other building (shelter).

**Sheltering** may be internal or external. During conditions when the roads are closed or outside travel is extremely hazardous, sheltering internal to our buildings may be necessary. For Weather related (tornado, hurricane, severe storm etc.) internal sheltering, areas within the buildings are used. These areas include rooms and halls without glass windows, doors, or skylights. Gymnasiums, cafeterias, and other spaces with wide free span roofs are NOT used. When evacuation from one of our buildings is deemed appropriate, but early dismissal is not, sheltering in other buildings on campus is used.

### B. Introduction

Upon notification of an emergency, the Incident Commander will:

- Immediately take charge
- Alert the Superintendent of and/or Director of Facilities
- Activate the Building-level Emergency Response Team

### C. Procedures of Protective Action Options

#### School Cancellation

- Monitor the situation - by the Superintendent/Incident Commander or Designee
- Make Determination –by the Superintendent/Incident Commander or Designee
- Contact the local media

#### Early Dismissal

- Monitor the situation - by the Superintendent/Incident Commander or Designee
- If conditions warrant, close school- by the Superintendent/Incident Commander or Designee
- Contact Transportation Supervisor to arrange transportation
- Contact local media to inform parents of early dismissal
- Set up an information center so that parents may make inquiries as to the situation
- Retain appropriate district personnel until all students have been returned home

#### Evacuations (before, during and after school hours)

- Determine the level of threat-by the Superintendent/Incident Commander or Designee

- Contact the transportation Supervisor to arrange transportation
- Clear all evacuation routes and sites prior to evacuation
- Evacuate all staff and students to pre-arranged evacuation sites
- Where appropriate, facilities personnel will sweep the building to ensure that staff, students, and visitors have been safely evacuated
- Establish a command post
- All non-instructional staff shall report to the command post for direction and duties
- Account for all student and staff population. Report any missing staff or students to the Building/Program Administrator
- Make determination regarding early dismissal- by the District Superintendent/Incident Commander or Designee
- If determination was made to dismiss early, contact local media to inform parents of early dismissal
- Ensure adult supervision or continued school supervision/security
- Set up an information center so that parents may make inquiries as to the situation
- Student/visitor driver's identification will be taken as the vehicle exits the parking area
- If persons of parental relation pick up their students, they must sign them out
- Retain appropriate district personnel until all students have been returned home

#### **Sheltering sites (internal and external)**

- Determine the level of threat- by the Superintendent/Incident Commander or Designee
- Determine location of sheltering depending on nature of incident
- Contact the transportation Supervisor to arrange transportation to external site- if needed
- Transport by foot or vehicle to external sheltering site- if needed
- Where appropriate, facilities personnel will sweep the building to ensure that staff, students, visitors have been safely evacuated
- Establish a command post
- Account for all students and staff. Report any missing staff to or students to the Building/Program Administrator
- Determine other occupants in the building
- Make appropriate arrangements for human needs
- Take appropriate safety precautions
- Establish a public information officer to provide information and current status of the situation to parents and other inquiring parties
- If persons in parental relation pick up their students, they must sign them out
- Retain appropriate district personnel until all students have been returned home

## Appendix 7: Response Protocols to Specific Incidents

### HOSTAGE

#### Response Action:

1. Identify hostage situation - first person on the scene.
2. Notify the building administrator.
3. Immediately notify police of the situation and follow their instructions - building administrator.
4. Inform superintendent of situation and actions taken -building administrator.
5. Upon arrival of police officials, implement the following response actions as necessary:
  - \* Isolate area of building involved
  - \* Notify parents or spouse
  - \* Public information statements
6. The police will determine the termination of the emergency.

## **BOMB THREAT**

### Response Action:

1. Upon receipt of a bomb threat by telephone:
  - a. Ask the following questions (refer to **Bomb Threat Information Sheet**):
    - \* Where, specifically, is bomb located?
    - \* When, exactly, is bomb set to go off?
    - \* What materials are in the bomb?
    - \* What does the bomb look like?
    - \* Why is caller doing this?
    - \* Who is caller?
  - b. Write down answers to the above.
  - c. Describe the caller's voice:
    - \* Was it male or female?
    - \* Was it young or old?
    - \* Was the voice disguised or have an accent?
    - \* Describe any background noises.
2. Notify building administrator.
3. Notify police and superintendent - building administrator.
4. Notify staff and students to evacuate the building - building administrator. **DO NOT MENTION "BOMB SCARE!"**.
  - a. Use the fire alarm.
  - b. Set a guard at each entrance of the building to prevent people from re-entering the building.
5. Upon arrival, advise police or fire department of situation and follow their instructions. Advise superintendent of their presence. Turn control of building over to them - building administrator.
  - a. Arrange with police to have medical assistance stand by in the event that a device is found.

### Recovery Action:

1. Administrator involved should have building reoccupied by staff and students after it has been cleared by fire and police officials.

## **INTRUDER**

### **Response Action:**

1. Identify the intruder - first person on the scene.
2. Notify the building administrator.
3. Advise police of situation and follow their instruction for handling intruder(s) and ensuring safety of students and staff - building administrator.
4. Based on advice of police, confront the intruder - building administrator.
5. Escort intruder out of the building - building administrator.
6. If intruder refuses to leave, maintain surveillance, and summon police - building administrator.
7. Police or building administrator to determine the termination of the contingency.

## **KIDNAPPED PERSON**

### **Response Action:**

1. Identify kidnapping incident - first person on the scene.
2. Notify building administrator.
3. Immediately notify the police. Advise them of the situation and follow their instructions - building administrator.
4. Notify the superintendent - building administrator.
5. In coordination with police agency, notify parents or spouses of individuals who are or could be kidnapped. Also prepare official response in the event of media inquires.
6. Police to determine the termination of emergency.

### **Pre-plan Action:**

Develop attendance procedures to account for pupils and for unscheduled releases during school.

**Appendix 8: Names and contacts of educational agencies**

Name	Address	Town	Contact	Telephone
DCMO BOCES	6678 County Road 32	Norwich	Ginger Rinaldo	607-335-1234
Head Start-Unadilla Community Center	246 Main Street Unadilla, NY 13849	Unadilla	Tammy Bailey	607-369-7676



## Appendix 9: Threat Assessment

Threats of violence in school, while not commonplace, have the potential to become catastrophic if not responded to in an appropriate manner. These threats can originate from within the school community (students or staff) or from outside (disgruntled taxpayers, parents, persons from “competing” districts, terrorists). Regardless of the origin of the threat, the Unatego Central School District is committed to respond to all threats of violence using protocol as established by the United States Secret Service in its *Safe School Initiative: Implications for the Prevention of School Attacks in the United States (2002)*. Broadly speaking, this document urges schools to develop a multi-pronged approach to threats of violence and to coordinate a patterned response to each threat.

**\*\*Each building has a threat assessment group consisting of principals and counselors.**

The patterned approach varies depending upon the individual threat, but each threat is subjected to a three-pronged process that; 1) Determines whether the threat is direct or implied; 2) Determines the potential for violence of the threat; and 3) Determines the plan of action to prevent the threat of violence from becoming an act of violence.

- 1) All received threats will be initially treated as direct, meaning that initially the district will treat every threat of violence as serious until it is proven otherwise. For this reason, differentiating between implied and direct threats of violence is somewhat a moot point because further investigation will be conducted on each and every threat received. The person receiving the threat will have the option of convening the threat assessment group for any threat received or may use available information to determine the potential for violence immediately.
- 2) The threat assessment group, if activated, will utilize threat assessment forms to “quantify” the extent of the threat and categorize it into one of three categories: low, medium, or high.
- 3) Based upon the category of threat, the district will implement strategies to deal with the specifics contained in the received threat. These strategies will include the assistance of law enforcement agencies and could result in a myriad of actions, from simple non-intrusive investigations to more complex emergency actions. All actions will be deployed via the Incident Command Structure and will be implemented with one objective in mind, namely, to safeguard the school population from danger.

## **Appendix 10: Adoption of Plan**

Date of District-wide School Safety Team appointment by Board of Education resolution:  
August 6, 2001

Date(s) of meetings of District-wide School Safety Team in development of Plan:  
September 17 and 26, 2001; October 10 and 24, 2001

Date that District-wide School Safety Plan was first read and tabled for public comment:  
November 19, 2001

Date of public hearing by Board of Education: December 17, 2001

Date of adoption by Board of Education of District-wide School Safety Plan:  
January 8, 2002

Date District-wide School Safety Plan was mailed to the New York State Education  
Department: January 9, 2002

Date of re-adoption by Board of Education of District-wide School Safety Plan:  
September 2016

Date Revisions adopted by District Wide Safety Committee: September 2018

Annual Update and Board Approval: November 2018

Annual Update and Board Approval: August 17, 2020

Date Revisions adopted by District Wide Safety Committee: June 21, 2021

Annual Update and Board Approval: August 16, 2021

Date Revisions adopted by District Wide Safety Committee: June 9, 2022

Annual Update and Board Approval: August 1, 2022

Date Revisions adopted by District Wide Safety Committee: June 7, 2023

Date of public hearing by Board of Education: June 26, 2023

Annual Update and Board Approval: August 7, 2023

Minutes of committee meetings, Board of Education meetings and appropriate  
resolutions are kept by the Clerk of the Board of Education.

## APPENDIX A

### Communicable Disease - Pandemic Plan



## **Communicable Disease - Pandemic Plan**

Our District-Wide School Safety Plan is based on addressing the currently accepted phases of emergency management (Prevention/Mitigation; Protection; Response; Recovery). This concept is more simplistically defined as a way of looking at a potential emergency before, during and after the event. This Pandemic Plan is built upon the components already existing in our District-Wide School Safety Plan that also incorporates our Building-Level Emergency Response Plans. It is a flexible plan developed in collaboration with a cross-section of the school community and public health partners and will be updated regularly to reflect current best practices. The Plan will be tested (exercised) routinely as part of the overall exercise of the District-Wide School Safety Plan. The District-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this Plan and implementation at the building level through the Building-Level Emergency Response Team. Effective April 1, 2021, the Legislature amended Labor Law §27-c, Labor Law §27-1 and added a new provision to Education Law §2801-a. Labor Law §27-c now requires public employers to develop operation plans in the event of certain declared public health emergencies. Education Law §2801-a, requires school districts to develop plans consistent with the new Labor Law requirement. The new law requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. Educational institutions must prepare plans consistent with Labor Law §27-c as part of their school safety plans pursuant to newly added subsection (2)(m) of Education Law §2801-a. The Plan addresses the required components in the sections as noted below:

### **Prevention/Mitigation**

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

### **Protection/Preparedness**

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

### **Response**

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

### **Prevention/Mitigation:**

- We will work closely with the Otsego County Department of Health to determine the need for activation of our Plan. Administrators, principals, and school nurses will comply with the following procedures for reporting communicable diseases, including Coronavirus, Influenza, etc., and communicating with the Health Department by:

- Reporting suspected and confirmed cases of the identified disease to: The Otsego County Department of Health.
- Utilizing Public Health Consultation and Immediate Reporting to the Otsego County Department of Public Health: 607.547.4230
- *Utilizing an established Hotline: 888-364-3065*
- *Fax: Otsego County Department of Health at 607.547.4385*
- Utilizing Weekend/After-hours Consultation and Reporting: 607-547-1697
- The Otsego County Department of Health will monitor County-wide cases of communicable disease and inform school districts as to appropriate actions.
- The **Safety Coordinator** will help coordinate our Pandemic planning and response effort. This person will work closely with the District-Wide School Safety Team that has responsibility for reviewing and approving all recommendations and incorporating them into the District-Wide School Safety Plan. The school district Medical Director and nurses will be vital members of the Safety Team. Because of the potential importance of technology in the response effort (communication and notification) the district technology director will also be an important Team member. Other non-traditional individuals may also be required to be part of the Team.
- The District-Wide School Safety Team will review and assess any obstacles to implementation of the Plan.
- The school district will emphasize hand-washing and cough/sneezing etiquette through educational campaigns including the CDC Germ Stopper Materials; Cover Your Cough Materials; It's a SNAP Toolkit; and the NSF Scrub Clean; which can all be accessed at <http://www.cdc.gov/flu/school/>.
- We will educate and provide information to parents, staff, and students about our Pandemic Plan and about how to make an informed decision to stay home when ill. We will utilize our website, social media, postings, and direct mailings for this purpose.

## (2) Essential Positions/Titles

- Superintendent of Schools
- School Business Manager\*
- Director of Buildings and Grounds+
- Transportation Director+
- Bus Driver
- Bus Driver/Cleaner
- Bus Monitor/Aide
- Director of Technology+\*
- Chief Information Officer+\*
- District Treasurer\*
- District Lead Custodian
- Superintendent's Confidential Secretary/Clerk of the Board of Education\*
- Building Principal(s)\*
- Building Secretaries\*
- Special Programs Secretary\*
- Attendance Secretary\*
- Building Lead Custodian
- Cleaner
- Groundskeeper
- Director of Special Programs\*
- PC/LAN Tech^
- MITS Coordinator^
- Classroom Teacher\*
- Licensed Teaching Assistant\*
- Teacher's Aide
- Food Services Coordinator^
- Cook Manager
- Food Services Worker
- Mechanic

- Mechanic's Helper

Key: \* may work from home as appropriate + one person fills these positions ^ Contracted employee

Note: Final decision on working from home or in person is reserved to the Superintendent of Schools, subject to oversight by the Board of Education.

In the event of a government ordered shutdown, similar to our response to the Coronavirus in the spring of 2020, we are now required to consider how we would prepare for future shutdowns that may occur. As part of our planning, we are now required to provide information on those positions that would be required to be on-site or in district for us to continue to function as opposed to those positions that could realistically work remotely. All Unatego CSD staff are considered to be essential employees for purposes of this Pandemic Plan.

**Justification:**

**Superintendent of Schools:** Essential in maintaining routine and emergency operations of the District and needs to be on-site in order to do so. Some of the functions of the Superintendent could be accomplished remotely off-site.

**Food Service Workers/Cook Manager/Food Services Director:** It is anticipated that regardless of the mode of operation, students residing in the district will need to participate in the school lunch program. These workers are necessary to prepare breakfasts and lunches for in-person, hybrid, or remote students and for continuity of instruction. None of these positions are suitable for telecommuting with the exception of the Food Services Director.

**Transportation Director/Bus Drivers/Bus Driver-Cleaner/mechanic/mechanic's helper:** If instruction moves to fully remote, district transportation will be used to deliver school meals, paper assignments, and supplemental materials to students. These positions remain essential to the normal function of a school district. Bus Monitors assist in delivery of food and materials. These positions are not suitable for telecommuting with the possible exception of the Director of Transportation.

**Director of Building and Grounds/District Lead Custodian/Building Lead Custodian/Groundskeeper/Cleaners** are all essential to maintaining the physical plant. If students are learning remotely but instructional staff are providing instruction from their classrooms, these employees are essential to keep the buildings clean and safe for on-site staff. It is not feasible for persons in these positions to telecommute except for the Director of Buildings and Grounds.

**Director of Technology/PC-LAN Tech/MITS Coordinator:** are essential to maintaining devices, infrastructure, software, and network operations. Some work can be performed remotely but most requires employees in this class to be in person and on site.

**School Business Manager/District Treasurer/Superintendent's Secretary/Clerk of the Board of Education/Building Secretaries/Student Services Secretary:** can perform many of their essential functions both on and off site. They have the technology, equipment, and internet access to perform these functions from home with periodic need to report for work on-site. These positions remain essential regardless of the method of instruction.

**Building Principals/Director of Special Programs:** are essential and necessary for continuity of instruction. Many of their daily responsibilities can be conducted remotely with periodic need for on-site work.

**Teacher/Licensed Teaching Assistant:** are essential to the continuity of instruction. While there is justification for those holding these positions to teach remotely from their classroom (access to materials/supplies; better and more secure internet connectivity/greater bandwidth, etc.) they can also teach remotely from an off-campus location as they deliver both synchronous and asynchronous instruction, depending on direction from the State of New York and Otsego County as well as the extent of infectious transmission in the local communities.

**Teacher Aides:** Are not essential to continuity of learning and are not equipped to telecommute during a closure.

**Occupational Therapists/Speech and Language Teachers/Physical Therapists:** Are essential and their services are mandated for certain students via their Individual Education Plans (IEPs) and/or 504 Accommodations Plans. While their services are much better suited for in-person, face-to-face delivery, our experiences since March 2020 have shown that they can deliver many of their services remotely. For the reasons stated above for Teachers and LTAs, Related services providers can deliver instruction better by being on campus, but if circumstances warrant it, may deliver instruction/services from a remote location as well. They have been provided the devices and have internet connectivity to do so.

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

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

- **Mobile Device Assessments:**
  - All Instructional and Office staff who need devices have been assigned a district owned device according to need.
  - Conduct a cost analysis of technology device needs, yearly analysis, and replacement plan through our IPA.
- **Internet Access Assessments:**
  - Staff have been surveyed and those without reliable internet access have been provided with Wi-Fi “hotspots” to provide connectivity as needed.
  - Conduct an annual cost analysis as to Internet needs.
  - The District understands that due to the rural nature of our district, many staff members do not have access to reliable high-speed internet due to the geographic location.
- **Providing Mobile Devices and Internet Access:**
  - To the extent practicable, decide upon and develop procurement processes and processes for the configuration and distribution of appropriate mobile devices to those determined to be in need.
  - To the extent possible, and based on their job responsibilities, all staff are provided Unatego CSD laptops, Chrome Books, or iPad to ensure internet access.
  - To the extent practicable and technically possible, decide upon and develop procurement processes for, and when available, provide appropriate Internet bandwidth to those determined to be in need. WIFI hotspots and residential commercial Internet options will be evaluated for anticipated effectiveness in particular situations and are available and distributed based on need and job responsibilities.

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

- To the extent possible, have knowledge of the level of access to devices and high-speed broadband all students and teachers have in their places of residence;
- The District will periodically survey students and teachers as to their access to high-speed broadband.
- To the extent practicable, address the need to provide devices and internet access to students and teachers who currently do not have sufficient access; and
- Provide multiple ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models, especially if all students do not yet have sufficient access to devices and/or high-speed internet.
- The District has extended Wi-Fi access points to the outside of all district owned buildings and students, parents, staff, and community members may access Wi-Fi from the parking lots of the Unatego Junior-Senior High School in Wells Bridge, the Unatego Elementary School in Unadilla,

and the Bus Garage located in Otego. The District strongly supports the continuation of state and federal initiatives to expand rural broadband capacity within the district.

### **Mobile Devices Delivery:**

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

- Communication (e-mail, phone, online conferencing, social media)
- Teacher/student and student/student interaction (office hours, check-ins, peer collaboration)
- Instruction (video/audio recordings of instruction, instructional materials, synchronous distance learning, asynchronous online courses)
- Learning Materials and Content (digital content, online learning activities)
- Additional Technology Devices Assessments:
  - Identify students' technology needs to include adaptive technologies
  - Use the Asset Tracking Management System procedures to check out all mobile devices
  - If a shutdown happens abruptly, plan a pick-up time and location, and arrange to deliver devices to those who cannot pick them up.
  - Students who are full day at Unatego Elementary, Unatego Middle School, and Unatego Junior-Senior High School are provided one to one devices. In the event of a sudden closure due to pandemic, delivery locations and pickup times will be established, and notification made via School Messenger, District Website, and Social Media Accounts, including Twitter and Facebook.
- Providing Multiple Ways for Students to Learn
  - Support instructional programs as needed in preparation of non-digital, alternative ways for students to participate in learning and demonstrate mastery of Learning Standards in remote or blended models in circumstances in which students do not yet have sufficient access to devices and/or high-speed internet. For additional information, see "[Instructional Packets](#)" heading on the [Remote Instruction Schedule](#) page.

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

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

- Limiting building occupancy to 25%, 50% or 75% of capacity or the maximum allowable by State or Local guidance.
- Forming employee work shift cohorts to limit potential contacts.
- Limit employee travel within the building.
- Limit restroom usage to specific work areas.
- Stagger arrival and dismissal times.
- Alternate 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 in order to address any public health emergency.

### **Protection (Preparedness):**

We have collaborated with our partners to assure complementary efforts. We have invited representatives from the Otsego County Department of Health, Otsego County Sheriff's Department,



NYSP in Oneonta and Sidney, Otego, Unadilla, and Wells Bridge Fire Departments, Coordinators from the DCMO BOCES Health and Safety Department and others to attend our District-wide School Safety Team meetings. This will allow us to send consistent messages to the school community on pandemic related issues.

- The District-wide Command Center will be at the Unatego Junior-Senior High School with an alternate location at the Unatego Elementary School in Unadilla and will be activated at the direction of the School District Incident Commander. We have established our District-wide Incident Command Structure as follows:

David Richards	Primary Incident Commander	Superintendent of Schools
Patti Loker	Alternate Incident Commander	School Business Manager
Rhonda Burnside	Alternate Incident Commander	Director of Special Programs
Julie Lambiaso	Alternate Incident Commander	High School Principal
Mike Snider	Alternate Incident Commander	Elementary School Principal
Brian Trask	Primary Safety Officer	Director of Support Services
Patti Loker	Alternate Safety Officer	School Business Manager
George Flavell & Shawn Callahan SROs	Primary Liaison Officers	School Resource Officers
Sheila Nolan	Alternate Liaison Officer	Superintendent's Secretary And Clerk of the Board
David Richards	Primary Public Information Officer	Superintendent of Schools
Patti Loker	Alternate Public Information Officer	School Business Manager

Brian Trask	Primary Logistics Officer	Director of Support Services
Will Clark	Alternate Logistics Officer	District Lead Custodian
Julie Lambiaso	Primary Operations Officer	Building Principal
Mike Snider	Alternate Operations Officer	Building Principal
Rhonda Burnside	Primary Planning/Intelligence Officer	Director of Special Programs
Julie Lambiaso	Alternate Planning/Intelligence Officer	High School Principal
Patti Loker	Primary Finance Officer	School Business Manager
Amber Birdsall	Alternate Finance Officer	School District Treasurer

Building-level Command Posts and Incident Command Structures are defined in the Building-Level Emergency Response Plans. Our Incident Command System will complement and work in concert with the Federal, State, and Local Command Systems. Our central administrators and school building principals have completed the IS 100 (Introduction to Incident Command).

- The school district will designate a pandemic safety coordinator (administrator), for each of its schools, whose responsibilities include continuous compliance with all aspects of the school's reopening plan, as well as any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or "new normal" levels. The coordinators shall be the main contact upon the identification of positive cases of the disease in the students and staff 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.

<i>School/Program</i>	<i>COVID-19 Safety Coordinator/Administrator</i>	<i>Contact #Info</i>
<i>Unatego Elementary School</i>	<i>Mike Snider, Principal</i>	<a href="mailto:msnider@unatego.stier.org">msnider@unatego.stier.org</a>
<i>Unatego Middle School</i>	<i>Tim Simonds, Principal</i>	<a href="mailto:tsimonds@unatego.stier.org">tsimonds@unatego.stier.org</a>
<i>Unatego Jr-Sr High School</i>	<i>Julie Lambiaso, Principal</i>	<a href="mailto:jlambiaso@unatego.stier.org">jlambiaso@unatego.stier.org</a>
<i>Heidi Bond</i>	<i>Director of Public Health Otsego County</i>	<a href="mailto:bondh@otsegocounty.com">bondh@otsegocounty.com</a>

- Communication will be important throughout a pandemic outbreak. It will be necessary to communicate with parents, students, staff, and the school community. Communication methods may include websites; social media; school messenger; school postings; general mailings; e-mails; special presentations; phones and cell phones, texting; and the public media. A school district Public Information Officer (PIO) David Richards has been designated to coordinate this effort and act as the central point for all communication. The PIO will also retain responsibility for establishing and maintaining contact with accepted media partners. The PIO will work closely with our Technology Director to assure proper function of all communication systems. This coordination will also help assure that as many redundant communication systems as possible are available. Those that will be utilized are radio, phone, VOIP, zoom, email, and tele-conference. We have tested/exercised our communication systems on 2/16/2021.
- Continuity of operations and business office function could be severely impacted by a loss of staff. As such, our plan will include procedures for maintaining essential functions and services. This will include:
  - Overall Operations – we have defined the following decision-making authorities for the district:
  - David Richards, Superintendent of Schools  
James Salisbury, President of the Board of Education  
Patti Loker, School Business Manager  
Katherine Mazourek, Director of Special Programs  
Julie Lambiaso, High School Principal
  - Recognizing the need for these essential individuals to have frequent communication we have established as many redundant communication systems as possible. Our primary communication will be through our normal phone system followed by hand-held radios, cell phones, e-mail, zooms, district automated phone notification system (School Messenger).
  - The Business Office is essential for maintaining overall function and facilities operation. Back-up personnel will be important to maintain purchasing and payroll responsibilities. We have defined the following job titles for having back-up responsibility in the purchasing and payroll areas: Amber Birdsall, Treasurer; Patricia Loker, Business Manager/Deputy Treasurer; Sheila Nolan, Deputy Purchasing Agent; David Richards, Purchasing Agent. These individuals have been trained as back-ups for essential business office functions in July 2016 and August 2019. We have also established the ability to maintain these essential functions off-site from remote locations as follows: All staff has been given a laptop for use at home. Limited staff on-site as needed for scanning, with a shift schedule. Able to securely access the VPN lines to Unatego CSD hard drive. Off-site function was tested on March 17, 2020.
  - Maintenance of facilities will be difficult with a reduced or absent maintenance staff. The Director of Facilities or back-up designee will keep the business office informed of such status and of the point at which buildings can no longer be maintained. The Director of Facilities has provided building administrators with procedures for maintaining essential building functions (HVAC system operation, alarms, security, etc.) along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems and will update them, as necessary. If necessary, we will pool maintenance staff to form a mobile central team to help assist in essential building function and cleaning of critical areas such as bathrooms. Teachers may be asked to assist in this effort. If necessary, we may provide spray bottle sanitizers for each classroom teacher for doorknob and desktop disinfection only. Desktops will be misted with the provided disinfectant and left to dry. Training for teachers on this process was provided on September 8 and 9, 2020. At no time will products not approved by the school district be utilized.
  - Human Resources will be essential in monitoring absenteeism and managing the workforce. Changes to district policies and procedures concerning management of the workforce to affect a crisis response may become necessary and will be implemented by Human Resources. Cross-training was provided to staff in July and August 2020 to ensure essential functions will continue. Human Resources will help develop the Plan, in conjunction with all bargaining units, for emergency use of
  - personnel in non-traditional functions and changes in the normal workday such as alternate or reduced work hours, working from home, etc.

- Continuity of instruction will need to be considered in the event of significant absences or school closure. Restructuring of the school calendar may become necessary. We will work closely with the New York State Education Department on this potential result throughout the crisis period. Some of the alternate learning strategies we have implemented to be used in combination as necessary include:
  - Hard copy, self-directed lessons
  - Zoom
  - Use of mobile media storage devices for lessons (CDs, Jump Drives, I Pads, Chrome books and Laptop Pc's)
  - On-line instruction; on-line resources; on-line textbooks
  - 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

We have obtained input from curriculum staff in development of these strategies and have tested these methods on September 10-September 28; January 19-January 22; January 29.

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

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

- The school 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 (many people can carry communicable disease but do not exhibit symptoms).
- Cloth face coverings are not surgical masks, respirators, or personal protective equipment.
- Information should be provided to staff and students on proper use, removal, and washing of cloth face coverings.
- Masks are most essential in times when physical distancing is difficult.
- Procurement, other than some very basic preliminary purchases will be done on a consolidated basis to ensure that the district is getting the most for its PPE dollars.
- Teach and reinforce use of face coverings among all staff.
- We have encouraged all staff to utilize their own personal face coverings but have secured and will provide PPE for any employee requesting such protection. Specialized PPE (N95s, face shields, gowns, gloves, etc.) may be required for specific work tasks and will be provided as deemed necessary. Those individuals that are required to wear N-95 respirators will be fit-tested and medically screened prior to use to assure they are physically able to do so. We will work with the Health and Safety office to provide this capability. Parents will also be encouraged to provide face coverings for students however, face coverings will be provided for any student that cannot provide their own.

##### **PPE Supply Management**

- The Business Office and the Building and Grounds Departments are working with programs to determine the overall PPE needs of the district. Centralized purchasing will be used when possible.

Group	Quantity per 100 per Group	12 Week Supply 100% Attendance	12 Week Supply 50% Attendance	12 Week Supply 25% Attendance
Students	25 Masks per Week	300	150	75
Teachers/Staff	25	300	150	75
Nurse/Health Staff	25	300	150	75

*\*Note: N-95 respirators are recommended only if staff will be in contact with a suspected positive case of the disease and/or aerosol-generating procedure. Those employees required to wear N-95 respirators will need to be fit tested and medically evaluated in order to determine if the employees are capable of wearing an N-95 respirator without impacting health.*

## **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 Otsego County Department of Health and other experts. Each Building-Level Emergency Response Team will be informed that the Plan has been activated.

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

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

### **Confirmed Infection Case Requirements & Protocols**

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

### **CDC and NYSDOH Recommendations:**

- Closing off areas used by a sick person and not using these areas until after cleaning and disinfection has occurred.
- Opening outside doors and windows to increase air circulation in the area.
- Waiting at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible.
- Clean and disinfect all areas used by the person suspected or confirmed to have COVID-19, such as offices, classrooms, bathrooms, lockers, 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 COVID-19 can return to the area and resume school activities immediately after cleaning and disinfection.
- Refer to DOH’s [Interim Guidance for Public and Private Employees Returning to Work Following COVID-19 Infection or Exposure](#) for information on “close and proximate” contacts.
- If more than seven days have passed since the person who is suspected or confirmed to have the communicable disease visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

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

Schools must follow CDC guidance and NYS Department of Health requirements for allowing a student or staff member to return to school after exhibiting symptoms of the communicable disease. The district will utilize the resources provided by NYS DOH in a toolkit or other assistance {e.g., Flowcharts for Decision Making}.

### **Staff Absenteeism**

- Instructional staff will call into the Sub Registry when they are absent due to illness. Substitutes will be provided as necessary and as requested.
- The instructional departments will develop a plan to monitor absenteeism of staff, cross-train staff, and create a roster of trained back-up staff.
- The instructional 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 Human Resources Department 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 Business Office will continue to handle medical and ADA accommodations. Requests for accommodations related to the communicable disease should be sent to [abirdsall@unatego.stier.org](mailto:abirdsall@unatego.stier.org)
- The Superintendent of Schools will have final say regarding accommodations.

### **New York State Contact Tracing Program**

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

New York State has partnered with Bloomberg Philanthropies and the Johns Hopkins Bloomberg School of Public Health and Vital Strategies to create the NYS Contact Tracing Program, designed to help slow the spread of the COVID-19 communicable disease and begin to safely return to normal operations.

Contact Tracers work with people who have tested positive for COVID-19 to identify people they have had contact with and let them know they may have been exposed to the disease.

**The following information will be communicated to all District Employees:**

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

**A contact tracer will:**

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

If you test positive, a Contact Tracer will connect you with the support and resources you may need through quarantine, such as help getting groceries or household supplies, child-care, medical care, or supplies. The Tracer will work with you to identify and reach out via phone and text 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. This is how we stop the spread!

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 operate through the next flu season. It 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 the communicable disease.

## **Facilities: Cleaning and Sanitizing**

Cleaning removes germs, dirt, and impurities from surfaces or objects. Cleaning works by using soap (or detergent) and water to physically remove germs from surfaces. This process does not necessarily kill germs, but by removing them, it lowers their numbers and the risk of spreading infection. Visibly soiled surfaces and objects must be cleaned first. If surfaces or objects are soiled with body fluids or blood, use gloves and other standard precautions to avoid coming into contact with the fluid. Remove the spill, and then clean and disinfect the surface.

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

**Routine cleaning of school settings includes:**

- Cleaning high contact surfaces that are touched by many different people, such as light switches, handrails, and doorknobs/handles
- Dust- and wet-mopping or auto-scrubbing floors
- Vacuuming of entryways and high traffic areas
- Removing trash

- Cleaning restrooms
- Wiping heat and air conditioner vents
- Spot cleaning walls
- Spot cleaning carpets
- Dusting horizontal surfaces and light fixtures
- Cleaning spills

**Classroom/Therapy Rooms:**

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

**Common Areas:**

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

**Disinfecting:**

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

- Cleaning and disinfection requirements from the Centers for Disease Control and Prevention (CDC) and the Department of Health will be adhered to.
- Custodial logs will be maintained that include the date, time and scope of cleaning and disinfection. Cleaning and disinfection frequency will be identified for each facility type and responsibilities will be assigned.
- Hand hygiene stations will be provided and maintained, including hand washing 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 hand washing is not feasible.
- Regular cleaning and disinfection of facilities and more frequent cleaning and disinfection for high-risk areas used by many individuals and for frequently touched surfaces, including desks and cafeteria tables will be conducted.
- Regular cleaning and disinfection of restrooms will be performed.
- Cleaning and disinfection of exposed areas will be performed in the event an individual is confirmed to have COVID-19, with such cleaning and disinfection to include, at a minimum, 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 Administration.
- Additional paper towel dispensers may be installed in other designated spaces.

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

- Bus seats and handrails.
- Buttons on vending machines and elevators.
- Changing tables.
- Classroom desks and chairs.
- Door handles and push plates.
- Handles on equipment (e.g., athletic equipment).
- Handrails
- Kitchen and bathroom faucets.
- Light switches.
- Lunchroom tables and chairs.
- Related Services Spaces.
- Shared equipment.
- Shared desktops.



- Shared telephones.

**Hand Sanitizing:**

- Hand sanitizer bottles will be distributed to staff as approved by Health and Safety.

**Trash removal:**

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

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

It is recognized that as the work environment changes to adapt to the emergency situation and typical work schedules are modified it can become more difficult to track employees especially if they conduct work off site or in numerous locations. The ability to identify these individuals will be extremely important if contact tracing is necessary during a communicable disease crisis. Our plan to track such individuals can be found in Appendix C, Essential Employee Worksheets, page

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

Emergency housing for essential employees is not considered to be generally required for school employees as opposed to healthcare workers and other critical care workers. However, we have canvassed local hotels/motels so we may be prepared for an unanticipated need and should be able to access the following if necessary:

1. Country Motel, Sidney, NY (607-563-1035)
2. Super 8, Sidney, NY (607-583-8576)
3. Algonquin Motel, Bainbridge, NY (607-967-5911)

**Recovery:**

- Re-establishing the normal school curriculum is essential to the recovery process and should occur as soon as possible. We will work toward a smooth transition from the existing learning methods to our normal process. We will use all described communication methods to keep the school community aware of the transition process.
- We will work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- We will evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.
- Each Building-Level Post-incident Response Team will assess the emotional impact of the crisis on students and staff and make recommendations for appropriate intervention.
- The District-Wide School Safety Team and Building-Level Emergency Response Teams will meet to debrief and determine lessons learned. Information from the PIO, Business Office, Human Resources, Facility Director, and Building Principals will be vital to this effort. The District-Wide School Safety Plan and Building-Level Emergency Response Plans will be revised to reflect this.
- Curriculum activities that may address the crisis will be developed and implemented.

## SCHOOL DISTRICT (K-12) PANDEMIC INFLUENZA PLANNING CHECKLIST



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

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

Further information on pandemic influenza can be found at [www.pandemicflu.gov](http://www.pandemicflu.gov).

### I. Planning and Coordination:

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

### 1. Planning and Coordination (cont.):

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Consider developing in concert with the local health department a surveillance system that would alert the local health department to a substantial increase in absenteeism among students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Implement an exercise/drill to test your pandemic plan and revise it periodically.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Share what you have learned from developing your preparedness and response plan with other LEAs as well as private schools within the community to improve community response efforts.

### 2. Continuity of Student Learning and Core Operations:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop scenarios describing the potential impact of a pandemic on student learning (e.g., student and staff absences), school closings, and extracurricular activities based on having various levels of illness among students and staff.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop alternative procedures to assure continuity of instruction (e.g., web-based distance instruction, telephone trees, mailed lessons and assignments, instruction via local radio or television stations) in the event of district school closures.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a continuity of operations plan for essential central office functions including payroll and ongoing communication with students and parents.

### 3. Infection Control Policies and Procedures:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Work with the local health department to implement effective infection prevention policies and procedures that help limit the spread of influenza at schools in the district (e.g. promotion of hand hygiene, cough/sneeze etiquette). Make good hygiene a habit now in order to help protect children from many infectious diseases such as flu.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Provide sufficient and accessible infection prevention supplies (e.g., soap, alcohol-based/waterless hand hygiene products, tissues and receptacles for their disposal).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies and procedures for students and staff sick leave absences unique to a pandemic influenza (e.g., non-punitive, liberal leave).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish sick leave policies for staff and students suspected to be ill or who become ill at school. Staff and students with known or suspected pandemic influenza should not remain at school and should return only after their symptoms resolve and they are physically ready to return to school.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Establish policies for transporting ill students.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure that the LEA pandemic plan for school-based health facilities conforms to those recommended for health care settings (Refer to <a href="http://www.hhs.gov/pandemicflu/plan">www.hhs.gov/pandemicflu/plan</a> ).

### 4. Communications Planning:

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assess readiness to meet communication needs in preparation for an influenza pandemic, including regular review, testing, and updating of communication plans.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop a dissemination plan for communication with staff, students, and families, including lead spokespersons and links to other communication networks.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Ensure language, culture and reading level appropriateness in communications by including community leaders representing different language and/or ethnic groups on the planning committee, asking for their participation both in document planning and the dissemination of public health messages within their communities.

#### 4. Communications Planning (cont.):

Completed	In Progress	Not Started	
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and test platforms (e.g., hotlines, telephone trees, dedicated websites, and local radio or TV stations) for communicating pandemic status and actions to school district staff, students, and families.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Develop and maintain up-to-date communications contacts of key public health and education stakeholders and use the network to provide regular updates as the influenza pandemic unfolds.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Assure the provision of redundant communication systems/channels that allow for the expedited transmission and receipt of information.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Advise district staff, students and families where to find up-to-date and reliable pandemic information from federal, state and local public health sources.
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disseminate information about the LEA's pandemic influenza preparedness and response plan (e.g., continuity of instruction, community containment measures).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Disseminate information from public health sources covering routine infection control (e.g., hand hygiene, cough/sneeze etiquette), pandemic influenza fundamentals (e.g., signs and symptoms of influenza, modes of transmission) as well as personal and family protection and response strategies (e.g., guidance for the at-home care of ill students and family members).
<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	Anticipate the potential fear and anxiety of staff, students, and families as a result of rumors and misinformation and plan communications accordingly.





# Flowcharts for COVID-19 Decision Making

NEW YORK STATE Department of Health New York State Department of Health (NYSDOH) Pre-K to Gr 12 COVID-19 Toolkit

## NYSDOH COVID-19 In-Person Decision Making Flowchart for Student Attendance

### Can My Child Go To School Today?

In the past 10 days, has your child been tested for the virus that causes COVID-19, also known as SARS-CoV-2?

**YES** → Was the test result **positive** OR are you still waiting for the result?

**YES** → Your child **cannot** go to school today. They must stay in isolation (at home and away from others) until the test results are back and are **negative** OR if **positive**, the local health department has released your child from isolation.

In the last 14 days, has your child:

- Traveled internationally to a **CDC level 2 or 3 COVID-19 related travel health notice country**; or
- Traveled to a state or territory on the **NYS Travel Advisory List**; or
- Been designated a contact of a person who tested positive for COVID-19 by a local health department?

**YES** → Your child **cannot** go to school today. They must stay at home until your local health department releases your child from quarantine, at least 14 days. A negative diagnostic COVID-19 test does not change the 14-day quarantine requirement.

Does your child currently have (or has had in the last 10 days) one or more of these new or worsening symptoms?

- A temperature greater than or equal to 100.0° F (37.8° C)
- Shortness of breath or trouble breathing
- Feel feverish or have chills
- Nausea, vomiting, diarrhea
- Cough
- Muscle pain or body aches
- Loss of taste or smell
- Headaches
- Fatigue/feeling of tiredness
- Nasal congestion/runny nose
- Sore throat

**YES** → Your child **cannot** go to school today. Your child should be assessed by their pediatric healthcare provider (HCP). Call your child's HCP before going to the office or clinic to tell them about your child's COVID-19 symptoms. If your child does not have a HCP, call your local health department.

**NO** → Your child **CAN** go to school today. **Make sure they wear a face covering or face mask, practice social distancing, and wash their hands!**

Report absences, symptoms, and positive COVID-19 test results to your child's school.

**SEEK IMMEDIATE MEDICAL CARE IF YOUR CHILD HAS:**

- Trouble breathing or is breathing very quickly
- Change in skin color - becoming pale, patchy and/or blue
- Prolonged fever
- Racing heart or chest pain
- Is too sick to drink fluids
- Decreased urine output
- Severe abdominal pain, diarrhea or vomiting
- Lethargy, Irritability, or confusion

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NEW YORK STATE Department of Health New York State Department of Health (NYSDOH) Pre-K to Gr 12 COVID-19 Toolkit

## My child has COVID-19 symptoms. When can they go back to school?

HEALTHCARE PROVIDER (HCP) EVALUATION FOR COVID-19 (can be in-person or by video/telephone as determined by HCP)

HCP Recommends COVID-19 Diagnostic Test

**STAY OUT OF SCHOOL and in isolation until test result is back**

**Positive Test Result**

Your local health department will contact you to follow up. **Your child must remain in isolation (at home and away from others) until your local health department has released them from isolation**, which is typically:

- 10 days after symptom onset; **AND**
- Child's symptoms are improving; **AND**
- Child is fever-free for at least 72 hours without use of fever reducing medicines.

While your child is in isolation, **all members of the household must quarantine at home until released by the local health department**, typically 14 days.

*Note: A repeat negative COVID-19 test is not required for return to school.*

HCP Gives Alternate Diagnosis

If your child's HCP provides a diagnosis of a known chronic condition with unchanged symptoms, or a confirmed acute illness (examples: laboratory-confirmed influenza, strep-throat) **AND** COVID-19 is not suspected, then a note signed by their **HCP explaining the alternate diagnosis is required** before your child will be allowed to return to school. They may return to school according to the usual guidelines for that diagnosis.

*Note: a signed HCP note documenting unconfirmed acute illnesses, such as viral upper respiratory illness (URI) or viral gastroenteritis, will not suffice.*

OR

COVID-19 Diagnostic Test Recommended but Not Done and No Alternate Diagnosis

Child Is Not Evaluated by HCP

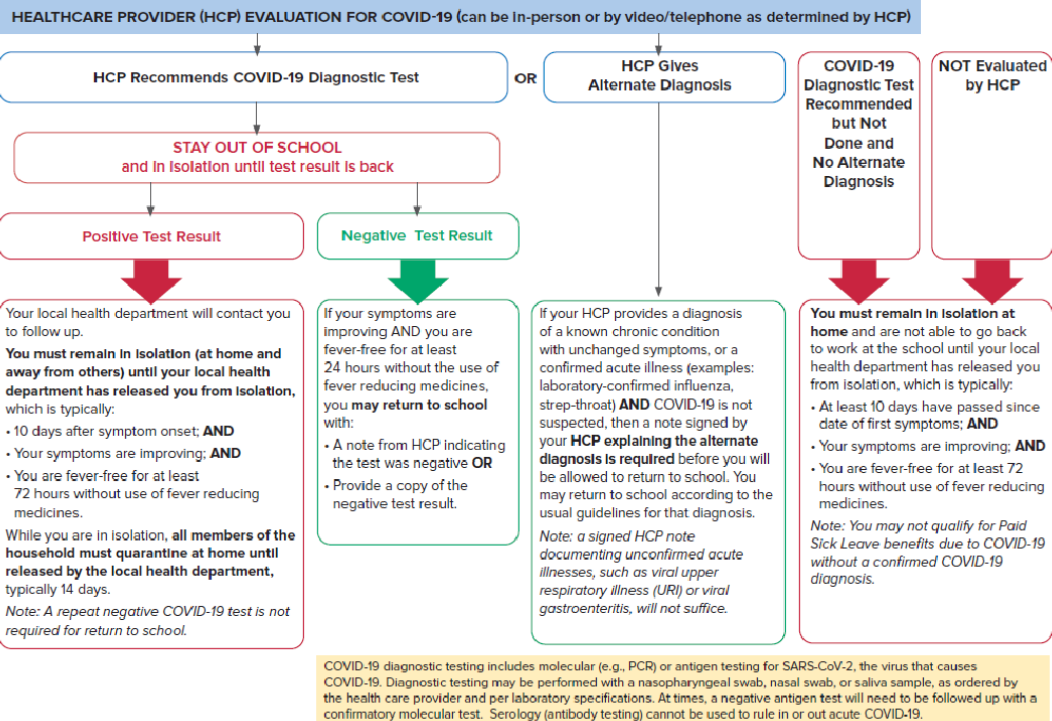
**Your child must remain in isolation at home** and is not able to go back to school until your local health department has released them from isolation, which is typically:

- At least 10 days have passed since date of first symptoms; **AND**
- Child's symptoms are improving; **AND**
- Child is fever-free for at least 72 hours without use of fever reducing medicines.

COVID-19 diagnostic testing includes molecular (e.g., PCR) or antigen testing for SARS-CoV-2, the virus that causes COVID-19. Diagnostic testing may be performed with a nasopharyngeal swab, nasal swab, or saliva sample, as ordered by the health care provider and per laboratory specifications. At times, a negative antigen test will need to be followed up with a confirmatory molecular test. Serology (antibody testing) cannot be used to rule in or out acute COVID-19.

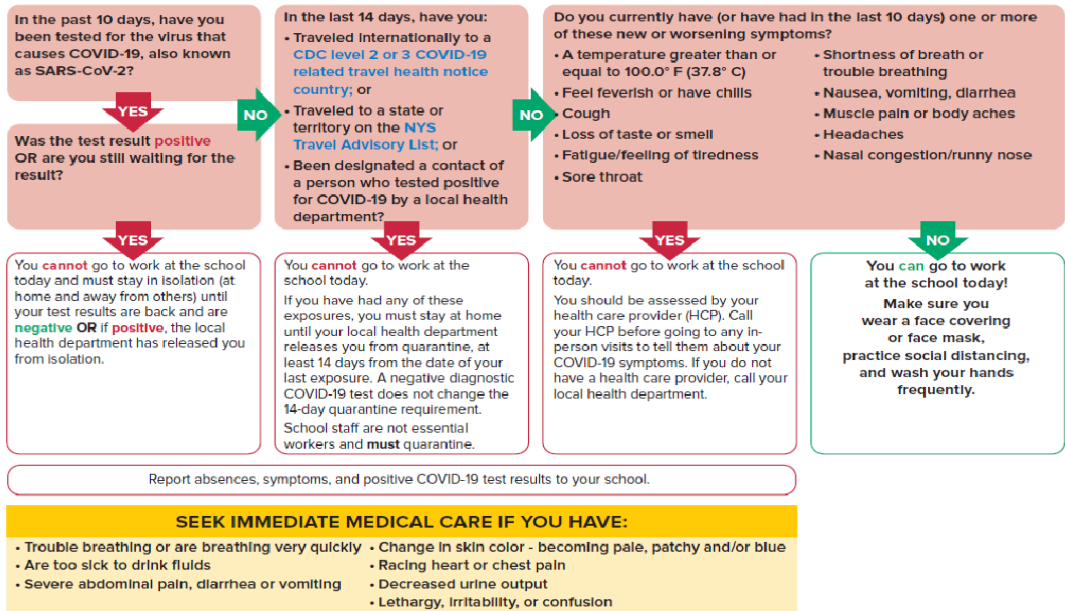
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## I have COVID-19 symptoms. When can I go back to work at the school?



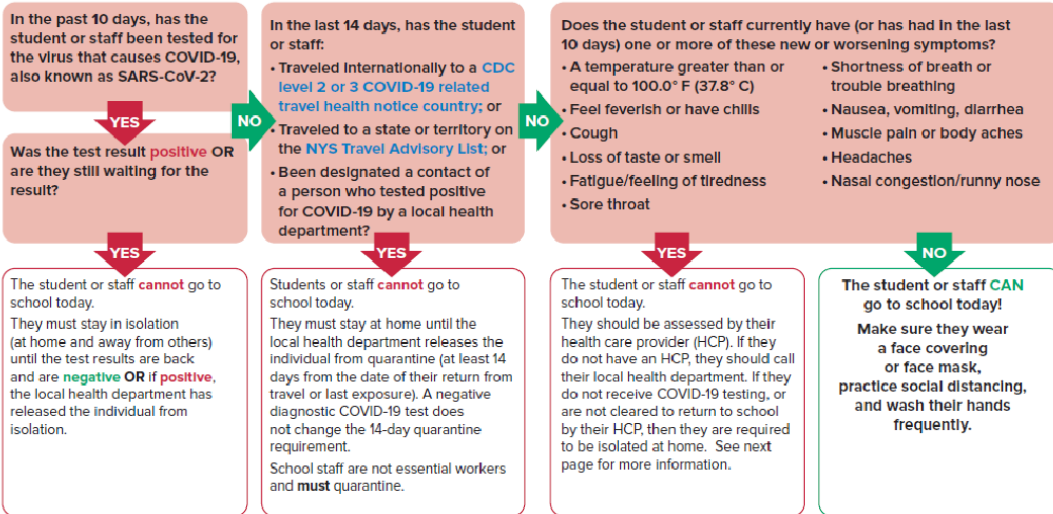
## NYSDOH COVID-19 In-Person Decision Making Flowsheet for Staff To Go To Work

### Can I Go to Work at the School Today?



## NYS DOH COVID-19 Guide for School Administrators and Schools Nurses

### COVID-19 Screening Flowsheet for Students and Staff

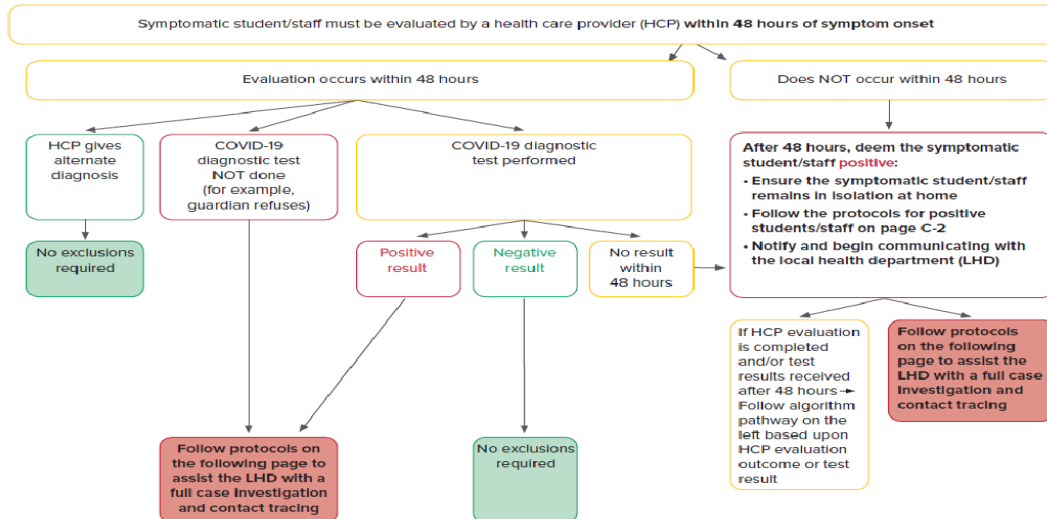


Communicate to your students and staff that they must report absences, symptoms, and positive COVID-19 test results to your school.

#### CALL 911 IF A STUDENT OR STAFF HAS:

- Trouble breathing or is breathing very quickly
- Severe abdominal pain, diarrhea or vomiting
- Change in skin color - becoming pale, patchy and/or blue
- Racing heart or chest pain
- Lethargy, irritability, or confusion

### COVID-19 exclusion protocol for contacts of symptomatic students and staff





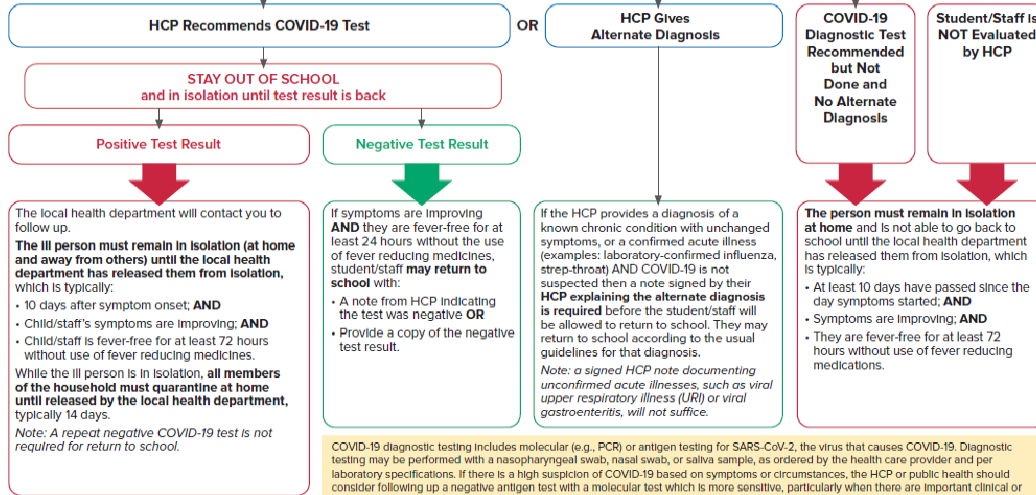
### COVID-19 Flowsheet for Student or Staff with COVID-19 Symptoms

#### Student/staff has symptoms consistent with COVID-19:

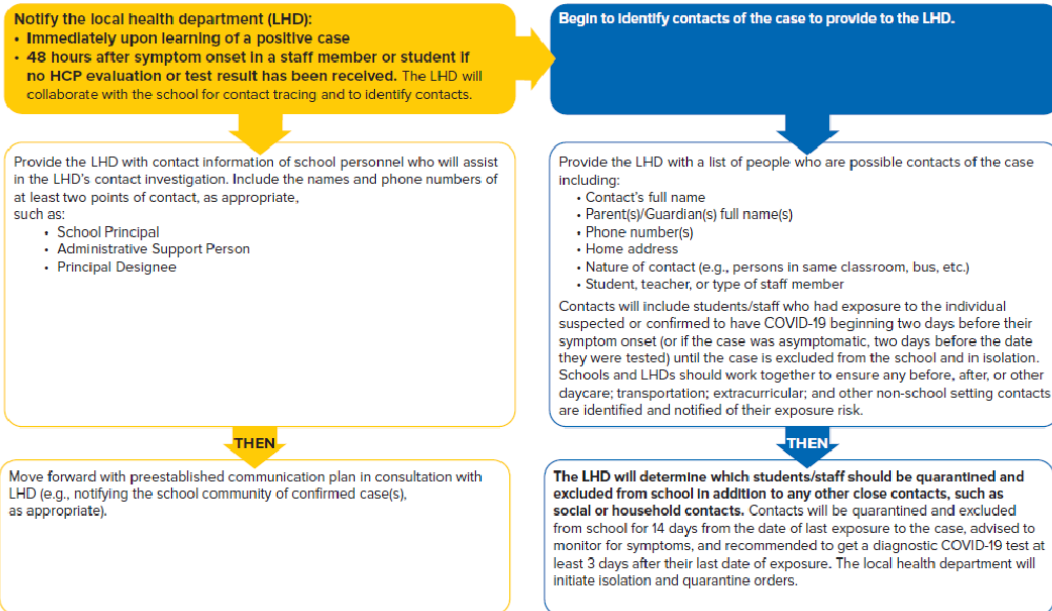
- Student/staff member should keep face mask on.
- Staff members should be sent home immediately.
- Students awaiting transport home by the parent/guardian must be isolated in a room or area separate from others, with a supervising adult present using appropriate personal protective equipment (PPE).
- School administration and the parent/guardian should be notified.

- Provide instructions that the individual must be seen by an HCP for evaluation and have COVID-19 testing (unless determined not necessary by HCP). If they do not have an HCP they should call their local health department.
- Schools should provide a list of local COVID-19 testing locations.
- Clean and disinfect area where the student/staff member was located.

#### HEALTHCARE PROVIDER (HCP) EVALUATION FOR COVID-19 (can be In-person or by video/telephone as determined by HCP)



### COVID-19 School and Local Health Department Coordination for Contact Tracing



#### When to welcome back affected students/staff:

The LHD will determine when students and staff are released from isolation or quarantine and can return to school.  
 The LHD should communicate to the school a release from isolation or quarantine in order for the student/staff to be welcomed back to the school.



## Emergency Remote Instruction Plan (Appendix B)

### Introduction

The district's Emergency Remote Instruction (ERI) Plan is being included in the district wide school safety plan (DWSSP) as required by Commissioner's Regulation §155.17. Beginning with the 2023-24 school year, all public-school districts and boards of cooperative educational services (BOCES) must develop a plan that addresses six different regulatory components related to how they will provide remote instruction under emergency conditions.

These ERI Plans will serve to ensure that there is a common understanding about remote instruction amongst district or BOCES staff, teachers, families and students.

ERI Plans must include the methods by which districts and BOCES will ensure the availability of devices and internet access, provision of special education and related services for students with disabilities, and the expectations for time spent in different remote modalities, should an emergency require the district or BOCES to transition to remote instruction.

ERI Plans must be informed by the district's Student Digital Resources data collection which is completed annually. Unatego Central School District will attach our ERI Plan yearly to our DWSSP as an appendix.

### Content Outline-Six Regulatory Components

- Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction.
- Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity.
- 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 exception that asynchronous instruction is supplementary to synchronous instruction.
- A description of how instruction will occur for those students for whom remote instructions by digital technology is not available or appropriate.
- 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.
- 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.

### Procedures to ensure computing devices will be made available to students

Our district is currently 1:1 for all K-12 students, K and 1st grade students have iPads and 2nd-12th grade students have Chromebooks. If a student did not bring home their device, the district would schedule time(s) for the distribution of devices. For families that were unable to pick-up the device, we would schedule a time for device drop off. Paper copies would be provided to students that were not able to use a computing device.

The district would schedule times for devices to be serviced or replaced on an ongoing (at minimum weekly) basis, at the district. The district would pick-up and drop off a replacement device for families that were unable to get to the district.

The above would be communicated with families using existing internal and external communications channels to notify students, and families/caregivers about remote and hybrid school schedules with as much advance notice as possible. The district's existing communication channels include the district's website, social media (Facebook, Twitter) and robo calls (School Messenger). The district will hold online forums to communicate the district's plan and will then mail home schedules.

In addition, the district will make every effort to ensure that communication to parents/legal guardians is in their preferred language and mode of communication. The district continues to be in communication with families via email, video conferencing, written communication, and phone calls. Communication occurs in the family's preferred language and mode of communication. Every effort has been made to ensure that communication is accessible to all individuals in accordance with the Web Content Accessibility Guidelines (WCAG) 2.0 Level A/AA.

This plan is consistent with the information provided by families in the Student Digital Resource data collection.

### Procedures to ensure students will access internet connectivity

For students that do not have reliable access to the internet, the district has a limited number of hot spots available. These devices do require cell phone reception which is not available throughout the district. For students that do not have reliable internet access/cell service, the district will provide paper copies and/or jump drives to students during remote learning. The district will provide greater access to reliable internet including providing space on property for students to access the school's Wi-Fi. We would also work with our community partners (i.e., libraries in the villages of Unadilla and Otego) to provide Wi-Fi access.

This plan is consistent with the information provided by families in the Student Digital Resource data collection.

### Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction

Our district is currently 1:1 for all K-12 instructional staff. Specifically, all instructional staff have a Chromebook or a laptop. If an instructional staff member did not bring home their device, the district would schedule time(s) for the distribution of devices. The district has a limited number of hotspots for instructional staff that do not have WiFi in their residence.

Instruction will not only focus on “core” subject areas to the exclusion of elective courses. Student schedules will remain the same to ensure that staff and students do not encounter conflicts wherein synchronous lessons for different subjects are offered simultaneously.

Remote learning opportunities for secondary students will include a greater emphasis on synchronous instruction, with teachers finding ways to provide live instruction and lessons to students. While recording of live lessons is still essential for students unable to attend at a scheduled time, teachers will ensure that their students are directly engaged with them and their class peers in experiential learning on a regular basis.

The amount of synchronous and asynchronous instruction varies by grade level. For students in grades K-2 there will be whole class check-ins throughout the day (2-4) for 20-30 minutes at a time. The remainder of the teacher’s day will be spent in office hours working with individual or small groups of students. For students in grades 3-5 there will be whole class check-ins throughout the day (2-4) for 30-40 minutes at a time. The remainder of the teacher’s day will be spent in office hours working with individual or small groups of students. Grades 6-12 will begin each period (9 per day) live with their whole class and teacher. The teacher will then use the 40-minute instructional period to provide whole class, small group and individual instruction. The use of Zoom, Microsoft Teams, and/or Google Meet permit breakout rooms for small group and individual instruction.

To support the needs of individual students including ELL/ML students, all students will follow their daily schedule therefore ensuring regular access to scheduled ESL services. Teachers would work collaboratively to ensure that instructional resources were available to students.

Annually, all instructional staff are provided training to review, revise and update remote learning plans. The district uses the October staff development day to ensure that all staff are aware of the expectations and have plans for remote teaching.

Description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate.

We have been able to provide all students with access to digital technology. We would work with the student and the family to provide the best support and resources to access remote learning. If a student could not access digital learning, they would still have daily live contact time with their teacher and classmates. We would work with the family on what resources and support could be provided to supplement this learning.

For students that do not have adequate access to the internet, the district has a limited number of hot spots available. These devices do require cell phone reception which is not available throughout the district. For students that do not have adequate internet access/cell service, the district will provide paper copies and/or jump drives to students during remote learning.

Description of how special education and related services will be provided to students with disabilities and preschool students with disabilities

Students will be provided virtual instruction to include related services. The district plan has educational equity for all at the forefront and all IEP accommodations will be met. The district will work with families to provide them with any necessary translations of documents and communications. The district will also continue to use the services of outside organizations to provide assistance to families. The CPSE and CSE committees will continue to meet in person or virtually to address all educational needs for each student. The committees will continue to make recommendations on programs and goals based on data collected. The Unatego Central School District will be in compliance with all Individualized Educational Plans.

The district will follow its existing engagement and communication protocols with parents regarding the provision of special education services for their child. The district will continue to be in communication with families via email, video conferencing, written communication, and phone calls. Communication occurs in the family's preferred language and mode of communication.

Estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction

The length of a school day during Remote Instruction will be equivalent to regular instruction. This will be a minimum of four (4) hours of instruction, not including lunch and/or recess.