

# ALFRED-ALMOND CENTRAL SCHOOL



## DISTRICT-WIDE SCHOOL SAFETY PLAN

**2023-2024**

**Public Meeting Date: July 5, 2023**

**Start of Public Comment Period: July 6, 2023**

**End of Public Comment Period: August 7, 2023**

**Board Adoption: August 16, 2023**

*Education Law 2801-a requires that "Each Board of Education, Chancellor or other governing body shall make each District-Wide School Safety Plan available for public comment at least thirty days prior to its adoption. Such District-Wide Plans may be adopted by the school board only after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. Each district shall file a copy of its District-Wide School Safety Plan with the Commissioner and all amendments to such plan shall be filed with the Commissioner no later than thirty days after their adoption."*

*Commissioner's Regulation 155.17 further requires that the District-Wide School Safety Plan be adopted by September 1st each year and that each district shall submit its District-Wide School Safety Plan and all amendments to such plan to the Commissioner, in a manner prescribed by the Commissioner, within 30 days after its adoption. To comply with the requirement that the District-Wide School Safety Plan be filed with the Commissioner, each school district, charter school and BOCES is directed to post their District-Wide School Safety Plan, including the school Code of Conduct, on the district website and submit the web address/URL to the Department below.*

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## EMERGENCY CONTACTS

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### SCHOOL PERSONNEL

|  |                                      |
|--|--------------------------------------|
| Superintendent, Brett Dusinberre                       | 607/276-6501 (O)<br>607/368-1941 (C) |
| Emergency Coordinator/Buildings & Grounds, Kyle Winans | 607/276-6566 (O)<br>607/661-7980 (C) |
| Transportation Supervisor, Ron Preston                 | 607/276-6565 (O)<br>585/307-5500 (C) |
| Secondary Principal, Melissa Rivers                    | 607/276-6559 (O)<br>480/225-3459 (C) |
| Elementary Principal, Casey Barber                     | 607/276-6525 (O)<br>585/406-5563 (C) |
| District Safety Committee Chairperson, Chris Smith     | 607/276-6514 (O)<br>607/769-4917 (C) |

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### EMERGENCY PERSONNEL

|   |              |
|---|--------------|
| Alfred-Almond Bible Church (Ken Shutt)                | 607/276-6700 |
| Almond Community Church                               | 607/276-6151 |
| Allegany County Sheriff                               | 911          |
| Allegany County Emergency Services                    | 911          |
| American Red Cross                                    | 607/324-6511 |
| Almond Town Supervisor (Jamie Mansfield)              | 607/382-2660 |
| New York State Department of Health (Allegany County) | 585/268-9255 |
| New York State Department of Transportation           | 585/973-2171 |
| New York State Police - Amity Barracks                | 911          |

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### UTILITIES

|                     |              |
|---------------------|--------------|
| Electricity (NYSEG) | 800/572-1111 |
| National Fuel       | 800/444-3130 |

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### MEDIA

|                 |              |
|-----------------|--------------|
| WLEA/WCKR       | 607/324-1480 |
| WHHO/WKPQ       | 607/968-8133 |
| Alfred Sun      | 607/587-8110 |
| Evening Tribune | 607/324-1425 |

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## DISTRICT INCIDENT COMMAND (DIC) TEAM

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DIC Team consists of Superintendent, Supervisor of Buildings and Grounds, the business manager, and CSE chairperson. All members of the DIC Team will assemble at the Command Post and implement the emergency response as directed by the District Incident Commander. The District Incident Commander will assign such other personnel as deemed necessary to meet the needs of the situation

The DIC Team will remain at the Command Post until the District Incident Commander has determined that the emergency is over, it is unsafe, or no longer necessary to remain or assigned them elsewhere.

### **DISTRICT INCIDENT COMMANDER (Superintendent) WILL:**

1. Take control upon being notified of an emergency
2. Make immediate decisions regarding emergency response.
3. Order activation of response.
4. Notify appropriate agencies.
5. Submit post-emergency reports
6. Perform testing of the Emergency Management Plan on an annual basis.
7. Meet with local government and emergency service organization officials to develop procedures for advice and assistance for emergency situations that exceed the expertise and/or resources of the district. These procedures will then be incorporated into the District's Emergency Management Plan.
8. Determine when and which educational agencies located within the school district shall be notified of an emergency and the action to be taken.
9. Make sure emergency supplies are available: flashlights, first aid kits, etc.

**COMMAND POST LOCATION:** *District Office, Alfred-Almond Central School, Almond, NY 14804*  
*Secondary site: Bus Garage/Transportation Office*

1. The Command Post and immediate area are equipped to receive messages from the Emergency Broadcast System, National Weather Bureau
2. Telephone System – Command Post area is equipped with a telephone system and one cellular phone. The telephone system is on Emergency Generator Circuit.
3. Emergency lighting – Emergency lights throughout the building are battery-operated.
4. A list of EMERGENCY TELEPHONE NUMBERS is posted in the Superintendent of Buildings and Grounds Office, as well as the offices of the Superintendent, Principals, Bus Garage, Maintenance Shop, Nurse, Student Services, and Business Office.
5. A list of Hazardous Materials is posted in the Superintendent of Buildings and Grounds Office.
6. Maps of the Alfred-Almond Central School district showing the locations of District-owned and operated buildings and other known educational agencies within the District boundaries are located in the emergency binder and an electronic folder.

## EMERGENCY PLANS

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To account for the various disaster emergencies there are three different plans of action to protect the health and safety of students and staff. The options are as follows: Go Home Plan; Shelter-in-Place Plan; Evacuation Plan.

The **GO-HOME PLAN** meets the need to return students to their homes and family as rapidly as possible. Schools need to have current plans which include the names and phone numbers of family and designated surrogates. Special students also need to be identified and planned for appropriately.

The **SHELTER-IN-PLACE PLAN** is a protective action that may be implemented when a situation warrants keeping all students, staff, and visitors behind locked doors while an incident is being investigated and addressed – **NO IMMINENT THREAT**. Hallways, bathrooms, and common areas should be cleared and occupants secured in the nearest lockable classroom or office. Classroom activities may continue as normal pending further instructions – no one is allowed to leave the classroom, including at normal passing times.

The **BUILDING EVACUATION /ALTERNATE SITE EVACUATION PLAN** is an evacuation of the building wherein the population is moved to a predetermined location away from the building but remaining on school property or to a predetermined alternate site that will provide shelter while an event is being addressed. The population may walk or be bussed. An evacuation may be directed at the result of a fire alarm, bomb threat, gas leak, or other emergencies.

In addition to having school emergency plans, providing instruction will prepare students and staff to respond to disaster and emergency situations in a practical way, which may save their lives and perhaps other lives. During emergencies, students and staff need to know what to do. It should be the standard operating procedure for staff and students to be familiar with the school emergency plans – each should know what to do in an emergency and how to do it should the need arise. Preparedness training and drills for disaster emergencies are important and necessary.

It will be the responsibility of the District Emergency Coordinator to be the communication liaison between the District, local, and county emergency preparedness agencies. When the District Emergency Coordinator has been notified that an emergency exists, he will activate the Plan and direct the operation from the Command Post.

***In the event there is an emergency situation at Alfred-Almond Central School, the following procedures, among other responses, may occur.***

## LOCKDOWN

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A **LOCKDOWN** is a protective action that may be implemented when there is an immediate and **IMMINENT THREAT** to the building population procedure is used when there is an immediate and imminent threat to the school building population. School students and staff are secured in the rooms they are currently in and no one is allowed to leave until the situation has been curtailed. This allows the school to secure the students and staff in place and remove any innocent bystanders from immediate danger. This procedure is most commonly used when there is an intruder in the building. Once a “Lockdown” has been announced, faculty and staff will follow district protocols.

## LOCKOUT

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A **LOCKOUT** is a protective action that may be implemented when a situation is occurring outside of the school building or in the vicinity of school property (e.g., police investigation). All students and staff involved in outside activities will be brought inside and all exterior doors and accessible windows closed and locked.

*All internal school day activities may continue as normal – including passing between classes - pending further instructions.*

## LIFE-THREATENING MEDICAL EMERGENCY MEDICAL RESPONSE TEAM

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A **LIFE-THREATENING MEDICAL EMERGENCY** may involve the response of the school’s Medical Response Team and may be accompanied by a **Shelter-In-Place**. A Life-threatening Medical Emergency does **not** necessarily imply that an act of violence has occurred or that there is a threat to anyone’s safety.

## FIRE SAFETY AND DRILLS

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Evacuation routes/directions for each room and/or area will be clearly posted. Teachers will review the evacuation procedures for their classroom with each class assigned to that room on the first day of school.

**Signal:** Fire Alarm

**All Clear:** Building principal announces it is safe to re-enter the building.

### Evacuation Procedures:

1. Upon hearing the fire alarm, students are to line up in the designated safe area in the room. The teacher will check the hallway to make sure it is safe and then the teacher will lead their students at a fast walking pace and exit the building per assigned evacuation routes. (Teachers should appoint someone to close windows and doors.)
2. All school personnel, except those assigned fire drill duties, will leave the building. Teachers must bring their red/green clipboard with them and take attendance when they get to their designated area. If you do not have your required students with you or there is an emergency, hold the red side of the clipboard up. If all required students are with you, please hold the green side of your clipboard up.
3. Students are to be moved at least 50 feet from the building upon exiting the doors. Roadways are to be kept clear. Once students are outside and secure, fire wardens will proceed to their assigned exits.
4. Upon the all-clear signal by the building administrator, students are to retrace the evacuation route back to the classroom.

In the event you observe a fire, no matter how small, your first obligation is to the safety of the building occupants. Therefore, ring the alarm to evacuate the building and immediately inform the office as to the location of the fire. Know the location of fire alarms and how to use them.

## BOMB THREATS

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A **BOMB THREAT** is a correspondence or a call, which leads a receiver of that information to believe that there may be an explosive device in the facility. Any employee or student who receives information that a bomb threat to the school has been issued shall notify the Superintendent immediately. The Superintendent (or senior designated administrator in the absence of the Superintendent) shall notify the school principal and law enforcement officials. The paramount concern shall be for the safety of the pupils and personnel in the District.

# VIOLENCE INTERVENTION

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There are two general categories of violent behavior that we may be confronted with in our schools: physical fights and individuals who are threatening with a weapon. Below are strategies for dealing with both types of incidents. Be sure to report any student threats of violence or any suspicious persons immediately to the building principal(s).

## **BREAKING UP FIGHTS**

1. Pay attention to warning signals and intervene before a physical altercation, if possible.
2. Get assistance – ask a teacher or a student to call the office or another teacher for help.
3. Remove obstacles, possible weapons and others – dismiss the audience.
4. Identify yourself, attempt verbal intervention; use noise distraction – shout; clap; drop a book, etc.
5. Give specific commands; remain non-judgmental.
6. Identify the aggressor, intervene to separate by removing aggressor after first energy peak falls.
7. If one of the participants has a weapon, don't try to disarm – wait for help.

## **DEALING WITH AN INDIVIDUAL WHO IS THREATENING WITH A WEAPON**

1. Use emergency notification – if possible, call the office and request assistance if someone with a weapon confronts you or your students. As concisely as possible, describe the situation to the person on the phone.
2. Use reflective listening to deal with the individual until help can arrive:
  - Say “I hear,” “You sound angry/upset/worried.”
  - Talk about your family, etc., to try to bond with the person – they will be less likely to hurt you if they see you as an individual;
  - LISTEN to them;
  - Try to get the subject to say he won't hurt you;
  - Use “where; what; how” to ask questions, not “why”
3. Make no quick moves; be passive; cooperate; maintain a distance and allow the person an escape route.
4. DON'TS:
  - Don't confront or antagonize (don't ask why)
  - Don't negotiate – a professional will be there to do that
  - Don't tell the person to relax or calm down
  - Don't empathize (“I understand how you feel”)
  - Don't defend the school or system – allow the person to vent
5. Remember that time is an ally.
6. In the early stages, attempt to get the person to let others leave – but don't push the issue.



# TORNADO/SEVERE WEATHER

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## DEFINITIONS:

- Tornado Watch - The weather is right for the production of tornadoes.
- Tornado Warning - A tornado has been sighted visually or by radar.
- Shelter Areas - All corridors excluding any space which is immediately adjacent to or opposite windows, a windowed stairwell or building entrances.
- Designated Shelter Areas - corridor space nearest each classroom or area which meets the criteria for a 'Shelter Area' or:
  - High School Gymnasium - students & staff shall move to corridor outside band rooms.
  - Elementary Gymnasium - students & staff shall move to corridor outside PE offices.
  - High School Pool - students & staff shall move to corridor adjacent to high school cafeteria.
  - Elementary Pool - student & staff shall move to corridor outside of the nurse's office.
  - Elementary Cafeteria – Elementary Lobby and adjacent corridor.
  - High School Cafeteria – Adjacent corridor and band room corridor.
- Upon receiving a tornado watch, all persons shall immediately be brought in from playgrounds and athletic fields and all building occupants alert to further instructions.
- Upon receiving a tornado warning, notification will be given by voice over the PA system, bullhorn or runner to all building occupants, playgrounds and athletic fields.
- Upon notification, all personnel shall immediately proceed by nearest route in an orderly fashion to your designated shelter area, closing all doors behind them. Corridor and stairwell doors shall be closed by nearest available person.
- Students are not to bring any possessions (books, coats, etc.) to shelter area.
- Teachers are to bring class attendance registers with them to shelter area. Attendance shall be taken as soon as possible and all students accounted for.
- Try to treat the situation in as "routine a way" as possible to avoid panic among students and staff.
- Be prepared to assist students and staff who may have emotional reactions to the situation.
- After taking shelter, if the storm is imminent, persons in the shelter area should take one of the following positions.
  - Drop Procedure: Down on knees, lean forward, cover as much of exposed body as possible by crossing arms and burying the face in the arms, with back to the natural light; or
  - Cross legs, sit on the floor, cover face with folded arms, with backs to the natural light.
- Parents or guardians ONLY will be allowed to pick their children up. This release will be done ONLY by the principal or his designee.
- All persons shall remain in the shelter area until the all clear signal is received by voice, or it becomes unsafe to remain in the same area.

# EARTHQUAKES

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If an earthquake strikes the following procedures should be followed:

1. Indoors: Action Drop Procedure: (See below) Drop on the floor away from glass areas (Corridor side of room). Do not try to leave building.
2. Outside: Get away from the building, utility poles and trees. If in a moving vehicle, stop and remain inside until shaking is over. Immediately take protective position.
3. When the earthquake ends:
  - Provide guidance to students, check for injuries, and assess damage in your area.
  - Unless imminent danger, stay put, do not leave area.
  - Assessment will be made of building and advisor issued.

## **Action Drop Procedure:**

The drop procedure is to be taken at the instant a disaster such as an earthquake or explosion is detected. Action drop is accomplished by assuming the protective position. To assume the protective position, drop to knees or remain standing hunched over, clasp both hands behind the neck, bury face in arms, make body as small as possible, close eyes and cover ears with forearms. Be sure that your body is turned away from windows and other glass that may shatter.

The signal for action drop will be a verbal command on the PA system. A disaster itself, such as the shaking of the earth in an earthquake will also signal an action drop.

# **Appendix A**

Public Employer Communicable Disease Plan

Alfred-Almond Central School

Appendix A to the District Safety Plan is in accordance with the amended New York State Labor Law section 27-c and New York State Education Law Paragraphs K and I of subdivision 2 of section 2801-a (as amended by section 1 of part B of chapter 56 of the laws of 2016), as applicable.

Per New York Education Law § 2801-a(2)(m) and New York Labor Law § 27-c, Alfred-Almond Central School District (the “District”) has prepared the instant Public Health Emergency Communicable Disease Plan (the “Plan”) to guide the District employees and the community in preparation for and response to a declared public health emergency involving a communicable disease.

This plan was developed with the input of District Safety Committee Members consisting of representatives from the following units as required by the amended New York State Labor Law.:

Alfred-Almond Administration

Alfred-Almond Teachers Association

Alfred-Almond Support Staff Association

No content of this plan is intended to impede, infringe, diminish, or impair the rights of us or our valued employees under any law, rule, regulation, or collectively negotiated agreement, or the rights and benefits which accrue to employees through collective bargaining agreements, or otherwise diminish the integrity of the existing collective bargaining relationship.

A copy of the final version of this plan will be published in a clear and conspicuous location and shall be included in The District Safety Plan.

The District publishes this Plan based on the requirements in place at the time of its publication but recognizes it must be flexible in the time of response to a communicable disease. Accordingly, the Plan may be updated over time. The District will comply with all applicable local, state, and federal orders, rules, laws, and regulations (collectively, the “Authority”). To the extent the Authority conflicts with any provisions of these Protocols, the District will comply with the Authority.

The Superintendent is responsible for the oversight of the implementation of this Plan and may designate one (1) or more employees to assist in such oversight. The Superintendent will consult legal counsel for guidance regarding any executive orders, rules, laws, or regulations, as needed.

## Contents of Plan

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### **Concept of Operations**

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### **Personal Protective Equipment**

### **Staff Exposures, Cleaning, and Disinfection**

Staff Exposures

Cleaning and Disinfecting

### **Employee Leave**

### **Documentation of Work Hours and Locations**

### **Housing for Essential Employees**

## Planning Assumptions

The health and safety of our employees and contractors are crucial to maintaining our mission-essential operations. The fundamentals of reducing the spread of communicable diseases include, but are not limited to:

- Using hand sanitizer and washing hands with soap and water frequently, including:
  - After using the restroom
  - After returning from a public outing
  - After touching/disposing of garbage
  - After using public computers, touching public tables and countertops, etc.
- Practicing social distancing, when possible.
- If you are feeling ill or have a fever, notify your supervisor immediately.
- If you start to experience coughing or sneezing, step away from people and food, cough or sneeze into the crook of your arm or a tissue, the latter of which should be disposed of immediately.
- Clean and disinfect workstations at the beginning, middle, and end of each shift.
- Other applicable guidance should also be considered, which may be published by the New York State Department of Health (“NYSDOH”), and/or local public health departments.

The following assumptions have been made in the development of this plan:

- The health and safety of our students, employees, and contractors, and their families, is of utmost importance.
- The circumstances of a public health emergency may directly impact our own operations.
- Impacts of a public health emergency will take time for us to respond to, with appropriate safety measures put into place and adjustments made to operations to maximize safety.
- The public and our constituency expect us to maintain a level of mission-essential operations.
- Resource support from other jurisdictions may be limited based upon the level of impact the public health emergency has upon them.
- Supply chains, particularly those for personal protective equipment (PPE) and cleaning supplies, may be heavily impacted, resulting in considerable delays in procurement.
- The operations of other entities, including the private sector (vendors, contractors, etc.), non-profit organizations, and other governmental agencies and services, may also be impacted due to the public health emergency, causing delays or other disruptions in their services.
- Emergency measures and operational changes may need to be adjusted based upon the specific circumstances and impacts of the public health emergency, as well as guidance and direction from public health officials and the Governor.
- Per S8617B/A10832, 'essential employee' is defined as a public employee or contractor who is required to be physically present at a worksite to perform their job.
- Per S8617B/A10832, 'non-essential employee' is defined as a public employee or contractor who is not required to be physically present at a worksite to perform their job.

## **Concept of Operations**

In executing this plan, all employees and applicable contractors of the District shall be notified by emails and/or texts with additional information and updates provided on a regular basis, as information and updates become available. Superintendents and other designated administrators will be notified of pertinent operational changes by way of written notification via email and/or texts. Other interested parties, such as vendors, will be notified by phone and/or email as necessary. The Superintendent, or their designee, will maintain communications with the public and constituents as needed throughout the implementation of this plan.

The Superintendent of the District, or their designee, will maintain awareness of information, direction, and guidance from public health officials and the Governor's office, directing the implementation of changes, as necessary.

Upon the conclusion of the public health emergency, as determined by the applicable

governmental agency, the Superintendent of the District, or their designee, will direct the resumption of normal operations or operations with modifications as necessary.

 **Essential Functions**

When confronting events that disrupt normal operations, the District is committed to ensuring that essential functions will be continued even under the most challenging circumstances. Essential functions are those functions that enable an organization to:

1. Maintain the safety of employees, contractors, and our constituency;
2. Provide vital services and applicable supervision of those services;
3. Provide any services required by law;
4. Sustain critical operations and maintenance; and
5. Uphold the core values and mission of the District.

Essential functions are prioritized according to a number of factors, which includes but is not limited to:

- The time needed and the priority of each essential function;
- Interdependency of a function to other functions; and/or
- How vital the function is to the ongoing operations and mission of the District. ▾

**Essential Positions**

Each essential function identified above requires certain positions on-site to effectively operate. The table below identifies the positions or titles that are essential to be staffed on-site for the continued operation of each essential function. Note that while some functions and associated personnel may be essential, some of these may be conducted remotely, as determined by the Superintendent or their designee, and do not need to be identified in this section.

| Essential Function    | Essential Positions/Titles  | Justification for Each   |
|-----------------------|---|--|
| <i>Administration</i> | <ul style="list-style-type: none"> <li>● <i>Superintendent</i></li> <li>● <i>Business Official</i></li> <li>● <i>Payroll Clerk</i></li> <li>● <i>Treasurer</i></li> <li>● <i>Principal</i></li> </ul> | <ul style="list-style-type: none"> <li>● <i>Ensures central point of communication and leadership, the safety of facilities, and continuity of District operations</i></li> <li>● <i>Ensures supervision and oversight of District operations and hardcopy business functions</i></li> </ul> |

|                                    |   |   |
|------------------------------------|---|---|
|                                    |   | <ul style="list-style-type: none"> <li>• <i>Management of facilities, instruction, instructional tools, and access to the same</i></li> </ul>           |
| <i>Food Service</i>                | <ul style="list-style-type: none"> <li>• <i>Food Service Manager</i></li> <li>• <i>Cook</i></li> <li>• <i>Food Service Workers</i></li> </ul> | <ul style="list-style-type: none"> <li>• <i>Preparation of meals and oversight of foodservice operations</i></li> </ul>                                 |
| <i>Health Office</i>               | <ul style="list-style-type: none"> <li>• <i>School Nurse</i></li> </ul>   | <ul style="list-style-type: none"> <li>• <i>Oversight of contact tracing, liaison with School Medical Director/Doctor and Administration</i></li> </ul> |
| <i>Transportation</i>              | <ul style="list-style-type: none"> <li>• <i>Director of Transportation</i></li> <li>• <i>Bus Drivers</i></li> </ul>                           | <ul style="list-style-type: none"> <li>• <i>Coordination of necessary travel, meals, and/or other needed services</i></li> </ul>                        |
| <i>Custodial &amp; Maintenance</i> | <ul style="list-style-type: none"> <li>• <i>Applicable Personnel</i></li> </ul>   | <ul style="list-style-type: none"> <li>• <i>Cleaning of facilities as necessary</i></li> </ul>  |
| <i>Instructional Services</i>      | <ul style="list-style-type: none"> <li>• <i>Applicable Personnel</i></li> </ul>   | <ul style="list-style-type: none"> <li>• <i>Materials in classrooms</i></li> <li>• <i>Student populations</i></li> </ul>                                |
| <i>Technology</i>                  | <ul style="list-style-type: none"> <li>• <i>Applicable Personnel</i></li> </ul>   | <ul style="list-style-type: none"> <li>• <i>Connectivity, the performance of technology equipment</i></li> </ul>  |



## Reducing Risk Through Remote Work & Staggered Shifts

By assigning certain staff to work remotely and by staggering work shifts, we can decrease crowding and density at worksites and on public transportation.

### Remote Work Protocols

In executing this plan, those employees identified by the Superintendent, or their designee, as non-essential will be notified and authorized to work remotely, as needed working remotely requires:

1. Identification by the Superintendent or their designee of the staff who will be authorized to work remotely;
2. Approval and assignment of remote work and related schedules;
3. Remote work logs to track work progress and troubleshoot issues that arise;
4. Equipping staff for remote work, which may include but is not limited to:
  - a. Internet-capable laptop;
  - b. Necessary peripherals;
  - c. Access to VPN and/or secure network drives;
  - d. Access to software and databases necessary to perform their duties;
  - e. A solution for telephone communications
    - Note that phone lines may need to be forwarded to off-site staff

### Staggered Shifts

Implementing staggered shifts may be needed for personnel performing duties that are necessary to be performed on-site but perhaps less sensitive to being accomplished only within regular work hours. As possible, the administration will determine whether opportunities for staff to work outside regular work hours as a strategy of limiting exposure is possible. Regardless of changes in start and end times of shifts, the District will ensure that employees are provided with their typical or contracted minimum work hours per week. Staggering shifts requires:

1. Identification of positions for which work hours will be staggered;
2. Approval by the Superintendent or their designee of the staff who will be authorized to work staggered shifts;
3. Approval and assignment of changed work hours by direct supervisor; and
4. Communication with applicable parties.

## Personal Protective Equipment

The use of personal protective equipment (PPE) to reduce the spread of communicable diseases is important to supporting the health and safety of our employees and contractors. PPE that

may be needed can include but is not limited to:

- Masks;
- Face shields/Goggles/Safety Glasses;
- Gloves; and/or
- Disposable gowns and aprons.

Note that while cleaning supplies are not PPE, there may be a related need for cleaning supplies used to sanitize surfaces, as well as hand soap and hand sanitizer. Protocols for providing PPE include the following:

1. Identification of the need for PPE based upon job duties and work location
2. Procurement of PPE
  - a. At least two pieces of each required type of PPE shall be obtained for each essential employee and contractor during any given work shift for at least six months.
  - b. Examples of available PPE include face masks, gloves, gowns and thermometers.
3. Storage of, access to, and monitoring of PPE stock
  - a. PPE shall be stored in a manner that will prevent degradation.
  - b. Employees have immediate access to PPE in the event of an emergency and will be available in classrooms and office spaces.
  - c. An eight-week supply of PPE will be monitored by Facilities to ensure integrity and track usage rates.
  - d. PPE stock will be stored in the Nurse's office and Facility storage areas
4. PPE Suppliers
  - a. Personal Protective Equipment is procured from the following vendors: Vasco and Sanico
5. Cleaning Supplies
  - a. Cleaning supplies are procured from the following vendors: Vasco and Sanico

## Staff Exposures, Cleaning, and Disinfection

### Staff Exposures

Staff exposures are organized under several categories based upon the type of exposure and presence of symptoms. Following NYSDOH guidelines, we have established the following protocols:

- A. If employees are exposed to a known case of communicable disease that is the subject of the public health emergency and deemed as a "close contact" to someone who is confirmed infected and has been isolated/quarantined by the local public health department:

1. Close contacts shall remain at home or in a comparable setting and practice social distancing for current applicable NYSDOH/public health guidance for the communicable disease in question.
  - a. As determined by the Superintendent, or their designee, these employees will be permitted to work remotely during this period of time if they are not ill, if such duties are capable of being performed remotely.
2. As authorized by law and applicable government agencies, essential employees may continue work following potential exposure, provided they remain symptom-free and additional precautions are taken to protect them, other employees and contractors, and our constituency/public.
  - a. Additional precautions will include the requirement of the subject employee or contractor, as well as others working in their proximity, to wear appropriate PPE at all times to limit the potential of transmission.
  - b. In-person interactions with the subject employee or contractor will be limited as much as possible.
  - c. Work areas in which the subject employee or contractor is present will be disinfected according to the current NYSDOH/public health protocol. See the section on Cleaning and Disinfection for additional information on that subject.
  - d. If at any time they exhibit symptoms, refer to item B below.
  - e. The Superintendent or his/her designee shall ensure these protocols are followed.
- B. If an employee or contractor exhibits symptoms of the disease that is the subject of the public health emergency, the Superintendent or their designee:
  1. Employees and contractors who exhibit symptoms in the workplace should be immediately separated from other employees, customers, and visitors. They should immediately be sent home with a recommendation to contact their physician.
  2. Employees and contractors who exhibit symptoms outside of work should notify their supervisor and stay home, with a recommendation to contact the School Nurses to determine what testing options are available or contact their physician.
  3. Employees should not return to work until they have met the criteria to discontinue home isolation per NYSDOH/local public health department guidance and/or have consulted with a healthcare provider, as applicable.
  4. The District will not require sick employees to provide a negative test result for the disease in question or healthcare provider's note to validate their illness, qualify for sick leave, or return to work unless there is a recommendation from the NYSDOH/public health officials to do so.
  5. Persons exhibiting symptoms may return to work if at least 24 hours have passed since the last instance of fever without the use of fever-reducing medications or in accordance with other NYSDOH/local public health department guidelines.
- C. If an employee or contractor has tested positive for the communicable disease that is the subject of the public health emergency:
  1. Apply the steps identified in item B, above, as applicable.

2. Areas occupied by the subject employee or contractor will be closed off in accordance with applicable NYSDOH/local public health department guidelines.
  - a. NYSDOH and other local public health department guidance will be considered before cleaning, disinfecting, and reoccupying of those spaces will take place. If this time period is not possible, a period of as long as possible will be given.
  - b. Any common areas entered, surfaces touched, or equipment used shall be cleaned and disinfected immediately.
  - c. See the section on Cleaning and Disinfection for additional information on that subject.
3. Identification of potential employee and contractor exposures will be conducted
  - a. If an employee or contractor is confirmed to have the communicable disease in question, the Superintendent or their designee will inform all contacts of their possible exposure. Confidentiality shall be maintained as required by the Americans with Disabilities Act (ADA).
  - b. Apply the steps identified in item A, above, as applicable, for all potentially exposed individuals.

We recognize there may be nuances or complexities associated with potential exposures, close contacts, symptomatic persons, and those testing positive. We will follow the NYSDOH/local public health department recommendations and requirements and coordinate with our local public health department for additional guidance and support as needed.

### **Cleaning and Disinfecting**

NYSDOH/local public health department and CDC guidelines will be followed for cleaning and disinfection of surfaces/areas. Present guidance for routine cleaning during a public health emergency includes

1. Employees and contractors will clean their own workspaces at the beginning, middle, and end of their shifts, at a minimum.
  - a. High traffic/high-touch areas and areas that are accessible to the public/constituents will be disinfected at least hourly.
  - b. Cleaners will be assigned and shall be responsible for cleaning common areas daily.
2. Staff tasked with cleaning and disinfecting areas will be issued and required to wear PPE appropriate to the task.
3. Soiled surfaces will be cleaned with soap and water before being disinfected.
4. Surfaces will be disinfected with products that meet EPA criteria for use against the virus in question and which are appropriate for that surface.
5. Staff will follow instructions for cleaning products to ensure the safe and effective use of the products.

## Employee Leave

Public health emergencies are extenuating and unanticipated circumstances in which the District is committed to reducing the burden on our employees. The District shall comply with applicable collective bargaining agreements as well as state and federal laws and regulations related to employee leave. This policy may be altered based upon changes in law or regulation, as applicable.

Additional provisions may be enacted based upon need and the guidance and requirements in place by federal and state employment laws, FMLA, executive orders, MOU's/MOA's, and other potential sources.

Contractors, either independent or affiliated with a contracted firm, are not classified as employees of the District, and as such are not provided with paid leave time by the District unless required by law.

## Documentation of Work Hours and Locations

In a public health emergency, it may be necessary to document the work hours and locations of each employee and contractor to support contact tracing efforts. Identification of locations shall include on-site work and off-site visits.

This information may be used by the District to support contact tracing within the organization and may be shared with local public health officials. During a public health emergency, the District may consider *the use of electronic "work logs" to document work hours and activities during scheduled work shifts and while working remotely or on specific projects. These logs will be shared or managed by their supervisors periodically.*

## Housing for Essential Employees

There are circumstances within a public health emergency when it may be prudent to have essential employees lodged in such a manner which will help prevent the spread of the subject communicable disease to protect these employees from potential exposures, thus helping to ensure their health and safety and the continuity of the District essential operations.

If such a need arises, as determined by the Superintendent, hotel rooms may be the most viable option. If hotel rooms are for some reason deemed not practical or ideal, or if there are no hotel rooms available, the Superintendent or their designee will coordinate with the Allegany County Emergency Management Office to help identify and arrange for these housing needs.

- **Microtel Inn & Suites by Wyndham**  
30 W Dyke St, Wellsville, NY 14895 • (585) 593-3449
- **Saxon Inn**

1 Park, Alfred, NY 14802 • (607) 871-260

- **Best Western Maple City Inn**

1 Canisteo Square, Hornell, NY 14843 • (607) 324-4300

Alfred-Almond Central School District  
Remote Learning Plan  
Addendum to District-Wide Safety Plan

New York State Department of Education (NYSED) allows districts that would otherwise close due to an emergency to remain in session and provide instruction through remote learning, therefore counting these instructional days towards the annual hours and days requirement for State Aid purposes. A district's plan *must* include the methods by which it will ensure the availability of devices, internet access, provision of special education and related services for students with disabilities, and the expectations for time spent in different remote modalities (i.e., synchronous and asynchronous learning). Per NYSED, remote instruction *“requires regular and substantive teacher-student interaction with an appropriately certified teacher.”*

According to NYSED, “the plan **must** include the following:

1. Policies and procedures to ensure computing devices will be made available to students or other means by which students will participate in synchronous instruction;
2. Policies and procedures to ensure students receiving remote instruction under emergency conditions will access internet connectivity;
3. Expectations for school staff as to the proportion of time spent in synchronous and asynchronous instruction of students on days of remote instruction under emergency conditions with an expectation that asynchronous instruction is supplementary to synchronous instruction;
4. A description of how instruction will occur for those students for whom remote instruction by digital technology is not available or appropriate;
5. A description of how special education and related services will be provided to students with disabilities and preschool students with disabilities, as applicable, in accordance with their individualized education programs to ensure the continued provision of a free appropriate public education; and
6. For school districts that receive foundation aid, the estimated number of instructional hours the school district intends to claim for State aid purposes for each day spent in remote instruction due to emergency conditions pursuant to section 175.5 of this Chapter.”

The district's remote instructional plan will be implemented to maintain the required number of hours and days per NYSED requirements. If not used after the exhaustion of all snow days for the year, the result would be the take-back of days from a scheduled break (e.g., the Friday of a Spring Break), to maintain NYSED requirements. The plan below details the expectations for student learning when the district elects to activate this plan.

As for items 1, 2, and 4 above, results from our connectivity survey in 2020 indicated a majority of students in Alfred-Almond have connectivity and devices available in the home. For 2023-2024, all students have been assigned one-to-one devices for their use. When the notice of inclement weather affords the district the time, devices will be distributed to those students who need them. Expectations of asynchronous student work are found in the chart for those that might not be able to connect due to the inclement weather affecting infrastructure or various issues resulting from the cancellation of in-person education.

## **Alfred-Almond CSD Virtual Learning Plan**

**Instructional staff will live-stream and record, as noted below, all direct instruction lessons and will share all learning materials electronically using SeeSaw/Google Classroom.**

### **All Instructional Staff (PK-12) Expectations**

1. SeeSaw/Google Classroom is the landing page for students to access the learning for the day.
2. Within SeeSaw/Google Classroom, the teacher will provide access to the live video instruction link via Google Meets).
3. Live video instruction will be recorded (as noted below) and posted on SeeSaw/Google Classroom page.
4. The daily classroom schedules must be followed, including normal start times, to ensure that all services (e.g., Response to Intervention, Occupational Therapy, Physical Therapy, Speech, Social Worker, special education, instrumental lessons, etc.) are provided to every student on that day.
5. During synchronous sessions, the teacher will assign work to be completed by students asynchronously.
6. Because there may be students that, for various reasons, that cannot connect synchronously, teachers are to prepare equivalent and substantive work available on their SeeSaw/Google Classroom page.
7. Work assigned is to provide reinforcement and mastery of previously introduced knowledge and skills.
8. Work completed while on remote instruction will be submitted within two days of returning to in-person instruction.
9. If the notice of the district's intent to implement this plan allows, physical materials will be distributed to students on the in-person day before the remote day. A technology distribution process will be created for all to follow.
10. If in the case of three or more continuous days in remote instruction:



- a. learning will move to initial instruction of knowledge and skills; and
  - b. options will be provided for the submittal of completed student work.
11. Consideration will be given to grade-level appropriateness of the work assigned and submitting process.
  12. Daily/Period attendance is taken. A student is marked present when they appear for live instruction.
  13. Times noted below are *minimum* expectations of time with students.
  14. Review the expectations for a remote day with your students (e.g., review SeeSaw/Google Classroom site, ensure logins work).

## **Grades PK – 4 Expectations**

### **Teachers of general education classrooms**

- Daily minimum synchronous live expectations
  - 10 minutes of a morning meeting
  - 20 minutes of ELA
  - 20 minutes of math
  - 20 minutes additional learning (e.g., science or social studies planned for that day, or additional time given to math and/or ELA, etc.)
- Instruction is to be recorded and posted to SeeSaw/Google Classroom page.
- A live link is to be kept open during designated learning times after instruction windows noted (e.g., stay live after the 20 minutes of ELA for students to ask questions). This live-streaming time is not to be recorded.
- Teacher’s schedule for that day will be posted on SeeSaw/Google Classroom page to ensure students and parents know the times. The schedule is to be typical for that particular day (e.g., Mon., Tues., etc.).
- Virtual learning packets of work will be created for students by teachers. In addition to paper-based work, administrator support will be given to provide login information and SeeSaw/Google Classroom supporting info in the packets.

### **Teachers of RtI**

- Minimum live expectations
  - 20-minute lesson/session at the normally scheduled time for that day.
- Instruction/session is to be documented.
- A live link will be kept open during designated learning times after instruction windows are noted (e.g., stay live after the 20-minute lesson for students to ask questions). This live-streaming portion is not to be recorded.

**OT, PT, Speech providers, and school social worker:**

- Minimum live expectations
  - 15 to 30-minute sessions at the normally scheduled time for that day.
  - Length of time is dependent upon students' identified needs based upon their individual disability
- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of session planned.
- Instruction/session is to be documented.

**School psychologist**

- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of event planned (e.g., evaluations, meetings).
- Complete tasks related to responsibilities; these may include, but are not limited to, evaluation scoring, report writing, parent communication, and BIP updates.

**Teachers of art, library, music, and physical education:**

- Minimum Live Expectations
  - 15-minute lesson at the normally scheduled time for that day.
- Instruction will be recorded and posted to SeeSaw/Google Classroom page.

- A live link will be kept open during designated learning times after instruction windows are noted (e.g., stay live after the 15 minutes of the art lesson for students to ask questions). This live-streaming time is not to be recorded.

## **Grades 5 & 6 Expectations**

### **Teacher of general education**

- Daily minimum synchronous live expectations
  - 10 minutes of a morning meeting
  - 20 minutes of ELA
  - 20 minutes of math
  - 20 minutes additional learning (e.g., science or social studies planned for that day, or additional time given to math and/or ELA, etc.)
- Instruction is to be recorded and posted to SeeSaw/Google Classroom page.
- A live link is to be kept open during designated learning times after instruction windows are noted (e.g., stay live after the 20 minutes of ELA for students to ask questions). This live-streaming portion is not to be recorded.
- Teacher's schedule for that day will be posted on SeeSaw/Google Classroom page to ensure students and parents know the times. The schedule is to be typical for that particular day (e.g., Mon., Tues., etc.).

### **Teachers of RtI**

- Minimum live expectations
  - 20-minute lesson/session at the normally scheduled time for that day.
- Instruction/session is to be documented.
- A live link will be kept open during designated learning times after instruction windows are noted (e.g., stay live after the 20-minute lesson for students to ask questions). This live-streaming portion is not to be recorded.

### **OT, PT, Speech providers, and school social workers**

- Minimum live expectations

- o 15 to 30-minute sessions at the normally scheduled time for that day.
- o Length of time is dependent upon students' identified needs based upon their individual disability
- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of session planned.
- Instruction/session is to be documented.

### **School psychologist**

- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of event planned (e.g., evaluations, meetings).
- Complete tasks related to responsibilities; these may include, but are not limited to, evaluation scoring, report writing, parent communication, and BIP updates.

### **School counselors**

- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of event planned (e.g., meetings).
- Complete tasks related to responsibilities; these may include, but are not limited to, virtual student meetings or lessons in the classroom scheduled for that day, contact with students that are disengaged with virtual learning, and parent communication.

### **Teachers of art, library, music, and physical education:**

- Minimum Live Expectations
  - o 20-minute lesson at the normally scheduled time for that day.
- Instruction will be recorded and posted to SeeSaw/Google Classroom page.
- A live link will be kept open during designated learning times after instruction windows are noted (e.g., stay live after the 20 minutes of the art lesson for students to ask questions). This live-streaming portion is not to be recorded.

## **Grades 7 – 8 Expectations**

### **Teacher of general education**

- Minimum synchronous live expectations
  - a 25-minute lesson at the normally scheduled time.
- Instruction will be recorded and posted to SeeSaw/Google Classroom page.
- A live link will be kept open for the remainder of the period after the instruction window is noted (e.g., stay live after the 25 minutes of Math 8 for students to ask questions). This live-streaming portion is not to be recorded.
- Teacher’s schedule for that day will be posted on SeeSaw/Google Classroom page to ensure students and parents know the times. The schedule is to be typical for that particular day (e.g., Mon., Tues., etc.).

### **Teachers of AIS**

- Minimum live expectations
  - 25-minute lesson/session at the normally scheduled time for that day.
- Instruction/session is to be documented.
- A live link will be kept open during designated learning times after instruction windows are noted (e.g., stay live after the 25-minute lesson for students to ask questions). This live-streaming portion is not to be recorded.

### **OT, PT, Speech providers, school social worker**

- Minimum live expectations
  - 15 to 30-minute sessions at the normally scheduled time for that day.
  - Length of time is dependent upon students’ identified needs based upon their individual disability
- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of session planned.

- Instruction/session is to be documented.

**School psychologist**

- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of event planned (e.g., evaluations, meetings).
- Complete tasks related to responsibilities; these may include, but are not limited to, evaluation scoring, report writing, parent communication, and BIP updates.

**School counselors**

- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of event planned (e.g., meetings).
- Complete tasks related to responsibilities; these may include, but are not limited to, virtual student meetings scheduled for that day, contact with students that are disengaged with virtual learning, parent communication, and remote scheduling meetings.

## **Grades 9 – 12 Expectations**

**Teacher of general education**

- Minimum synchronous live expectations
  - 40-minute lesson at the normally scheduled time.
- Instruction will be recorded and posted to SeeSaw/Google Classroom page.
- A live link will be kept open for the remainder of the period after the instruction window is noted (e.g., stay live after the 25 minutes of Algebra for students to ask questions). This live-streaming portion is not to be recorded.

- Teacher's schedule for that day will be posted on SeeSaw/Google Classroom page to ensure students and parents know the times. The schedule is to be typical for that particular day (e.g., Mon., Tues., etc.).
- Remind students to take home charging cords when inclement weather is predicted.

### **Teachers of AIS**

- Minimum live expectations
  - 25-minute lesson/session at the normally scheduled time for that day.
- Instruction/session is to be documented.
- A live link will be kept open during designated learning times after instruction windows are noted (e.g., stay live after the 25-minute lesson for students to ask questions). This live-streaming portion is not to be recorded.

### **OT, PT, Speech providers, school social worker**

- Minimum live expectations
  - 15 to 30-minute sessions at the normally scheduled time for that day.
  - Length of time is dependent upon students' identified needs based upon their individual disability
- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of session planned.
- Instruction/session is to be documented.

### **School psychologist**

- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of event planned (e.g., evaluations, meetings).
- Complete tasks related to responsibilities; these may include, but are not limited to, evaluation scoring, report writing, parent communication, and BIP updates.

**School counselors**

- Follow the schedule you had planned for that particular day, with an understanding that certain functions will have to be rescheduled due to the type of event planned (e.g., meetings).
- Complete tasks related to responsibilities; these may include, but are not limited to, virtual student meetings scheduled for that day, contact with students that are disengaged with virtual learning, parent communication, student college/scholarship work, and remote scheduling meetings.