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## **SCHUYLERVILLE CENTRAL SCHOOL DISTRICT**

### **DISTRICT-WIDE SCHOOL SAFETY PLAN 2024-2025**

#### **PROJECT SAVE (SAVE SCHOOLS AGAINST VIOLENCE IN EDUCATION) Commissioner's Regulation 155.17**

### **Introduction**

Emergencies and violent incidents in school districts are critical issues that require comprehensive planning and training. The New York State Safe Schools Against Violence in Education (SAVE) law requires school districts to develop a school safety plan to prevent or minimize the effects of serious violent incidents, natural/manmade disasters and declared state disaster emergencies involving a communicable disease or local public health emergency declaration and other emergencies. Schools should facilitate the coordination of state, 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. 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.

## **District Chief Emergency Officer**

The Schuylerville Central School District has designated James Ducharme, High School Principal as the district's chief emergency officer (CEO). The CEO is responsible for

- (a) coordination of the communication between school staff, law enforcement, and other first responders;
- (b) lead 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 plan with the building-level emergency response plans;
- (c) ensure staff understanding of the district-wide school safety plan;
- (d) ensure the completion and yearly update of building-level emergency response plans for each school building;
- (e) assist in the selection of security related technology and development of procedures for the use of such technology;
- (f) coordinate appropriate safety, security, and emergency training for district and school staff, including required training in the emergency response plan;
- (g) ensure the conduct of required evacuation and lock-down drills in all district buildings as required by Education Law section 807; and
- (h) ensure the completion and yearly update of building-level emergency response plans by the dates designated by the commissioner.
- (i) ensure the development of protocols for responding to a declared state disaster emergency involving a communicable disease that are substantially consistent with the provisions of section 27-c of the Labor Law.

## **Section I: General Considerations and Planning Guidelines**

### **A. Purpose**

The Schuylerville Central School District-Wide School Safety Plan was developed pursuant to Commissioner's Regulation 155.17. At the direction of the board of education, the superintendent appoints a school safety team and charges it with making recommendations regarding the development, maintenance, and implementation of the district-wide school safety plan. The finalization of the plan ultimately rests with the superintendent, with adoption by the Board of Education by September 1<sup>st</sup>. of each school year.

## **B. Identification of School Teams**

The Schuylerville Central School District has created a district-wide school safety team and school emergency response teams for every school building (the elementary/Middle School will have one combined team). Both consist of, but are not limited to, representatives of the school board, students, teachers, staff, administrators, parent organizations, school safety personnel, law enforcement and other first responders and a [school bus driver/monitor](#).

## **C. Coordination of District and School Plans and Teams**

The district-wide school safety plan is directly linked to the individual building-level emergency response plans for each school. The protocols reflected in the district-wide school safety plan guide the development and implementation of each building-level emergency response plan.

In the event of an emergency or violent incident, the initial response to all emergencies at an individual school will be by that building's school emergency response team. Upon the activation of the school emergency response team, the superintendent of schools, or his/her designee, will be notified and, where appropriate, local emergency officials will also be notified. Efforts may be supplemented by county and state resources through existing protocols when needed.

## **D. Plan review and Public Comment**

Pursuant to Commissioner's Regulation 155.17 (e)(3), this plan was originally prepared in 2001, adopted by the school board after at least one public hearing that provides for the participation of school personnel, parents, students and any other interested parties. Full copies of the district-wide school safety plan and any amendments were submitted to the New York State Education Department (NYSED) within 30 days of adoption.

The commissioner's regulation also requires that this plan shall be reviewed by the district-wide school safety team on an annual basis on or before July 1st of each year, and recommendations for updates provided to the superintendent. Hereinafter, all updates made by the district's safety team shall be presented to the board of education for adoption pursuant to the aforementioned regulations. In most cases, recommendations are specific and included in building level plans. A copy of the district-wide plan is available at the Schuylerville District Office located at 14 Spring Street, Schuylerville, NY and online at the district's website ([www.schuylervilleschools.org/forms-and-policies/](http://www.schuylervilleschools.org/forms-and-policies/)). 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 New York State Education Law Section 2801-a. Building-level emergency response plans and all updates are given to the New York State Police and Saratoga County Sheriff's Department within 30 days of adoption.

## **Section II: General Emergency Response Planning**

The district-wide school safety plan provides the framework for the building-level emergency response plan. The purpose of a uniform plan is to ensure district-wide continuity for emergency responses. These general emergency responses will provide one consistent response system that will be used by all school employees, students, parents and emergency responders. This is particularly beneficial as students move from elementary to middle school and then to high school, and as full-time, part-time and substitute employees travel among the schools.

The district team has identified many factors that could cause an emergency in our schools and facilities within the district as well as factors that need to be considered when responding to an emergency. The detailed list of potential internal and external hazards or emergency situations is included in the confidential building-level emergency response plans.

### **A. Identification of Potential Emergency Situations (on and off school property):**

Lists of areas on school property that have the potential to create an emergency situation have been identified. This list and color-coded floor plans have been created for reference and awareness. This list is not all-inclusive for every emergency. However, these areas have been identified as having the most probable impact on district facilities or district boundaries should they have or create an emergency, such as gas lines, fuel tanks and chemical storage. The detailed list and floor plans are included in the confidential building-level emergency response plans and are updated on an annual basis.

The district-wide school safety team in conjunction with Saratoga County Emergency Management Office, New York State Police, Saratoga County Sheriff's Department, Schuyler Hose Fire Department and General Schuyler Emergency Medical Service have identified potential emergency situations off school property that could have an impact on the district. Factors that were considered include population, presence of hazardous materials, potential for emergency based on geographical potential and/or national trends and proximity to district property, such as airports, bridges, dams, major intersections, primary routes of hazardous cartage and SARA Title III locations of hazardous materials. The detailed list is included in the confidential building-level emergency response plans and is updated on an annual basis.

**B. Multi-Hazard Response Guidelines**

1. **Actions** - Included in the building-level Emergency Response Plans are actions for handling multi- hazard emergencies that are in compliance with the Incident Command System (ICS). These guidelines include but are not limited to:

- Initial actions
- Command post location (primary and secondary)
- Before, during and after school evacuation including evacuation routes and relocations sites (internal and external)
- Shelter in place
- Lockdown/lockout
- Emergency school cancellations, closing, early dismissal and delays including after-school, evening activities, weekend, and the School’s Out program.

2. **Emergencies** - These include, but are not limited to the following Multi-hazard Response Guidelines:

Air Pollution	Epidemic	Mass Casualty
Anthrax/Biological	Explosion	Medical Emergency
Aviation Crash	Fire Alarm Activation	Natural Gas Leak
Lg. Structural Failure	Flood	Radiological
Bomb Threat	HAZMAT on & off-site	School Bus Accident
Civil Disturbance	Heating System Failure	Severe Weather Emerg
Crimes Against People	Hostage Situation	Threats of Violence
Earthquake	Intruder Situation	Toxic Exposure
Elec. System Failure	Loss of Building	Water Emergency
Energy Supply Loss	Loss of Buses	

3. **Resources** - The district has identified various resources that may be available for use during an emergency, including: the identification of personnel via school building teams; use of Incident Command System (ICS); a list of volunteer faculty/staff trained in first aid, CPR and AED use; equipment; master list of all vehicles in the Transportation Department; building floor plans/maps with shut-offs and potential hazards noted; American Red Cross sheltering agreements; and designated shelter sites with backup

shelter sites. The district has agreements with any shelters that are used within the community. The specific, detailed information is included in the confidential building-level emergency response plans upon the advice of the New York State Police.

**4. Incident Command System (ICS)** - The district has identified school personnel authorized to make decisions during an emergency. Through ICS the procedures to coordinate the use of school district resources and manpower during emergencies are clearly defined. ICS identifies the staff members and their backups assigned to provide assistance during emergencies. Each school building has an emergency response team (the bi-building schools will have one combined team) that works under the Incident Command System. Each team is documented in detail. This document is given only to emergency response team members, the school emergency coordinator, the New York State Police and the Saratoga County Sheriff's Department. The emergency response team details are located in the confidential building-level emergency response plans. Each emergency response team has been given an overview of the ICS, an ICS flow chart, ICS training and specific ICS roles and responsibilities.

**5. Policies and Procedures for Training** - The district has developed policies and procedures for annual multi-hazard school safety training for staff and students, including the strategies for implementing training related to multi-hazards. Procedures have been established to provide this training on an annual basis to include but are not limited to: early dismissal/go home drill, fire drills, lockdown drills, table top exercises, New York State Police Safe Schools Training and ICS/NIMS training (an internal, confidential Guide for Safety & Emergency Planning has been created and references specific requirements for training and drill frequency). Individual schools use various faculty/staff surveys and forms, in order to obtain feedback on the drill practiced. School administrators then address any concerns or questions noted and share them either in written form or in faculty/staff meetings. On a monthly basis, the district administrators and principals meet to discuss all reports of multi-hazard training, actual and potential hazards and/or violence (implied threats, direct threats and/or actual acts of violence). The discussions are the key to debriefing as a district. Actions and procedures that are carried out successfully are verified and areas in need of improvement are noted as needed. This level of district awareness assists each principal and administrator in responding to future training, actual emergency responses and implied threat, direct threats and/or actual acts of violence.

All drills required by the NYS Department of Education are satisfied annually and must follow a trauma informed approach. Drills and training must not include props, actors,

simulations, or other tactics intended to mimic a school shooting, incident of violence or other emergency. School District building administrators will be required to notify parents/guardians of upcoming drills. When a drill occurs, staff and students must be informed that the event is a drill and not an actual emergency.

If the District chooses to participate in a full-scale exercise in conjunction with local and county emergency responders and preparedness officials utilizing props, actors, simulations or other tactics intended to mimic a school shooting or other act of violence, such exercise must not be conducted on a regular school day or when other activities including athletics are occurring on school grounds. In addition, such exercises cannot include students without written consent from parents or persons in parental relation

### **Trauma Informed Approach**

A trauma-informed approach is a way of understanding and responding to people who have experienced trauma, which can affect their sense of self, others, and the world. It involves realizing the widespread impact of trauma, recognizing the signs and symptoms of trauma, and integrating knowledge about trauma into policies, procedures, and practices. It also seeks to promote empowerment and recovery and minimize re-traumatization. A trauma-informed approach is a culture shift that requires collaboration among different sectors of public service, such as education, health, law, and social work. (NYS DOH)

## **Section III: Responding to Threats and Acts of Violence**

A. **Policies and Procedures** - Schools will activate their crisis team and will refer to their crisis intervention plans and the multi-hazard response guides. The multi-hazard response guides are reviewed by the district- wide school safety team to ensure content and consistency throughout the district. These policies and procedures are for responding to implied or direct threats of violence by students, teachers, other school personnel and visitors to the school, including consideration of zero-tolerance policies for school violence. The following types of procedures are addressed in the confidential building-level emergency response plans:

- Contact the appropriate law enforcement agency, if necessary.
- Inform the building principal and superintendent.

- The use of staff trained in de-escalation or other strategies to diffuse the situation. Informing the building principal of implied or direct threats.
- Determine level of threat with principal and superintendent/designee.
- Monitoring the situation, adjusting the district's response as appropriate to include possible implementation of the emergency response team.
- If the situation warrants, isolate the immediate area and evacuate if appropriate.
- If necessary, initiate a lockdown procedure and contact the appropriate law enforcement agency.
- Monitor the situation; adjust the level of response as appropriate; if necessary, initiate early dismissal, sheltering or evacuation procedures.
- Communication with parent/legal guardian, and general public, as needed.

*NOTE: The Schuylerville Code of Conduct also describes policies and procedures for responding to acts of violence by students, teachers, other school personnel and visitors to the school. The district's code of conduct also supports school safety and security. The code of conduct is pursuant to the district's safe and drug-free schools policy and the no weapons policy.*

**B. Response Protocols** - These are identified in the district-wide school safety plan, along with definitions of ICS roles and responsibilities. The Multi-Hazard Emergency Response Guides address specific procedures and protocols for responding to bomb threat, intruders, hostage takings and kidnapping including:

- Identification of decision-makers.
- Notification of administrators/agencies - All district administrators, principals, their secretaries and building custodians have a confidential emergency reference card. This card specifically outlines which agency and which administrator(s) need to be contacted under which emergency circumstances. This two-sided document is updated on an annual basis and designed to be kept near the phones at work and at home if needed during "off" hours.
- Plans to safeguard students and staff.
- System for student release (reunification)
- Procedures to provide transportation, if necessary
- Debriefing procedures.

*Upon the advice of the New York State Police, Saratoga County Sheriff's Department and local fire department, the specific response details are located in the confidential building-level multi-hazard emergency response guides.*



C. **Communications Protocols** - The district has established policies and procedures to contact parents, legal guardians or persons in parental relation to the students in the event of a violent incident or an early dismissal. In the Schuylerville Central School District, the following communication methods will be taken:

- For small-scale incidents, the crisis intervention plans and crisis team may be activated. Depending on the incident, school personnel may directly call the parents/legal guardians of all students directly impacted. All other parents/legal guardians will receive an informational notification via the website or Student Information System. Meetings may be scheduled in a timely manner for further discussion, if necessary.
- For any major incident, the crisis intervention plans and crisis team will be activated. The district will be working with the media (TV, radio, newspaper), website, social media and SIS system to relay pertinent school related information (i.e. how and where parents can be reunited with children, etc.). Community meetings and/or press conferences may be scheduled in a timely manner to discuss the particulars of the incidents and the district's response.

The district has also established policies and procedures for contacting parents, guardians or persons in parental relation to an individual student of the district in the event of an implied or direct threat of violence by such student against themselves, which for the purposes of this subdivision shall include suicide. In the Schuylerville Central School District, the following communication methods will be taken:

- The crisis intervention plans and crisis team may be activated.
- Principal or counselor contact parent
- Counselor reach out to student peer group
- Counselor reach out to student
- Contact SRO
- Crisis team is notified

#### **Section IV: Communication with Other Agencies**

The district-wide school safety plan provides the framework for the building-level emergency response plan with regard to communication with other agencies.

A. The Schuylerville Central School District is fortunate to have substantial ties to the emergency responder network within Saratoga County. In case of an emergency within any one of our facilities, that facility would dial 911 for emergency assistance. If involvement were needed from other local government agencies, then the superintendent or their designee would act as that contact person. Additional procedures for communications can be found in the building-level emergency response plans and the Capital Region BOCES Emergency

Communications Network Flowchart. The following examples are the types of arrangements that could be used by the District:

- Principal (building-level IC or backup IC) or Superintendent (district-wide IC or backup IC) in an emergency would contact the county dispatch center for fire, EMS, or police by calling 911.
- Principal (building-level IC or backup IC) or Superintendent (district-wide IC or backup IC) contacts the highest-ranking local government official for notification and/or assistance.

B. Arrangements for obtaining advice and assistance from local government officials including the county or town officials responsible for implementation of Article 2-B of the Executive Law will be carried out through the protocols established in the Capital Region BOCES Communication Flowchart. The following are examples of the types of arrangements that could be used by the district during countywide emergencies:

- Superintendent (district-wide IC or backup IC) in an emergency will contact the Saratoga County Emergency Management Coordinator and/or the highest-ranking local government official for obtaining advice and assistance.
- The District has identified resources for an emergency from the following agencies: Saratoga County Civil Defense Office, American Red Cross, Saratoga County Emergency Services Office, New York State Police, Saratoga County Sheriff, Saratoga County Mental Health Office and Capital Region BOCES Health/Safety/Risk Management Office.
- If the emergency is within the school district boundaries and has the potential to impact the surrounding community, the Superintendent or designee will notify the appropriate town officials (ex: highway dept., town administrator, and/or public safety). The district would contact the following as needed: Village of Schuylerville and Village of Victory. Likewise, should there be an emergency within the community that has the potential to impact the facilities of the school district; the superintendent should be notified immediately.

C. If there is an emergency within the district that has the potential to impact bus transportation capabilities either to or from other educational agencies within the district boundaries, the director of transportation in close coordination with the school emergency coordinator will activate a phone tree to inform all necessary parties. The phone tree will be located in the building-level emergency response plan for the transportation department. In the event the phones are not operational, media (radio, television, district website) may be utilized to convey the pertinent emergency information.

D. Along with the phone tree, the district has access to the following information about each educational agency located in the school district, including information on:

- School population.
- Number of staff.

- Transportation needs
- Business and home telephone numbers of key officials of each such educational agency

The details are considered confidential, due to the school specific information and administrator home phone numbers, and are located in the confidential building-level emergency response plan.

## **Section V: Prevention and Intervention Strategies**

**Security Measures and Procedures** - The district procedures require the following: visitor sign-in and visitor badges (during regular school hours), single point of entry, buzz-in door surveillance systems, fingerprinting of employees, volunteering screening, and employee badges. The district also employs a School Resource Officer (SRO) that is routinely present on campus. New York State Police and the Saratoga County Sheriff Department are routinely present on campus, in school buildings, and at large public events. Video surveillance, random locker searches, security pages and security motion detectors are also used to improve security. If a crime occurs in or on school property, the district follows the New York State Police 'Crime Scene Management' procedures.

**Security Policies** - To further enhance school security and student, faculty and staff safety, the district has the following policies in place:

- Child Abuse/Maltreatment and Neglect – 7530 and 7530R
- Code of Conduct for the Maintenance of Order on School Property – 3410
- Dignity for All Students – 7554
- Drug-Free Workplace – 6151
- Emergency Closings – 3510
- Fingerprinting of Prospective School Employees – 6170
- Fire Drills, Bomb Threats and Bus Emergency Drills – 5683
- School Safety Plans – 5681
- Threats of Violence in School – 341
- Anti-Harassment in the School District – 3420
- Uniform Violent and Disruptive Incident System – 3430
- Unlawful Possession of a Weapon on School Grounds – 3411
- Use of Video/Audio Systems in the School District – 563
- Weapons in School and the Gun-Free Schools Act – 7360
- Supervision of Students – 7570 and 7570R

**Identification of Warning Signs** - The Schuylerville Central School District has implemented procedures for the dissemination of materials regarding the early detection

of potentially violent behaviors (threat assessment), including but not limited to the identification of family, community and environmental factors to teachers, administrators, parents and other persons in parental relation to students of the school district or board, students and other persons, when deemed appropriate. The district employs school social workers, counselors, psychologists and intervention counselors who assist the district in identifying early warning signs in students and early intervention/prevention strategies. Designated personnel also play a key role in suicide prevention programs.

**Appropriate Prevention and Intervention Strategies** (not all inclusive; an internal, confidential Guide for Safety & Emergency Planning has been created and references specific requirements for training and drill frequency):

Collaborative efforts 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.

- Training of hall monitors and other personnel.
- Compliance with DASA regulations
- Non-violent conflict resolution training programs.
- Extended day school programs.
- Community-wide Character Education Program.
- Second Step Program

**Prevention and Intervention Programs** - Strategies for improving communication among students, between students and staff and the reporting of potentially violent incidents. Highlights of the major programs are noted below (not all inclusive):

**District-Wide Programs:**

Student/parent/legal guardian handbook that outlines the expectations of students.

Student Code of Conduct that outlines expectations of students.

**Schuylerville High School (grades 9-12):**

- Counseling Center – All students are assigned a school counselor who works with the students and parents.
- Student Support Team – Members (Principal, Assistant Principal, Psychologist, Intervention Counselor, School Counselors and School Nurse) meet weekly to discuss students who are referred by members of the committee or teachers. Specific interventions are developed and staff are assigned to monitor progress.
- Progressive Discipline Process – Teachers discuss behavior with students, communication with parents/legal guardians and use classroom behavior consequences. Teachers write referrals to document behavior that continues after teacher intervention. The student meets with the Assistant Principal or Principal to discuss the behavior and its consequences.

- Extracurricular Activities – There are extensive opportunities for students to become involved in productive, fun activities before and after school, with a strong focus on community service.
- Mentoring Program – To improve school performance and/or social interactions among students who have struggled in these areas.
- Anti-Bullying Curriculum – Monthly lessons incorporated into English/Social Studies class(alternating years).
- Catching Character Program – A student recognition program designed to celebrate and encourage positive behavior associated with fifteen qualities associated with strong character.
- Annual Student Leadership Conference – An afterschool leadership development program featuring a keynote speaker and several workshops focused on skills and opportunities for student leaders to shape the school culture in a positive manner.
- Grade Level Assemblies – Principal and Assistant Principal meet with each grade level (separately) in September to review the Dignity for All Students Act and set expectations for positive and respectful behavior.

#### **Middle School (grades 6-8):**

- Middle School Rights and Expectations – Provided in written form in the Student Agenda.
- DASA Assemblies at the beginning of the year.
- Grade Level Assemblies to support anti-bullying and promote positive culture and climate
- Character Words of the Month -Students are nominated each month for displaying character traits such as respect, kindness, integrity etc.
- Counseling Center – All students are assigned a school counselor who works with the students and parents. Counselors discuss study/organizational skills, goal setting, interim/report card grades, strategies for improving grades/attitudes, learning styles, getting along with others and related topics that concern a student and/or parents.
- IST (Instructional Support Team) – Members (principal, assistant principal, psychologist, intervention counselor, school counselors and school nurse) meet weekly to discuss students who are referred by members of the committee or teachers. Specific interventions are developed and staff are assigned to monitor progress.
- Extracurricular Activities – There are extensive opportunities for students to become involved in productive, fun activities before and after school.
- Student Agenda – The ‘Bullying- Back Off. \_Step Up” section of the student’s agenda is provided for student reading and teacher use in school to help students learn the skills of making responsible choices and being proactive in facing challenges.
- Progressive Discipline Process – Teachers discuss behavior with students, communication with parents/legal guardians and use classroom behavior

consequences. Teachers write referrals to document behavior that continues after teacher intervention. The student meets with the assistant principal or principal to discuss the behavior and its consequences.

### **Elementary Schools (K-5):**

- DASA (Anti-bullying) Assemblies
- Character Counts Assemblies through Arts in Education Programs
- Bucket Filler Program - students are recognized each week for demonstrating good behavior, character, and kindness
- IST (Instructional Support Team) – Members (principal, assistant principal, psychologist, school counselors and speech) meet weekly to discuss students who are referred by members of the committee or teachers. Specific interventions are developed and staff are assigned to monitor progress.
- Character Education words of the year
- Effective School's Committee, Character Education subcommittee to support students and programs throughout the year
- K-5 (as needed) classroom lessons with principal or counselor
- Social Emotional Learning Program, Second Step, delivered to all K-5 students throughout the year.
  - Feelings: Counselor works with all students on the four basic feelings; happy, sad, mad, scared.
  - Problem Solving Strategies and “Stop and Think.”
  - Zones of Regulations Program – To regulate behavior and emotional control.
  - Conflict Resolution and Management
  - Social Skill Training
- Too Good for Drugs- Drug Education Program
- Reporting system to report serious offense school violence.

The Schuylerville Central School District has created descriptions of 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.

**Prevention and Intervention Training** – The district’s human resources department has developed a description of duties, hiring and screening process. As required by the SAVE legislation, all employees are fingerprinted and have a criminal background check via the NYS Education Department.

### **Section VI: Declared State of Emergency Involving a Communicable Disease**

On September 7, 2020, Governor Cuomo signed into law Chapter 168 of the Laws of 2020 that requires public employers, including public school districts, to adopt a continuation of operations plan in the event that the Governor declares a state disaster emergency involving a communicable disease. The legislation (S.8617-B / A.10832) amended subdivision 2 of section 2801-a of New York Education Law to require that District Safety Plans include protocols for responding to a declared state disaster emergency involving a communicable disease that are “substantially consistent” with the provisions of section 27-c of the Labor Law. A technical chapter amendment (S.01295 / A.009980) to the legislation became effective February 16, 2021 (Chapter 30 of the Laws of 2021).

As per section 27-c of the Labor Law, the operations plan must include, but is not limited to:

- A. A list and description of the types of positions considered essential in the event of a State-ordered reduction of in-person workforce. For this purpose, essential is defined as required to be physically present at a work site to perform his or her job. Such designation may be changed at any time at the sole discretion of the employer.
  
- B. A description of protocols the employer will follow in order for nonessential employees to telecommute including, but not limited to, facilitating, or requesting the procurement, distribution, downloading, and installation of any needed technology, including software, data, and the transferring of office phone lines to work or personal cell phones as practicable or applicable to the workplace, and may include devices.
  
- C. A description of how the employer will, to the extent possible, stagger work shifts of essential employees to reduce overcrowding on public transportation and at worksites.
  
- D. Protocols the employer will implement to procure personal protective equipment (PPE), defined as equipment worn to minimize exposure to hazards, including gloves, masks, face shields, foot and eye protection, protective hearing devices, respirators, hard hats, and disposable gowns and aprons and, for essential employees, a quantity sufficient to provide PPE to each essential employee to meet his or her tasks and needs during any given work shift. A plan for storage of equipment and access to equipment must be included.
  
- E. Protocols in the event an employee is exposed to a known case of the disease, exhibits symptoms of the disease, or tests positive for the disease to prevent the spread or contraction in the workplace. The protocols shall not violate any existing federal, state, or local law regarding sick leave or health information privacy and must include detailed actions to immediately and thoroughly disinfect the work area, common area surface and shared equipment. The protocols must also 3 describe

the employer policy on available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine.

- F. Protocols for documenting hours and work locations, including off-site visits, for essential employees. The protocol shall be designed only to aid in tracking of the disease and to identify exposed employees and contractors to facilitate the provision of any benefits which may be available.
- G. Protocols for working with the employer's locality to identify sites for emergency housing for essential employees to further contain the spread of the communicable disease to the extent applicable to the needs of the workplace.
- H. Protocols for implementing any other requirements determined by the Department of Health such as contact tracing or testing, social distancing, hand hygiene and disinfectant, or mask wearing.

The employer must consider and respond to recommendations received from the recognized or certified representatives of the employer's employees in writing, within a reasonable timeframe. A copy of the final version of the plan shall be published in a clear and conspicuous location, and in the employee handbook, and in a location accessible on either the employer's website or on the internet accessible by employees. No employer shall take retaliatory action or otherwise discriminate against any employee for making suggestions or recommendations regarding the content of the plan. "Retaliatory action" is defined as the discharge, suspension, demotion, or discrimination against any employee, or other adverse employment action taken against an employee in the terms and conditions of employment.

## **Section VII: Recovery**

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

The district realizes that some emergencies may require external support for an individual school since it may require additional expertise or personnel requirements. If/when a school building emergency response team or crisis team is faced with threats of violence or actual violent incidents, the district-wide emergency response team will assist as follows:



- Acting as a sounding board for the building principal/supervisor of implied or direct threats and/or violent acts.
- Assisting in determining the level of threat and appropriate responses.
- Sending a district-wide team member to support the building-level emergency response team.
- Monitoring the situation and adjusting the District's response as appropriate.
- Assisting with parent/legal guardian, faculty/staff, and media communication.
- Assisting with coordinating building and grounds security.
- Assisting with offering a "backup" crisis team (another school team and/or an outside group) if the affected team needs assistance.
- At monthly administrator's meetings, all implied or direct threats and/or violent acts are shared and discussed. A consensus is reached on how to best handle each incident in a manner that meets district and building approval. All administrators have this ongoing resource available.

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

The district realizes that some emergencies may require external support for an individual school since it may require additional expertise or personnel requirements. If/when a crisis team is faced with threats of violence or actual violent incidents, the district-wide emergency response team will assist as follows:

- Sending a district-wide team member to each affected school building as a liaison between the school building and the district office.
- Activating the district-wide crisis team. The team consists of the school physicians, school nurse coordinator and school psychologists and District office administrative staff as needed. The team has local connections to the Saratoga County Department of Health, Saratoga County Mental Health and Saratoga County Emergency Management Office.
- Continued feedback from those directly impacted is sought. Building and district support is offered during the incident with projected plans to assist if needed during heightened stressful times such as a re-occurrence of a similar event and anniversaries of the original incident.
- Assisting with parent/legal guardian, student, and faculty/staff debriefing and/or post-incident crisis intervention. If needed, assisting in contacting additional outside mental health resources such as: the National Organization for Victim

Assistance (1-800-try-nova) ([www.try-nova.org](http://www.try-nova.org)) and the Saratoga County Office of Mental Health.

- Assisting the schools with the creation of written statements being distributed to faculty/staff, parents/legal guardians; press releases and media requests through the district's public information officer and communications office. The district has a large resource of letters, press releases and media procedures that take the burden off of the individual school building team.

### **Section VIII: Roles & Responsibilities – School/Law Enforcement (SRO)**

Effective July 1<sup>st</sup>, 2019, NYSED amended Part 155.17, School Safety Regulation. Beginning with the 2019-20 school year, and every school year thereafter, every school shall define the areas of responsibility of school personnel, security personnel and law enforcement in response to student misconduct that violates the code of conduct. A school district or charter school that employs, contracts with, or otherwise retains law enforcement or public or private security personnel, including school resource officers, shall establish a written contract or memorandum of understanding that is developed with stakeholder input, including, but not limited to, parents, students, school administrators, teachers, collective bargaining units, parent and student organizations and community members, as well as probation officers, prosecutors, defense counsels and courts that are familiar with school discipline. Such written contract or memorandum of understanding shall define the relationship between a school district or charter school, school personnel, students, visitors, law enforcement, and public or private security personnel. Such contract or memorandum of understanding shall be consistent with the code of conduct, define law enforcement or security personnel's roles, responsibilities and involvement within a school and clearly delegate the role of school discipline to the school administration. Such written contract or memorandum of understanding shall be incorporated into and published as part of the district safety plan.

The Schuylerville Central School District employs school resource officer(s). The attached Appendix describes the agreement with the Saratoga Sheriff's Office for employment of the SRO.

**APPENDIX 1 (Saratoga County Sheriff's Written Agreement/Contract) (To be added)**

## **APPENDIX 2: Communicable Disease - Pandemic Continuity of Operations Plan**

This Continuity of Operations Plan has been developed to meet the requirements of subsection (2)(m) of Education Law §2801-a which requires public employers to prepare a plan for the continuation of operations in the event that the Governor declares a public health emergency involving a communicable disease. This plan is built upon the components of the District-Wide School Safety and the Building-Level Emergency Response Plan(s). The plan includes elements of the COVID-19 Reopening Plan and will be updated regularly to reflect current guidance and best practices. The District-Wide School Safety Team assumes responsibility for development and compliance with all provisions of this plan and implementation at the building level through the Building-Level Emergency Response Team.

### **Background and Compliance**

On September 7, 2020, NYS Governor Cuomo signed legislation (S8617B/A10832) requiring plans to protect public workers in future health emergencies. The law requires state and local governments and school districts to plan for future state disaster emergencies involving a communicable disease, including protections for essential workers and protocols for securing PPE (personal protective equipment).

New York State defines a communicable disease as an illness caused by an infectious agent or its toxins that occurs through the direct or indirect transmission of the infectious agent or its products from an infected individual or through an animal, vector or the inanimate environment to a susceptible animal or human host.

Nothing in this plan shall be deemed to impede, infringe, diminish or impair the rights of a public employee or employer 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.

### **Activation of Plan**

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

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

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

- District Medical Director
- School nurse(s)
- Technology Director
- Human Resources Director
- Business Official
- Facility Director
- Food Service Director
- Transportation Coordinator
- Communications Director
- Curriculum Director

Communication with parents, students, staff, and the school community is important throughout a pandemic outbreak. Communication methods will include postings to the district website, general mailings, email, social media, school communication apps, and the public media. Taryn Kane (Communications Director) has been designated to coordinate this effort. Communications will work closely with Jason Mehan (Technology Director) to ensure proper function of all communication systems.

The health and safety of our employees and contractors is crucial to maintaining our mission essential operations, while supporting the health and safety of our students, parents/guardians and school community. For the most current pandemic guidance, all employees and contractors are encouraged to use the following resources:

- NYS Department of Health Coronavirus COVID-19 [website](#) and [MasterGuidance](#)
- NYS Education Department Coronavirus [website](#) and [guidance](#)
- CDC Coronavirus (COVID-19) [website](#) and [SchoolGuidance](#)
- Schuylerville Central School District's COVID-19 [September 2020 Reopening Plan](#)

The district is prepared to pivot to other guidance in the event of future communicable disease pandemics to be reflected in this plan if/when the time comes.

#### **A. Essential Positions/Titles**

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

The mission essential functions for the school district have been identified as:

<b>Essential Function</b>	<b>Description</b>
District Administrative Team	Provides supervision of employees performing mission essential functions in the schools and buildings and provides PPE and disinfection supplies.
Food Service	Provides school meals to all students, including those attending school in-person and those learning remotely.
Clerical Staff	Responsible for answering phones, providing support to building administrators, responding to emails, greeting visitors, assisting in building sign-in procedures, accepting deliveries and helping disseminate mail.
Transportation Department	Responsible for the safety and efficient operation and maintenance of the transportation department. Coordinates with the Food Service Manager on meal deliveries. Cleans and disinfects district vehicles used for meal deliveries.
Custodial and Maintenance Department	Provide the upkeep of the campus during remote work and learning and ensures that all buildings and grounds are properly maintained, regularly cleaned and disinfected as necessary to ensure the safety of school community members.
Special Education	Provides extended school year (ESY) special education programs and services.
Information Technology (IT)	Provides hardware and software for staff and students to facilitate continued education in remote learning environments necessary for continuity of instruction and education. Also responsible for troubleshooting technical issues that may arise during the distance learning process, the offering of the best practices in communication to ensure that students are able to access curricular materials and for helping staff members disseminate information related to both academic and social-emotional education.
Faculty & Staff	Provide instructional education and support as needed, per the Superintendent's discretion

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

Role/Topic	Task	Backups
Overall Operations	<p>Have decision-making authority for the district.</p> <p>Make district policies and procedures to reflect crisis response</p>	<p>Those listed below are assigned to this role:</p> <p>Superintendent Business Official Director of Facilities Additional roles</p>
Business Office	<p>Maintain overall function and facilities operation.</p> <p>Review essential functions and responsibilities of back-up personnel.</p> <p>Monitor utilization of supplies, equipment, contracts, and provided services and adjust as necessary</p>	<p>Purchasing</p> <p>Payroll</p>
Facilities	<p>Keep the Business Office informed of staffing issues and of the point at which buildings can no longer be maintained</p> <p>Provided building administrators with procedures for maintaining essential building functions (e.g., HVAC system operation, alarms, security, etc.) along with a list of telephone numbers of outside companies and alternates for repair and maintenance of these systems</p> <p>Meet with staff and monitor their ability to maintain essential function</p>	

Human Resources	<p>Monitors absenteeism and ensures appropriate delegation of authority</p> <p>Work with bargaining units to develop the plan for emergency use of personnel in non-traditional functions and changes in the normal work-day such as alternate or reduced work hours, working from home, etc.</p>	<p>Recruitment/Staffing</p> <p>Workplace Safety</p> <p>Training</p> <p>Labor Law Compliance</p> <p>Compensation Planning</p>
Continuity of Instruction	<p>Will be implemented in the event of significant absences or school closure.</p> <p>Alternate learning strategies will include:</p> <ul style="list-style-type: none"> <li>● Hard copy, self-directed lessons</li> <li>● Use of mobile media storage devices for lessons (CDs, Jump Drives, IPads)</li> <li>● O-line instruction; online resources; online textbooks</li> <li>● 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</li> </ul>	

**B. Working/Learning Remotely**

The District will assess devices and technology needs of all non-essential employees and contractors in order to enable telecommuting.

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

- Who will need devices and/or peripherals at home,
- What programs will need to be added to these devices, and
- The availability of viable existing at-home Internet service.

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



### C. Staggered Shifts

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

- Limiting building occupancy to 25%, 50% or 75% of capacity or the maximum allowable by state or local guidance.
- Forming employee work shift cohorts to limit potential contacts.
- Limit employee travel within the building and/or between buildings.
- Limit restroom usage to specific work areas.
- Stagger arrival and dismissal times.
- Alternate work-days or work weeks.
- Implement a four-day work week.
- Limit or eliminate visitors to the building.

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

### D. Personal Protective Equipment (PPE) and Face Coverings

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

<b>PPE Type</b>	<b>Task/Role</b>
N-95	Nurses/Nurses' Aides Cleaners/Custodians (based on disinfectants used)
Face Shields	Nurses/Nurses' Aides Special Education
Gowns	Nurses/Nurses' Aides Special Education

Gloves	Nurses/Nurses' Aides Special Education Cleaners/Custodians Maintenance/Mechanics
Cloth Face Coverings*	All faculty, staff and students

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

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

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

PPE and face coverings will be stored in a manner which will prevent degradation. These supplies will be monitored to ensure integrity and track usage rates. District communication on how to access PPE will be provided.

**E. Response Protocols for Preventing Spread**

The district’s administration team will meet to determine the need for activation of a pandemic response based on internal monitoring and correspondence with the local health department and other experts.

- The district’s administration team at both the District and Building level will be informed that the response effort has been enacted. These individuals will meet to discuss the plan’s activation and review responsibilities and communication procedures.

- Communications will work closely with the IT department to re-test all communication systems to ensure proper function. The District-wide School Safety Team and Building-Level Emergency Response Teams will assist in this effort.
- An alert will be sent to the school community upon activation of this plan. The communication will be based on the latest information from federal, state and local health authorities.
- If the decision is made to close a school building, the district will notify the NYS Education Department and District Superintendent.

The district will assign a communicable disease safety coordinator, the Director of Pupil Personnel Services, in consultation with the Director of Facilities, whose responsibilities include continuous compliance with all aspects of the district’s reopening plan and any phased-in reopening activities necessary to allow for operational issues to be resolved before activities return to normal or “new normal” levels. The coordinators shall be the main contacts upon the identification of positive communicable disease cases; the Communications Director is responsible for subsequent communication. Coordinators shall be responsible for answering questions from students, faculty, staff, and parents or legal guardians of students regarding the public health emergency and plans implemented by the school.

## **Hand Hygiene**

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

- For hand washing: soap, running water, and disposable paper towels.
- For hand sanitizing: an alcohol-based hand sanitizer containing at least 60% alcohol for areas where hand washing facilities may not be available or practical.
- Accommodations for students who cannot use hand sanitizer will be made.

## **Communicable Disease Exposures**

The district must be prepared for communicable disease outbreaks in their local communities and for individual exposure events to occur in their facilities, regardless of the level of community transmission. The Centers for Disease Control and Prevention (CDC) and New York State Department of Health (NYSDOH) have provided recommendations for strategies to follow after an exposure:

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

- Open outside doors and windows to increase air circulation in the area.
- Wait at least 24 hours before cleaning and disinfection. If waiting 24 hours is not feasible, wait as long as possible;
- Clean and disinfect all areas used by the person suspected or confirmed to have a communicable disease, such as offices, classrooms, bathrooms, lockers, and common areas.
- Once the area has been appropriately cleaned and disinfected it can be reopened for use.
- Individuals without close or proximate contact with the person suspected or confirmed to have a communicable disease can return to the area and resume school activities immediately after cleaning and disinfection.
- If more than seven days have passed since the person who is suspected or confirmed to have a communicable disease visited or used the facility, additional cleaning or disinfection is not necessary, but routine cleaning and disinfection should continue.

### **Returning after Illness**

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

- Documentation from a health care provider following evaluation
- Negative COVID-19 diagnostic test result
- Symptom resolution, or if positive for a communicable disease, release from isolation

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

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

### **Cleaning/Disinfecting**

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

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

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

The school district has determined employee policies for available leave in the event of the need of an employee to receive testing, treatment, isolation, or quarantine. These policies are consistent with existing federal, state, or local law, including regarding sick leave or health information privacy.

## **F. Contact Tracing Supports**

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

Districts may assist with contact tracing by:

- Keeping accurate attendance records of students and staff members
- Ensuring student schedules are up to date
- Keeping a log of any visitor which includes date and time, and where in the school they visited
- Assisting the local health departments in tracing all contacts of the individual in accordance with the protocol, training, and tools provided through the NYS Contact Tracing Program

The district, in consultation with the local health department, will determine what process will be followed when communicable disease cases are discovered in the school (e.g., how many individuals will be quarantined, closing of areas or classrooms, etc.).

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

## **G. Housing for Essential Employees**

Emergency housing for essential workers is not considered to be required for school faculty and staff. The need for emergency housing will be determined with direction from the local department of health.

**Recovery**

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

- Work toward a smooth transition from the existing learning methods to the normal process.
- Use the described communication methods to keep the school community aware of the transition process.
- Work closely with the New York State Education Department to revise or amend the school calendar as deemed appropriate.
- Evaluate all building operations for normal function and re-implement appropriate maintenance and cleaning procedures.

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

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

Attachment 1 – Cleaning and Disinfection Protocols and Procedures

Room Types/Areas	Cleaning Frequency	Disinfection Frequency	Responsible Party	Additional Information
Classrooms	Daily	Daily	Custodial staff; staff and teachers	Doors, desks, chairs, and floors
Restrooms	2x daily	2x daily	Custodial staff	Doors and sinks will be done twice daily. Floors will be done once daily.

Health Offices/Isolation Rooms	Various	Various	Nursing staff; Custodial staff	Cots, bathrooms and health office equipment will be cleaned after each use. Floors will be done once daily.
Breakrooms	Daily	Daily	Custodial staff	Doors, tables, chairs and floors
Cafeterias/Kitchens	Various	Various	Custodial staff; staff and teachers	Tables and chairs will be cleaned/disinfected in between each group's use. Floors will be done once daily.
Outside Seating Areas	Various	Various	Custodial staff; staff and teachers	Tables and chairs will be cleaned/disinfected in between each group's use. Floors will be done once daily.
Computer Labs	Various	Various	Custodial staff; staff and teachers	Equipment to be cleaned/disinfected between each use. Doors, tables, chairs and floors will be done once daily.
Science Labs	Daily	Daily	Custodial staff; staff and teachers	Equipment to be cleaned/disinfected between each use. Doors, tables, chairs and floors will be done once daily.
Maintenance Office and Work Areas	Daily	Daily	Custodial staff	Doors, desks, chairs, and floors
Bus Garage	Daily	Daily	Custodial staff; Transportation staff	Bathroom, doors, desks, chairs, and floors

Libraries	Daily	Daily	Custodial staff; Librarians	Equipment to be cleaned/disinfected between each use. Doors, tables, chairs and floors will be done once daily.
Playgrounds	As needed	N/A	Custodial staff	
School Buses	Daily	Daily	Transportation staff	High contact spots will be cleaned after the morning (AM) runs and cleaned/disinfected after the afternoon (PM) run.
School Vehicles	After each use	After each use	Staff using vehicles	
Administrative Offices	Daily	Daily	Custodial staff	Doors, desks, chairs, and floors
Large Meeting Areas (e.g., gymnasiums, auditoriums, music rooms)	N/A	N/A	N/A	These areas are not going to be used. When these areas will be returned to use, then an appropriate frequency for cleaning/disinfection will be established.

Athletic Training Rooms, Locker Rooms	N/A	N/A	N/A	These areas are not going to be used. When these areas will be returned to use, then an appropriate frequency for cleaning/disinfection will be established.
Frequently touched surfaces (e.g., doorknobs, light switches, elevator buttons, copy machine buttons, handles, etc.)	2x daily	2x daily	Custodial staff	



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

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

**Appendix 3: Remote Instruction Plan**